VAL VERDE UNIFIED SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2012 – JUNE 30, 2015
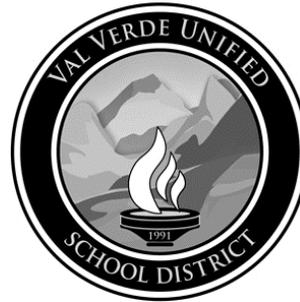
County Name:	Riverside
District Name:	Val Verde Unified School District
CDS Code:	33-75242
District Phone Number:	951.940.6100
Ed Tech Plan Contact Name:	Matt Penner
Contact Title:	Director of Information Technology
Contact Address:	971 W. Morgan Street
Contact City & Zip Code:	Perris, CA 92571
Contact Phone Number:	951.940.6108 x10720
Contact Fax Number:	951.940.8599
Contact E-Mail:	mpenner@valverde.edu

TABLE OF CONTENTS

Section 1a: The district technology plan describes the next three years of Val Verde Unified School District's technology vision, from July 1, 2012 to June 30, 2015.

The Val Verde Unified School District serves a wide area of Riverside County that includes the suburbs of Moreno Valley and Perris and a large unincorporated area that includes Mead Valley. We currently serve over 19,600 students. The Val Verde Unified School District is currently made up of 12 elementary schools, four middle schools, two comprehensive high schools, one continuation high school and a Virtual Academy and a student success academy school.

The Val Verde Unified School District believes in an educational system which is committed to effective life-long learning and provides its students with the tools and knowledge to become productive citizens of our democratic society

Overview and Summary of the Plan
Val Verde Unified School District (VVUSD) recognizes in the process to ensure that curriculum and technology are appropriately integrated to serve the needs of the district's students. There is a need to revise and make additions to all the required sections of the plan in order to provide direction of our technology implementation to support student learning and achievement.

Curriculum
VVUSD's curriculum is aligned to state standards in all four core areas – English language arts, mathematics, science, and social science. State adopted materials (K-8) and standards aligned materials are used in all instructional programs. Technology is used as a tool to support the district's instructional program.

The District has implemented State Board adopted Core Instructional Materials in Reading Language Arts, History, Science, and Mathematics that are aligned to the state content standards at both elementary and secondary levels. The District has implemented a strategy of Professional Learning Communities which is an interdependent group of people involved in collaboration that is centered on data and leads to continuous improvement in student achievement. As a result of our focus on curriculum and instruction, the students in Val Verde have made remarkable improvement in academic achievement.

The Education Services Division Strategic Plan guides our work. We have three major initiatives. They are Data Analysis Protocols, Articulated Instruction Model (AIM), and Response to Intervention (RtI2).

We are continuing to focus on improving student achievement across the grades with a target of closing the academic gaps that are present. An additional area of focus will be on improving student attendance and reducing the dropout rate.

Professional Development

The Technology Plan involves all stakeholders in coordinating Staff Development in such a fashion that curriculum is aligned with standards and that technology is used to support the delivery of the standards-based curriculum. An important component of the professional development outlined in this technology plan is training and support for administrators and teachers in using technology to inform the instructional decision making process.

Infrastructure

Installation of the infrastructure is based on a general plan that is implemented depending on money available. Critical projects are identified, studied, planned, and implemented to the degree that funding allows. The VVUSD believes in technology equity for all our school and the development of our network since 1991. VVUSD is committed to providing a stable and secure infrastructure which supports instructional, administrative, and support needs for the district.

Technical Support and Software

VVUSD established an Information Technology Department back in 1992 which was made up of four people. Since 2000 the department under the leadership of David Bazan has grown to include a dozen people to support all facets in the use of technology and software. The IT Department has a fully staffed help desk that is dedicated to help teachers and support personnel. Since the last plan the IT Department is close to recovering from painful staff cuts thanks to the support of the new administration.

Funding and Budget

The district is committed to the technology and software support of the plan as funding allows. VVUSD general funds support the plan through salaries of certificated and classified employees, hardware and software purchases and technical support. Currently, funding of hardware, infrastructure, and professional development is dependent in large part on E-Rate, miscellaneous grants and the Microsoft settlement. The district is currently pursuing a new general obligation bond campaign this next year.

Monitoring and Evaluation

A structured evaluation and monitoring process has been built with the input of stakeholders from throughout the district and the community, which allows for periodic assessment and re-direction. Each component of the plan has been assigned a specific tool for evaluation and persons responsible for the assessment and re-direction.

Effective Collaborative Strategies

VVUSD is committed to pursuing funding opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community. Adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers.

Research Strategies

A bibliography of relevant research is presented with analysis on the implications the research will have on the effective and positive changes technology.

Section 2a: Three distinct groups of stakeholders contributed to the development of this plan.

1. The community: We conducted a survey of community political and business leaders, parents and teachers
2. The District Technology Committee: This committee usually meets monthly and consists of teacher representatives from all our schools. At our meetings we discuss the technology issues that directly affect the educational process.
3. The Planning Team: Representatives of Education Services, Business Services, Information Technology and one board member served on the team that created this plan and guided its development.
4. The VVUSD Information Technology Department holds a Focus forecasting meeting each year with our vendors, CTAP and local area districts around us to discuss technology innovations and changes so that we can better plan for them.
5. VVUSD IT Department also uses a survey that we have developed with the Superintendent's Advisory Council and we use the external data collected to help with decisions made by the district technology committee.
6. VVUSD IT Department has worked closely with vendors such as digital networks, hovercam, turning technologies and Apple in our pilot projects at sites as we try to establish what the classroom of the future will look like. That in turn impacts the development of the technology plan.

Appendix B contains committee information and survey results (pp. 82-86).
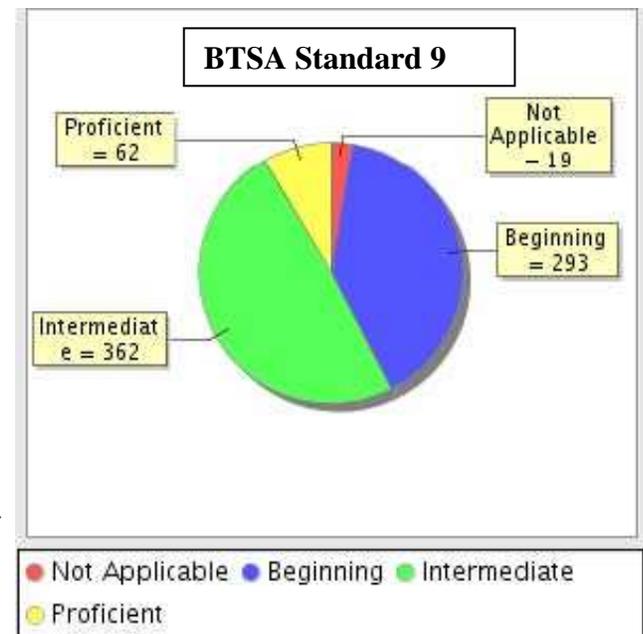
Section 3a: District teachers and students have access to the following technology tools both during the school day and outside of school hours:

Every teacher desk is equipped with a multimedia computer with components commensurate with District IT standards (see section 5). Every VVUSD site has at least one computer lab capable of serving a minimum of 32 students. In addition, several classrooms at each site are equipped with small groups of computer stations (from 4-10 computers) for student use. Libraries at every site have multiple computers for students to use to access the library system and to use for research. All computers meet the district standard and have a Fiber wide area network (Verizon TLS) 1 GB circuits connecting each site in a mesh topology providing fast connection to the Internet. Students use computers during class time, designated lab periods, and in before school or after school programs sponsored by each site. District resources are also available from home computers by accessing www.valverde.edu and clicking on the "Students" tab. Teachers can access their work desktops through an Intranet link at the www.valverde.edu Internet site. Using this link they can access their stored documents, grade book, databases and many other teacher resources normally available on the district Wide Area Network. Information Technology ensures computer and Internet services for all students (Special Education, GATE, ELL, etc.). The IT Department is developing a virtual academic desktop for students and staff to use from improvements made to our network topology and structure that we are in the process of completing this year.

Section 3b: We currently use hardware and software to support teaching and learning in the following ways:

The United States economy demands that our students have nothing less than a quality K-12 education. Since 1991, the Val Verde Unified School District launched the Transparent Technology Initiative to bring technology to our students and our teachers of what was then an economic polyglot of the area we served. We saw early on the need to champion a strong technology component of the daily curriculum. The district has had a strong commitment to teacher instruction by providing technology with proper training and adequate infrastructure. The Information Technology Department has worked in partnership with Education Services to use technology to improve student achievement across the curriculum.

Val Verde USD uses technology extensively to support teaching and learning at all levels. The Information Technology Department standardized software at all sites and on teacher desktops K-12. All teachers and students have access to Microsoft Office suite and the use of Outlook for e-mail and Explorer for Internet use. All teachers have a district e-mail account. Unless otherwise noted teachers k-12 have access to the same productivity and teacher tools such as Brain Pop,

BTSA Standard 9

Proficient = 62

Not Applicable – 19

Beginning = 293

Intermediate = 362

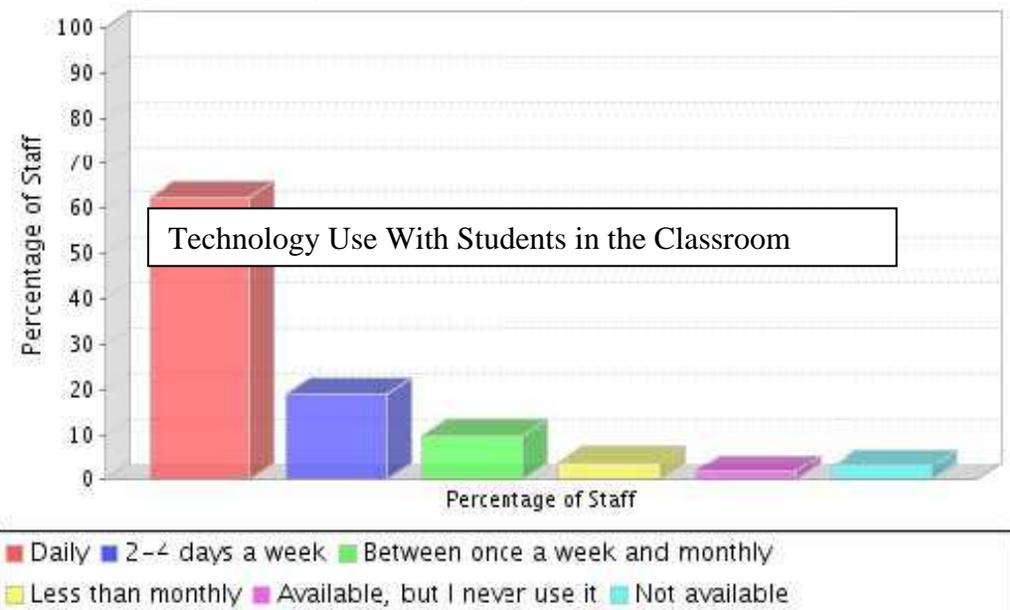● Not Applicable ● Beginning ● Intermediate ● Proficient

United Streaming, Kidspiration (K-5), Inspiration (6-12), Study Island (K-5) and online resources and School Center (web page building) all teachers K-12 have access to software that came with all textbook adoptions via the network such as Houghton-Mifflin, McGraw-Hill, McDougal Littell, and Pearson.

Some of the ways that students interface with technology are hands-on rather than simply visual. Through the use of mobile computers, or computer labs, or library student computers, our students are able to get online and experience virtual field trips, virtual museums, and in some locations interact with scientists or other important persons through the use of web-conferencing. Students can use some of the available learning programs (ex. Study Island) either at school, under the teacher's direction, or self-paced at home. These online learning programs are interactive and allow the student to monitor their own progress and track their learning. Students in some classes also employ Droid tablets to take notes and solve problems. Many classes allow document camera use for students in presenting projects along with the LCD or other computer programs like Powerpoint or Prezi. At the high school level, some of our students make use of the IOS-5 (iPad) through various projects in the district.

The district believes that some of the best learning experiences come from inside the classroom itself and that is where we have focused our technology for instruction. Teachers are equipped with a teacher work station tied to digital network that includes LCD Projector, state of the art speakers and a dvd player all controlled by a pole vault system. The teaching station is also equipped with a very versatile document camera (hovercam) and we have them in over eighty percent of our classrooms. At first teachers were equipped with Interwrite Pads that allowed for powerful whiteboard interaction with content. With arrival of IOS5 (iPads, Droids) tablets we have started on a course to replace all Interwrite Pad over the next few years recognizing that it will be the future teaching platform. Students have access to mini laptops, netbooks and some tablets to supplement classroom instruction. We have CRS units that have been standardized to the turning technologies model but we are still short of having a set at every grade level at all our schools. One reason is we are taking our time on doing that is we believe that in the near term they will be replaced by devices that can do all in one functions.

The VVUSD believes that collaboration and teamwork is a valuable tool in teaching that can only be enhanced by our network. Created teacher curriculum materials such as PowerPoint's, Word documents and Excel workbooks are made available by staff share drives at the site or located on the network local library located on the main network server. For library automation of the district we use Follett Destiny.

The VVUSD knows that Student Data is important in driving instruction. The Student Information System used district wide is Aeries and is used K-12 to take attendance and serve as a grade book and it has many modules for other educational uses. Teachers K-12 has access to student data from home using both EDAMS and Aeries. The database department developed specialized programs that are used by teachers and Ed Services to gather more data at the

Technology Use With Students in the Classroom

Percentage of Staff

Daily ■ 2-4 days a week ■ Between once a week and monthly
Less than monthly ■ Available, but I never use it ■ Not available

elementary level, which includes Multiple Measures program and the SCORE data program. In our district we constantly update our technology plan by consulting with our stakeholders and by guidance of the technology committee. This plan serves as a guide to enhance instruction, parental communications and to exploit data driven decision-making. The survey results of the Ed. Tech. Profile survey shows that our continued efforts of the past decade in technology staff development has started to pay off. We have found that our constant use of training via our teacher tech program using a trainer of trainer models and district learning coaches has paid off. The data further shows we have made significant gains across the board in all grade levels. Nearly two-thirds of our teaching staff is in some way integrating technology in what they teach to our students. These classrooms are engaging our students with an eye towards the future. The teachers in these classes are challenging the students with a variety of technology tools, such as graphic organizers, digital presentations and Instructional resources. These teachers are requiring students to utilize the vast information of the Internet and to do research and use other powerful web tools.

Yet the Information Technology Department realizes that our work with teachers using technology is far from done. One positive result of this summer's passage of Measure J school bond will allow us to complete and bring up to date all classrooms in the district to our standard. This will also allow us the opportunity to bring up the other third of the teachers to use these powerful tools to their students advantage.

Section 3c: Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.

Focus Standards (a.m. district goals) represent "the core of the core" of our adopted state standards K-12. Val Verde Unified School District graduates must be able to demonstrate proficiency of focus standards in order to receive a high school diploma and be prepared to face the challenges of the world in which they will have to navigate. Power Standards represent categories of standards that students must demonstrate mastery in order to graduate from high school.

The Need: Every school district in the nation has some form of local or state academic content standards. These standards describe what a student is expected to know and be able to do. These standards do not, however, give the student, the classroom teacher and principal clarity about which standards are the most important for future success. Students, teachers, and leaders need that focus and clarity due to the limitations of time, varied backgrounds of students and mandated accountability.

The Process and Descriptors: The Focus Standards were chosen in a collaborative effort of over 250 VVUSD teachers. These teachers working in small groups dialogued and came to consensus. Selections were shared and narrowed down to five major categories. The Power Standards were selected using the following criteria:

1. Is the standard ESSENTIAL? What do we, as professional educators, recognize as essential and necessary for our particular Val Verde students to know and be able to demonstrate at a level of proficiency?

2. Will the standard ENDURE? Will this standard provide students with knowledge and skills that go beyond a "test date" and have value throughout life?

3. Does this standard have LEVERAGE? Does this standard provide knowledge and skills that can cross and be used in a variety of disciplines?

4. Does this standard provide READINESS? Will essential knowledge and skills be provided that allows for success in the next level of learning?

5. Does this standard hold students ACCOUNTABLE? Are Norm and Criterion Reference testing annually assessing this standard?

The Purpose: The California State Standards and district goals are guidelines to give focus and clarity in determining meaningful curriculum and instruction and aid in creating a seamless K-12 curriculum. Teachers will know what is important to teach and students will know what is expected of them. Power Standards will be an important document for development of Focus and Essential Standards, accreditations, PQRs, and budget justifications.

Val Verde Unified School District – District Goals

Graduates will demonstrate:

- Communication and comprehension skills
- Reading: comprehension of newspapers, magazines, journals, and texts
- Writing: write a variety of essays, job applications, and letters
- Speaking: give oral presentations to select groups
- Creative expression: communicates meaning through visual and/or performance art
- Technology: demonstrate literacy through utilization of various media
- Computation skills
- Number sense: demonstrate basic mathematical computations
- Algebra: demonstrate basic algebraic functions and solves for unknowns
- Measurement and geometry: differentiate units of measure, shapes, time, and money
- Statistics, analysis, and probability: collect, record, display on graphs, and interpret data
- Mathematical reasoning: demonstrate organization and solution to problems
- Critical thinking and problem solving skills
- Recognition: ability to find and identify the problem
- Hypothesis: ability to propose and form educated opinions
- Experiment: design and perform an experiment to test hypotheses and collect data
- Analysis: evaluate data to provide evidence that leads to the solving of problems

- Synthesis: combine parts into a whole and make decisions based on data
- Social skills and civic responsibility
- Historical: process knowledge of historical and current events
- Interpersonal: collaborate with others as a team, resolve conflicts, and develop relationships
- Diversity: develop and exhibit a knowledge, respect, tolerance, and acceptance of the cultures of others
- Citizenship: participate and exhibit responsibility in a democratic society
- Ethics: behave in an accountable manner of rectitude
- Physical and emotional wellness
- Health: reflect healthy life choices and respond to health issues affecting wellness
- Fitness: demonstrate routines that lead to physical and emotional fitness
- Lifestyle: establish a pattern of living that reflects the quality of life

This curriculum is taken from the N.E.T.S. (See appendix A). The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

Technology Foundation Standards for Students

1. Basic operations and concepts
    Students demonstrate a sound understanding of the nature and operation of technology systems.
    Students are proficient in the use of technology.
2. Social, Ethical and human issues
    Students understand the ethical, cultural, and societal issues related to technology.
    Students practice responsible use of technology systems, information, and software.
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
    Students use technology tools to enhance learning, increase productivity, and promote creativity.
    Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
   Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
   Students use technology to locate, evaluate, and collect information from a variety of sources.
   Students use technology tools to process data and report results.
   Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
   Students use technology resources for solving problems and making informed decisions.
   Students employ technology in the development of strategies for solving problems in the real world.

Section 3d: Benchmarks and goals that will enable us to use technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

Goal 1 of 2:   By February 2015, 90% of all students will use educational software on district computers to supplement the mastery of district curricular goals and academic standards.

Benchmarks

By February 2013, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2013. Responsible party: Education Services Staff.

By February 2014, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2014. Responsible party: Education Services Staff.

By February 2015, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2015. Responsible party: Education Services Staff.

Implementation Plan

Through systematic use of the district computer labs and classroom teachers using district-licensed software, our students will increase mastery of state content standards and district educational goals using technology. Students will be scheduled regularly in the labs and technology will also be employed in their classrooms. Schedules of lab use and curriculum taught will be kept.

Monitoring Process

By tracking the schedules and curriculum taught we will be able to document this goal. Each site will keep this data and the IT

department will compile it each April. We will evaluate the results and make adjustments as needed to meet the goal.

Goal 2 of 2:   By June 2015, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards.

Benchmarks

By February 2013, 70% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2013. Responsible party: Education Services Staff.
By February 2014, 85% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2014. Responsible party: Education Services Staff.
By February 2015, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2015. Responsible party: Education Services Staff.

Implementation Plan

Through systematic use of high-speed, internet connected, classroom computers attached to multi-media projectors; and classroom teachers using district-licensed software and web resources, our teachers will be able to utilize technology to supplement teaching state and district curriculum.

Monitoring Process

Through periodic examination of lesson plans by Instructional Coaches, Site Administrators, and yearly teacher questionnaires including the Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

K-2 Goal 1 of 2: By the end of June 2015, second grade students will use technology to read and understand grade-level-appropriate material (decoding and word recognition, vocabulary and concept development, use of structural features of Instructional materials, and capable in comprehension and analysis).

Objective 1 of 1: Students will demonstrate an understanding that printed and electronic materials provide information as California State Standards and district goals: "Comprehension of newspapers, magazine, journals, and texts."
90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards.

Benchmarks

By February 2013, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2013. Responsible party: Education Services Staff.

By February 2014, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2014. Responsible party: Education Services Staff.

By February 2015, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2015. Responsible party: Education Services Staff.

Implementation Plan

K-2 students will use appropriate independent or teacher directed activities in the use of media and technology resources in the computer lab or the classroom to improve reading by illustrating ideas, thoughts, problem solving and communication skills.

K-1 Students will

Identify vocabulary words using picture cues from various presentation software about a story that they read.

Use kidspiration to develop a family web of words that are learned from a story.

Make vocabulary words with teacher direction using word, or other presentation software.

Use simulations and puzzles about stories from the textbook to enhance decoding using online resources and or web sites such as

Scholastic, Study Island or Houghton Mifflin. 2nd Grade Students will

Analyze stories and make word webs using Kidspiration software or other graphic organizers.

Learn about different types of literature by interacting with different author sites on the Internet.

Create and evaluate a simple story showing cause and effect using various presentation software or Kidspiration.

Use interactive games to enforce vocabulary and concepts like Study Island, Starfall or other online resources.

Monitoring Process

In the fall of each year the District Director of Accountability and Site Administrators will analyze test data and modify instruction as necessary.

Through periodic examination of lesson plans and yearly teacher questionnaires including Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

K-2 Goal 2 of 2: By the end of June 2013 second grade students will be able to write clear and coherent sentences and paragraphs that develop a central idea.

Benchmarks

By February 2013, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2013. Responsible party: Education Services Staff.

By February 2014, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2014. Responsible party: Education Services Staff.

By February 2015, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2015. Responsible party: Education Services Staff.

Implementation Plan

K-2 students will use appropriate independent or teacher directed activities in the use of media and technology resources in the computer lab or the classroom to improve writing a paragraph that develops a central idea

K-1 students will:

Use word processing software, Kidspiration, or other graphic organizers, to create a class story.

Use presentation software to insert pictures, or Kidspiration to illustrate what they want to say about a topic.

Using graphic organizers to brainstorm and rewrite different endings to a story.

 2nd grade Students will Color code types of sentences using word processing software, or presentation software, to identify if it is a topic

 Sentence, reason/detail/fact, or an example .

Categorizing and sorting information on a topic or subject from a story using Kidspiration.

Use word processing software to write up a rough draft of a simple research paragraph on a topic after conducting guided research using online resources.

Monitoring Process

In the fall of each year the District Director of Accountability and Site Administrators will analyze test data and modify instruction as necessary. Through periodic examination of lesson plans and yearly teacher questionnaires including the Educational Technology Survey, we will determine if this goal is being met. We will evaluate the results and make adjustments as needed to meet the goal.

3-5 Goal 1 of 2: By 2015, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique).

Benchmarks

By June 2013, 50 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

By June 2014, 70 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

By June 2015, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

Implementation Plan

Students will produce outlines and projects, or presentations, from reading grade level appropriate material to show understanding of expository critique, comprehension and analysis.

This is per California State Standards and district goals.
Students will select appropriate tools with the guidance of a teacher (Net-S)
Students will use software such as Kidspiration /Inspiration (Graphic Organizer),
Various presentation software and other online resources to complete outlines, story boards, creative graphic descriptions, examine cause and effect, or compare/contrast writing. Students will also have the option to make a web page about the essay topic in a web publisher program or School Center.

Monitoring Process

District Reading Assessment, Site Administrators, Staff Development Coordinator, Instructional Coaches

3-5 Goal 2 of 2: By June 2015, 90% of fifth grade students will be able to write clear, coherent, and focused essays.

Benchmarks

By June 2013, 50% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

By June 2014, 70% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment. Due Date: June 15, 2014. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

By June 2015, 90% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment. Due Date: June 15, 2015. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

Implementation Plan:

The student will be able to create multiple-paragraph, narrative and expository compositions as per California State Standards and district goals: "Write a variety of essays, job applications, and letters." Students will use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, DVD's, MP3's (Nets-S)

Students will use word processing programs to complete the essay.

Students will develop essay outlines in Kidspiration or through the use of graphic organizers from Houghton Mifflin Online

Students will gather research for the essay using online resources such as Brain Pop, United Streaming by Discovery, or links suggested by Houghton Mifflin or Scholastic Online

Monitoring Process

District Writing Assessment, In-Class writing projects, Staff Development Coordinator, Instructional Coaches, Site Administrators.

6-8 Goal 1 of 2: By the end of June 2015, eighth grade students will apply reading comprehension skills to research. Students will read and research printed and electronic text to locate relevant information, as per California State Standards and district goals: "Reading: Comprehension of newspapers, magazine, journals, and texts."

By the end of June 2012, the percentage of eighth grade students scoring at or above the 50th percentile in Reading Comprehension (by grade level) will increase by three percentage points.

Benchmarks

By June 2013, the percentage of eighth grade students scoring at or above the 50th percentile in Reading Comprehension (by grade level) will increase by one percentage point over the June 2012 baseline scores, as measured by the STAR standardized tests Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

By June 2014, the percentage of eighth grade students scoring at or above the 50th percentile in Reading Comprehension (by grade level) will increase by one percentage point over the June2013 baseline scores, as measured by the STAR 9 standardized tests. Due

Date: June 15, 2014. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
By June 2015, the percentage of eighth grade students scoring at or above the 50th percentile in Reading Comprehension (by grade level) will increase by one percentage point over the June 2014 baseline scores, as measured by the STAR 9 standardized tests Due Date: June, 15,2015. Responsible Party: Staff Development Coordinator.

Implementation Plan
Students will read and research printed and electronic text to locate relevant information, as per California State Standards and district goals:
"Reading: Comprehension of newspapers, magazine, journals, and texts."
Students will use web periodicals and various e-journals from EBSCO and online newspapers.
Students will use various word processing software to take notes on research for projects decided on by the teacher.
Students will use online resources to gather information on a topic to be presented later using presentation software.
Students will use in support of this goal online thesaurus, dictionary and atlas and additional Instructional resources.

Monitoring Process:
Total Reading score of STAR testing, Staff Development Coordinator, Instructional Coaches, and Site Administrators.

6-8 Goal 2 of 2: By the end of June 2015, eighth grade students will apply the skills of research to their writing.
Objective: By June 2015, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by three percentage points over the June 2012 baseline scores, as measured by the District Writing Rubric.
Benchmarks
By June 2013, the percentage of eighth grade students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2012 baseline scores, as measured by the district writing rubric. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
By June2014, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2013 baseline scores, as measured by the District Writing Rubric. Due Date: June 15, 2014. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
By June 2015, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2014 baseline scores, as measured by the District Writing Rubric. Due Date: June 15, 2015. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.

Implementation Plan:
Students will word process a report of information essay that reflects textual and electronic research, as per VVUSD Power Standard 1.1 "Writing:

Write a variety of essays, job applications, and letters."
Students will use word processing and/or presentation software to create the essay. Students will use presentation software and other online graphic organizers to create thoughts, ideas and outlines of stories.
The essay could take the form of a multi-media presentation, graphic enriched newsletter or edited video presentation.
Students work in groups to analyze and synthesize messages conveyed in different forms of media using EBSCO and United Streaming by Discovery.
Students will practice writing citations in MLA/APA format using word processing software and use of EBSCO and other online resources.

Monitoring Process
District-wide Writing Assessment data. We will analyze assessment data and make modifications as needed. Site administrators, Staff Development Coordinator, IT Director, Instructional Coaches.

9-12 Goal 1 of 2: By the end of twelfth grade, students will apply reading comprehension, critical thinking, and problem solving skills to do research.

Objective: By the end of twelfth grade, 75% of students will improve reading comprehension as measured by the district Benchmark tests.
Benchmarks
By June2013, 25% of twelfth grade students will improve reading comprehension as measured by the district constructed Benchmark Test. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
By June2014, 50% of twelfth grade students will improve reading comprehension as measured by the district constructed Benchmark Test. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
By June 2015, 75% of twelfth grade students will improve reading comprehension as measured by the district constructed Benchmark Test. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator, Instructional Coaches, Site Administrators.
Implementation Plan:
Students will gather information from a variety of textual, graphic, and electronic sources, as per California State Standards and district goals:
"Reading: Comprehension of newspapers, Internet resources, magazine, journals, and texts"
California State and district standards: "Analysis: Evaluate data to provide evidence that leads to the solving of problems"
California State and district standards: "Combine parts into a whole and make decisions based on data" Students will Demonstrate and advocate for legal and ethical behaviors among peers, and community regarding the use of technology and information, including the proper citing of all sources of information including Internet and other electronic resources.

Use technology tools such as EBSCO and Google Tools and online resources for managing and communicating personal/professional information.

Students will efficiently use online information resources such as Britannica Online, Discovery Streaming to meet needs for collaboration, research, publications, communications, and productivity. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. Students will Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Monitoring Process:
Ed Services Coordinator will analyze test data using Benchmark Testing Data and make modifications as needed.

9-12 Goal 2 of 2: Students will communicate through expository presentations using a variety of media including video, presentation slide shows, or web pages.

Objective: By June 2015 90% of twelfth grade Students will create and present research projects in the classroom, as per VVUSD Power Standards

Benchmarks
By June 2013, 50% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Focus Standards. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator.
By June 2014, 75% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Focus Standards. Due Date: June 15, 2014. Responsible Party: Staff Development Coordinator.
By June 2015, 90% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Focus Standards. Due Date: June 15, 2015. Responsible Party: Staff Development Coordinator.

Implementation Plan:
The students will write and complete a project using storyboards for a film, an outline for a PowerPoint, dialog for a podcast using Audacity or create a blog or website on a topic.
Students will create and present research projects in the classroom, as per VVUSD Focus Standards:
1.2: "Writing: Write a variety of essays, job applications, and letters"
1.3"Speaking: Give oral presentations to select groups"
1.4 "Creative Expression: Communicates meaning through visual and/or performance art"
1.5 "Technology: Demonstrate literacy through utilization of various media"
Students will Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems

and services to address personal, lifelong learning, and workplace needs.
Students will make informed choices among technology systems, resources, and services.
 Students will analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
Students will evaluate technology-based options, including distance and distributed education, for lifelong learning.
Students will select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning.

Monitoring Process:
District-wide Writing Assessment data collected by District Director of Accountability and Site Administrator; Rubric applied to student projects by classroom teachers. We will evaluate the results and make modifications as needed

Section 3e: Goals that will enable students to acquire the technology and information literacy skills needed to succeed in the classroom and the workplace.

VVUSD Technology Committee adopted the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS-S).

The Technology Standard listed in the appendix is divided into six broad categories. We have melded the NETS-S with our Power Standards to be reinforced and mastered by students. This alignment provides a framework for linking performance indicators to our standards to maximize the use of technology for student achievement. Teachers will use the NETS-S as an important guideline for planning learning activities that use technology to help teach the skills needed to succeed in the workplace. The Information Technology Department will post the NETS-S on our website along with additional resources that can be used in support of this goal.

Overall Goal: By June 2015, 90% of students in grades 2, 5, 8, and 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.

Benchmarks
      By June2013, 50% of students in grades 2, 5, 8, and 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. Due Date: June 15, 2013. Responsible party: Education Services Staff.
      By June2014, 70% of students in grades 2, 5, 8, and 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. Due Date: June 15, 2014. Responsible party: Education Services Staff.
      By June 2015, 90% of students in grades 2, 5, 8, and 12 will demonstrate technology proficiency in the six performance indicators from the

N.E.T.S. –S .Due Date: June 15, 2015. Responsible party: Education Services Staff.

Monitoring Process

A list of teachers qualified to teach the N.E.T.S.-S will be maintained by the Education Services staff. Lab schedules and lesson plans will be evaluated to see if time is being spent teaching the N.E.T.S. Through classroom observations and testing results we will monitor our progress and make adjustments as necessary.

The following goals are in support of our NET-S Goal

Activities K-12 for these 6 goals:
The activities to accomplish this goal are located in Appendix A - The NETS Performance Indicators Table.

Goal 1 of 6:   70% Students shall demonstrate creative thinking, construct knowledge, and develop innovative products and processes.

Benchmarks

By June 2013, 30% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June 1, 2013. Responsible party: Teacher on Special Assignment.
By June 2014, 50% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June 1, 2014. Responsible party: Teacher on Special Assignment.
By June 2015, 70% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June 1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal 1:
VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net -S activities in instruction across the curriculum using a variety of tools available in the classroom.

Goal 2 of 6:   70% Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others

Benchmarks:

By June 2013, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Due Date: June 1, 2013. Responsible party: Teacher on Special Assignment.
By June 2014, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance, to support

individual learning and contribute to the learning of others. Due Date: June 1, 2014. Responsible party: Teacher on Special Assignment.

By June 2015, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Due Date: June 1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal :2

VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net -S activities in instruction across the curriculum using a variety of tools available in the classroom.

Goal 3 of 6: 70% Students will apply digital tools to gather, evaluate, and use information.

Benchmarks

By June 2013, 30% Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Due Date: June 1, 2013. Responsible party: Teacher on Special Assignment.

By June 2014, 50% Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Due Date: June 1, 2014. Responsible party: Teacher on Special Assignment.

By June 2015, 70% Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Due Date: June 1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal 3:

VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net-S activities in instruction across the curriculum using a variety of tools available in the classroom.

Goal 4 of 6:   70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Benchmarks

By June 2013, 30% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June 1, 2013. Responsible party: Teacher on Special Assignment.

By June 2014, 50% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June 1, 2014. Responsible party: Teacher on Special Assignment.

By June 2015, 70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June 1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal 4:
VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net -S activities in instruction across the curriculum using a variety of tools available in the classroom.

Goal 5 of 6: 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Benchmarks

By June 2013, 30% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June 1, 2013. Responsible party: Teacher on Special Assignment.

By June 2014, 50% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June 1, 2014. Responsible party: Teacher on Special Assignment.

By June 2015, 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June 1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal 5:
VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net -S activities in instruction across the curriculum using a variety of tools available in the classroom.

Goal 6 of 6:   70 % Students demonstrate a sound understanding of technology concepts, systems, and operations.

Benchmarks

By June2013, 30% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February 1, 2013. Responsible party: Teacher on Special Assignment.

By June2014, 50% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February

1, 2014. Responsible party: Teacher on Special Assignment.
By June 2015, 70% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: February
1, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan for goal 6:
VVUSD Teacher Techs K-12 will work with teachers at their respective sites to help integrate appropriate activities as listed in NET-S and in the ISTE Scope and Sequence by grade level. The Teacher Techs will work with the Learning Coaches to help integrate Net -S activities in instruction across the curriculum using a variety of tools available in the classroom.

Monitoring Process for these 6 goals:
Teacher on Special Assignment will Analyze Ed Tech Profile for Students and the information technology Department will modify instruction and teacher training.

Section 3f: Goals for teaching and promoting the appropriate, lawful and ethical use of technology in the classroom

Goal 1 of 2:   By September of 2015 100 % of all grade levels K-12 will have an Acceptable Use Policy on file. The Acceptable Use Policy for students includes but is not limited to proper use of equipment and network resources in a responsible and ethical manner.

Benchmarks:

By September 2012, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2012. Responsible party: Teacher on Special Assignment.
By September 2013, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2013. Responsible party: Teacher on Special Assignment.
By September 2014, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2014. Responsible party: Teacher on Special Assignment.

Implementation Plan:

VVUSD requires every student upon enrollment to sign an AUP. The school site each year after that makes sure every student before they can use computers and information resources have a signed AUP on file.

Goal 2 of 2:   By June of 2015, students will have the skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyrights.

Benchmarks:

By June 2013, 80% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online

downloading, plagiarism, and copyright. Due Date: June 01, 2013. Responsible party: Teacher on Special Assignment.
By June 2014, 90% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. Due Date: June 01, 2014. Responsible party: Teacher on Special Assignment.
By June 2015, 100% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan:

The VVUSD will use a train the trainer's model and will train the teacher technicians in copyright law as it pertains to education and instruction. They will in turn train all teaching staff at the site every year. Students will then receive training necessary to distinguish copyright laws as it pertains to online downloading, plagiarism, and copyright.

Monitoring Process:
AUP and surveys conducted of staff and students by our teacher techs at each site.

Section 3g: Goals to address internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 1 of 1:   The students and teachers of the district will learn about Internet Safety, including how to protect online privacy and avoid online predators.

Benchmarks:
By June 2013, 80% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2013. Responsible party: Teacher on Special Assignment.
By June 2014, 90% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2014. Responsible party: Teacher on Special Assignment.
By June 2015, 100% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.

Implementation Plan:
The students and teachers of VVUSD will attend a student assembly hosted by I-Safe to learn and develop necessary skills and awareness about Internet safety. This will be followed up with classroom instruction with lessons designed to emphasize practical applications of Internet Safety.

Monitoring Process:
In the spring of each year, the technology committee will collect data, analyze the results, and make recommendations for program modifications. The data collected will be teacher and student surveys and completion of the I-Safe program at each site.

Section 3h: Goals to ensure that technology is available to all students.

Goal 1 of 1:   VVUSD will make available appropriate and equitable technology to all student groups (Including compliance with all IEPs) to access, process, and communicate information.

Benchmarks:
By June of 2013, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year one. Due Date: June 01, 2013. Responsible party: Instructional Technology Director.
By June of 2014, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year two. Due Date: June 01, 2014. Responsible party: Instructional Technology Director.
By June of 2015, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year three. Due Date: June 01, 2015. Responsible party: Instructional Technology Director.

Implementation Plan
The Information and Instructional Technology department will inventory each classroom and lab on a regular basis to insure working technology. Each year IT will decide if additional computers may need to be purchased to maintain the district ratio as needed.

Monitoring Process
The summer of every year the IT department will examine inventories and purchases.

Section 3i: Goals to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal 1 of 2:   By June 2015, VVUSD will use Aeries and EADMS Data to inform instruction.

Benchmarks
By June 2013, 80% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2013. Responsible Party: Director of Assessment.
By June 2014, 90% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2014. Responsible Party: Director of Assessment.
By June 2015, 100 % VVUSD teachers will use Aeries Data and additional Modules such as PAMS to inform instruction. Due Date: June 15, 2015. Responsible Party: Director of Assessment.

Implementation Plan
Through training of site administrators (by Education Services), who will then in-service teachers, use of Aeries and EADMS data and additional modules such as Parent Account Management System (PAMS) will be used to inform instruction. Teachers will use Aeries modules to set up grade books, track progress on tests, Benchmark data (6-12), quizzes, and additional project and testing data focused on improving both student and class instruction. Teachers will use data collected to drive instructional decisions using available PRS sets. Teachers have been trained to run reports to compare class tests from the previous year to compare results to improve learning. Teachers further use the modules to link documents, projects, and homework and work samples for Parent/Student use with PAMS.

Monitoring Process
District Administrators, Information Technology, Ed Services will meet in the spring to assess progress on this goal.

Goal 2 of 2: By June of 2015 80% of VVUSD classrooms will use Classroom Response System clickers or other devices to inform instruction and enhance record keeping.

Benchmarks:
By June 2013, 40% VVUSD Teachers will use Personal Response System clickers or other devices to inform instruction and enhance record keeping. Due Date: June, 2013. Responsible Party: Staff Development Coordinator.

By June 2014 60% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 2014. Responsible Party: Staff Development Coordinator.
By June 2015, 80% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 2015. Responsible Party: Staff Development Coordinator.

Implementation Plan:
There will be training of site teacher techs who will then in-service teachers and site administrators on the use of CRS clickers with Exam View or study Island. Teachers and administrators will learn about creating and merging class rosters, creating question slides using the PowerPoint PRS add-in, collecting data, and summarizing results.

Monitoring Process:
District Administrators, Information Technology, Ed Services will meet in the spring to assess progress on this goal.

Section 3j: Goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

The Val Verde Unified School District uses a variety of methods to expand outreach to students, parents, and community and engage stakeholders in two-way communication. Listed below are some examples and how the projects have been implemented. Aeries PAMS (Parent Account Management System) is the parent module of our student information system. Parents and students have accounts and can access attendance, grades and assignments and even obtain homework documents. Teachers can also be contacted via PAMS by e-mail and or a contact form that is part of the system. VVUSD Web Page: VVUSD acknowledges the need to have strong school to home communication and technology's important role in this communication in order to support the K-12 learner. Information is available on the District's web page, www.vvusd.edu, to help parents and the public keep informed and to make contact with the right persons. It should be noted that the IT Department has the entire site under reconstruction. Such information includes: district and site maps, bell schedules, links to school websites, testing data, Accountability Assessment and School Report Card, registration procedure and information, adult education, and school board contact information. The web page also includes access to district and teacher email (See School Center below) addresses, school and district phone numbers, teacher and student generated web pages, and an increase in the number of listed curriculum links. All school sites host web pages linked from the main district page with information pertinent to those sites. Teachers are posting curriculum-based web pages with additional resources for student research, school classroom activities and useful information for parents.

   School Center: All school sites for the past three years host web pages linked from the main district page with information pertinent to those

sites using School Center. All sites have a contact form in school center and teacher's district e-mail is posted to facilitate two way communications with parents and students. Teachers are posting curriculum-based web pages with additional resources for student research, school and classroom activities and parent/school communication tools. Teachers are posting curriculum-based web pages with additional resources for student research, school and classroom activities and parent/school communication tools. With this powerful tool, teachers can create a virtual class post announcements, calendars, tasks, grades, blogs and store important curricular documents. Students can access information in their profile from any Internet connected computer and take tests and quizzes, upload electronic documents, view PowerPoint presentations or video clips shared by the teacher. Recognizing the powerful curricular advantages of this tool, VVUSD will promote its use throughout the district.

TeleParent: A web based dialing system has greatly increased home/school communication. Additional training for teachers will ensure more thorough integration of this tool to assist in student attendance, homework and field trip reminders, and messages tailored by individual teachers for parents.

United Streaming, Study Island, Brainpop, and Khan Academy: Learning tools have been made available to all students via online subscriptions to streaming media and databases available online. All of the subscriptions feature media rich content tied to California state learning standards. Teachers have the capability of interacting with thirty students through Teleparent, School Center and United Streaming. Training for the teacher support of these programs has already taken place.

Goal 1of 1: By June 2015, VVUSD will improve two-way communication between home and school by the use of various communication tools such as Aeries PAMS, School Center, Teleparent , online software such as Study Island, Brain Pop, and United Streaming.

Benchmarks

By June 2013, VVUSD will increase the amount of two-way communication between home and school by 30% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Brain Pop, and United Streaming. Due date: June 15, 2013. Responsible Party: Teacher on Assignment IT Department

By June 2014, VVUSD will increase the amount of two-way communication between home and school by 60% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Brain Pop, Encarta and United Streaming. Due date: June 15, 2014. Responsible Party: Teacher on Assignment IT Department.

By June 2015, VVUSD will increase of two-way communication between home and school by 90% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and United Streaming. Due date: June 15,

2015. Responsible Party: Teacher on Assignment IT Department

Implementation Plan

The Information Technology Department Teacher Technicians will have quarterly trainings for teachers at the school sites after school and on in-service days on Aeries SIS and the PAMS Module to help increase two way communication. (See section 3i.) The Information Technology Department will also host trainings at PTO meetings for parents to set up accounts and show them how to access PAMS from home to facilitate two way communications. Information Technology will post step by step materials on the district web portal. VVUSD will also offer parent support via our help line on PAMS use. As for the additional two way communication tools to enhance the goal we will

Increase teacher website use on School Center to improve information available to students and parents.

Implement and use PAMS as a way for parents to see student information and allow parents to contact teachers via e-mail.

Expand student accounts for home/parent use for Brain Pop, Study Island, United Streaming. Teachers can use these programs for improved parent communication.

Teleparent will be used to the utmost advantage to communicate school events and student class information to the parents.

Monitoring Process

In the spring of each year the Technology Integration Specialist and Director of Information and Instructional Technology will review data based on parent usage of the various communication tools to see that the goals are being met and issue a report to Ed Services and make recommendations towards accomplishing this goal.

Section 3k: Our process to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The process of monitoring is described in each curricular goal and objective. Coordinating the monitoring process will be the responsibility of the

Information Technology Director, Education Services Elementary and Secondary Directors. Responsibility of plan implementation and monitoring ultimately resides with the Director of Information Technology. The director will meet at least once yearly with those responsible for monitoring individual components of the Curriculum Component to assess progress and make adjustments as necessary. Roles and responsibilities as well as timetables have been established in each goal as well as in the timetable.

Section 4a: Our district Administrators' and Teachers' technology skills and needs for professional development.
The Instructional Technology Department offers a wide variety of training ranging from hardware to software use. The IT Department has a teacher on special assignment that fulfills the role of a tech integration coordinator that assists in training teachers year round. The department also utilizes our Teacher Tech Program that gives us additional trainers to assist at each site on district software rollouts or when new equipment is installed. Training sessions occur weekly on our minimum days that take place usually on Wednesdays by site request. The department offers technology integration classes after school at the IT Center and more advance classes during the summer. If funding or grants allow we will give teacher incentives such as stipends or equipment such as an IPad to attend along with Professional Development hours. The IT Department also holds exclusive small classes for administrators and classified support staff for special needs or request.

Training the Aeries Student Information System users is ongoing and is offered by the data services department at the IT Center. Additional or specialized trainings on our SIS are offered on special request by the school sites and can be customized by the teacher techs or the teacher on special assignment. We also do constant short update trainings to specialized user groups and the community (Parents using PAMS) when needed.

The Ed Services Department has had successful partnerships in providing technology integration training to our teachers, administrators and classified staff. Present and past partnerships have included Intel Teach to the Future, NASA for teachers, Chapman University and with RIMS CTAP. These types of partnerships offer us opportunities in reaching out to our teachers and making them more successful in technology integration and specialization.

As part of our District Focus Standards we will include research based staff development over time of this plan as an effective model in all of our departmental technology trainings. According to the survey of our teachers nearly 75% are using technology in the classroom with students on a daily basis or at least 2-4 times a week. Over 79% are using e-mail, PAMs or web sites to communicate with parents. Despite these powerful numbers giving us an even stronger base to use and incorporate technology integration with text based materials in the classroom. Data shows they desire even more training and would benefit from even more proficiency. Teachers overwhelmingly prefer by 60% that they have a preference for small group training. Preference for training is during the day or after school but a growing number of over 25% would like to have a just in time online training. IT wonders if Wiki /Blog Podcasting may be an approach we should try for training in the near future. It is clear to the IT Department that the old method of have the "staff in the lab" no longer works.
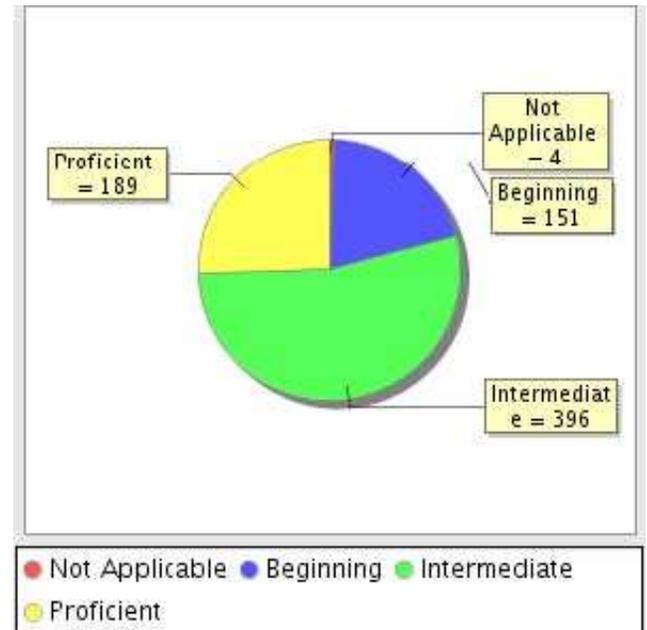
Despite our decade long efforts at technology integration training the Ed Tech profile data shows that we still have needs across the board for our teaching staff. Over 78% of our teachers surveyed said they need more, not less, technology integration training in using it with the curriculum. Another 22% said they still would like basic training in technology use such as PowerPoint and the Microsoft Office set of tools. As we plan trainings the Information Technology Department will take this into account when we plan trainings with the staff development coordinator. We will also make sure to include training in hardware such as Interwrite Pads, CRS clickers, digital and video cameras.

Our administrators understand technology is the key to data driven decision-making. Our administrators realize that they need to provide leadership in the area of technology integration on campus in the role of instructional leadership. Our administrators meet on monthly bases with our Director of Technology and the Information Technology staff to have input and gain an understanding of how to leverage learning through technology and apply our various software packages (MMS, EDAMS, Aeries,) to support data driven decision making and to utilize equipment under site management. The IT Department developed a survey using ProfilerPro recommended by TICAL that was used at the administrator's summer retreat. The survey results revealed that 30% of our administrators felt they were advance or proficient users of technology, with 60% saying they were intermediate users and 10% saying they were beginners. The retreat survey showed that just like teachers some have certain skill sets that others do not such as some are more comfortable with a certain program or database than another

The IT Department found from the survey conducted at the VVUSD management retreat that over 85% of our principals find our approach to their training needs superior. An additional 90% feel that they need to keep up on all technology trends so that they have a better understanding on how to support staff and allocate resources. The plan reflects in 4b a goal to bring up our administrators to the proficient level. Our training seminars for administrators are held three times a year along with a special summer training day provides principals with a working knowledge of the use of technology and its relationship to school management, accountability, and the delivery and assessment of instruction to students and staff. In addition, principals will understand how to connect to, and navigate through, the vast amount of available instructional resources for classroom and school use. Administrators will also utilize important conferences to further expand their knowledge base such as CUE, Tech-Ed and the Aeries Conference if funding is available.

The goals that follow for staff development were gleaned from data collected from Ed Tech Profile and from district needs as determined by Ed Services and our technology committee. Our goals will reflect our emphasis on Power Standards, increased proficiency of technology integration to enhance teaching and learning and communications.

Section 4b: List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives

All new staff currently receives training in basic Windows, email, and Aeries as part of the hiring process. Data gathering tools and EADMS training are also provided as part of the teacher and administrator on the job training at each site by site administrators and teacher technicians. Each year all teachers are required to take the Ed Tech Profile assessment that allows us to monitor the increase in teachers' facility and use of technology.

Goal 1 of 11: By June 2015, VVUSD will coordinate Staff Development to align technology integration with State Standards.

       Benchmarks
1. By June 2013, all staff development will incorporate technology integration to align with our State Standards**. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator.**
2. By June2014, all staff development will incorporate technology integration to align with our State Standards. **Due Date: June 15, 2014. Responsible Party: Staff Development Coordinator.**
3. By June 2015, all staff development will incorporate technology integration to align with our State Standards. **Due Date: June 15, 2015. Responsible Party: Staff Development Coordinator.**

Implementation Plan
Determine alignment of course content with standards and refine as needed. The VVUSD Technology Department will coordinate appropriate technology integration training for teachers with Ed Services. The technology integration training will be held on in-service days, minimum days, after school and summer at the IT Center. The integration training will offer a variety of topics, hardware tools and software to enhance learning tied to the district curriculum. It should be noted that we are far along on this goal.

Teachers will be trained in but not limited to the following tools: Microsoft Office Suite, Inspiration, learning software from our textbook adoptions, online resources (Think Infinity, EBSCO,), School Center (Web Page Building), and Podcasting, Graphic organization tools (Inspiration), Google apps and Aeries Modules.

Monitoring Process
Course Training Descriptions, Ed Services Staff Development Coordinator Ed Services, IT Director

Goal 2 of 11: By June 2015, 100% of district teachers will have received training to use InterWrite Boards or similar IOS 5 devices for

use in the classroom and the computer labs.

Benchmarks
1. By June 2013, 50% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the classroom and computer labs. **Due Date: June, 15 2013. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2014, 70% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the classroom and computer labs. **Due Date: June, 15 2014. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2015, 100% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the classroom and computer labs. **Due Date: June, 15 2015. Responsible Party: IT Technology Integration Coordinator.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 3 of 11: By June 2015, 100% of district teachers will have received training to use CRS Clickers with Exam View or Study Island to help teach and reinforce district curriculum Power Standards and N.E.T.S.

Benchmarks
1. By June 2013, 50% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June 15, 2013. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2014 70% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June 15, 2014. Responsible Party: IT Technology Integration Coordinator.**
3. By June 2015, 100% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. **Due Date: June 15, 2014. Responsible Party: IT Technology Integration Coordinator.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 4 of 11: By June 2015, VVUSD will offer Professional Development that assists certificated staff to achieve Personal and Instructional proficiency in technology.

Benchmarks
1. By June 2013, Increase of 20% over baseline data as of June 2012, in Personal and Instructional proficiency level as measured by Ed Tech Profile. **Due Date: June 15, 2013. Responsible Party: IT Technology Integration Coordinator.**
2. By June 2014, 40% Percent over baseline data as of June 2013, in Personal and Instructional proficiency level as measured by Ed Tech Profile **Due Date: June 15, 2014. Responsible Party: ITS Technology Integration Coordinator.**
3. By June 2015, 50% Percent over baseline data as of June 2014, in Personal and Instructional proficiency level as measured by Ed TechProfile. **Due Date: June 15, 2015. Responsible Party: IT Technology Integration Coordinator.**

Implementation Plan
Teachers will attend classes for upgrading of skills in the personal proficiency level. Teachers will assess their skills yearly using Ed Tech Profile and initiate a program for improving their knowledge in the use of technology. Teachers will attend classes/training for upgrading of skills in the personal proficiency level. Classes offered will be MS Word, Excel, PowerPoint, and Outlook. VVUSD will continue and expand these activities during the three years of the plan.

Monitoring Process
Ed tech Profile Survey as monitored by the IT Technology Coordinator/class sign in sheets.

Goal 5 of 11: By June 2015, Information Systems/Technology will increase the use of Aeries software suite by 50% K-12 classroom teachers

Benchmarks
1. By June 2013, Increase of 20% over AERIES.NET baseline data as of June, 2012. Due Date: June 15, 2013. Responsible Party: IT Technology Integration Coordinator.
2. By June 2014, Increase of 40% over AERIES.NET baseline data as of June, 2013. Due Date: June 15, 2014. Responsible Party: IT Technology Integration Coordinator.
3. By June 2015, Increase of 50% over AERIES.NET baseline data as of June, 2014. Due Date: June 15, 2015. Responsible Party: IT Technology Integration Coordinator.

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 6 of 11: By May 2015, 100% of classroom teachers and administrators will receive advanced training in School Center.

Benchmarks
1. By May 2013, 40% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May 15, 2013. Responsible Party: IT Technology Integration Specialist.**
2. By May2014, 75% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May 15, 2014. Responsible Party: IT Technology Integration Specialist.**
3. By May2015, 100% of classroom teachers and administrators will receive advanced training in School Center. **Due Date: May 15, 2015. Responsible Party: IT Technology Integration Specialist.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and continuing education credits and professional growth hours will be given. Teachers will learn how to set up classroom web pages and blogs, post links and classroom documents and photos. They will also receive training in how to use the online software with students to create projects.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 7 of 11: VVUSD will offer Professional Development that assists administrators to achieve Personal, Instructional, and Leadership proficiency in technology.

       Benchmarks:
1. By June 2013, there will be an increase of 10% over baseline data as of June, 2012, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2013. Responsible Party: I.T. Director.**
2. By June 2014, there will be an increase of 15% over baseline data as of June, 2012, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2014. Responsible Party: I.T. Director.**
3. By June 2015, there will be an increase of 20% over baseline data as of June, 2012, in Personal and Instructional, and Leadership proficiency. **Due Date: June 15, 2015. Responsible Party: I.T. Director**.

Implementation Plan:
Information Technology Department will continue to determine the current skills of administrators based on formal and informal assessments. Within existing training vehicles (i.e. administrator retreat, summer workshops, monthly meetings with the IT Director.), administrators will initiate a program for improving their knowledge in the use of technology. Using TICAL, administrators will increase their ability to make data driven decisions in the areas of Curriculum Integration, Financial Planning, Operations and Maintenance, Professional Development, and Technology Planning.

Monitoring Process:
Profile pro database. Director of Technology will analyze surveys and usage logs, determine specific administrator needs, adjust outreach and class schedule as necessary.

Goal 8 of 11: By May 2015, 100% of classroom teachers will receive training in how to use podcasting and other effective online tools.

       Benchmarks

1. By May 2013, 40% of classroom teachers **will receive training in how to use podcasting and other effective online tools**.
   Due Date: May, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
2. By May 2014, 75% of classroom teachers **will receive training in how to use podcasting and other effective online tools**.
   Due Date: May, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
3. By May 2015, 100% of classroom teachers **will receive training in how to use podcasting and other effective online tools**.
   Due Date: May, 15, 2015. Responsible Party: IT Technology Integration Coordinator.

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. Teachers will be trained in podcasting techniques for instruction and incorporation into the curriculum to improve learning. Teachers will learn about free and effective online tools to use in creating a podcast that can be published to School Center web pages or the Internet. Teachers will learn about the best practices in using this method with students to do projects.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 9 of 11: By May 2015, 100% of classroom teachers will receive training in how to integrate online resources with students.

Benchmarks
1. By May 2013, 40% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May 15, 2013. Responsible Party: IT Technology Integration Coordinator.**
2. By May2014, 70% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May 15, 2014. Responsible Party: IT Technology Integration Coordinator.**
3. By May2015, 100% of classroom teachers **will receive training in how to integrate online resources with students. Due Date: May 15, 2015. Responsible Party: IT Technology Integration Coordinator.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. The training will include but not limited to the following resources Online, Houghton Mifflin Online, Khan Academy, Brain Pop and additional sites as needed.

Monitoring Process

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 10 of 11: By May 2015, 100% of classroom teachers will receive training in how to integrate using a hovercam to enhance instruction with students.

Benchmarks
1. By May 2013, 40% of classroom teachers **will receive training in how to integrate using a hovercam to enhance instruction with students. Due Date: May, 15, 2013. Responsible Party: IT Technology Integration Coordinator.**
2. By May 2014, 70% of classroom teachers **will receive training in how to integrate using a hovercam to enhance instruction with students. Due Date: May, 15, 2014. Responsible Party: IT Technology Integration Coordinator.**
3. By May 2015, 100% of classroom teachers **will receive training in how to integrate using a hovercam to enhance instruction with students. Due Date: May, 15, 2015. Responsible Party: IT Technology Integration Coordinator.**

Implementation Plan
In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs and Learning Coaches. The training will include but not limited to the following: capturing images creating instructional videos and effective document sharing techniques.

Monitoring Process
Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in the IT main office and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Goal 11 of 11: By May 2015, 100% of classroom teachers will receive training in presenting and teaching with an IOS5 device (IPad)

Benchmarks
1. By May 2013, 30% of classroom teachers will receive training in presenting and teaching with an IOS5 device (IPad). Due Date: May 15, 2013. Responsible Party: IT Technology Integration Coordinator, Teacher Techs Learning Coaches.
2. By May 2014, 60% of classroom teachers will receive training in presenting and teaching with an IOS5 device (IPad). Due Date: May 15, 2014. Responsible Party: IT Technology Integration Coordinator, Teacher Techs and Learning Coaches.
3. By May 2015, 100% of classroom teachers will receive training in presenting and teaching with an IOS5 device (IPad). Due Date: May 15, 2015. Responsible Party: IT Technology Integration Coordinator, and Learning Coaches

Implementation Plan

In-service classes will be scheduled at each site during minimum and/or buy back days to do this training. Training will be done by the IT staff and the site Teacher Techs. Teachers will be trained in IOS5 devices for instruction and incorporation into the curriculum to improve learning. Teachers will learn about best practices and effective applications in using the IOS5 device for presentation of information.

Monitoring Process

Class attendance rosters will be kept to monitor the progress towards this goal. These will be filed in Ed Services and evaluated each year by the technology committee to determine any adjustments needed to reach this goal.

Section 4c: Process to Monitor Professional Development

The process of monitoring is described in each goal and objective. The specific roles of each person responsible are articulated in each monitoring section. Coordinating the monitoring process will be the responsibility of District Technology Director, and monitoring ultimately resides with the Technology Integration Specialist who is an acting teacher on assignment. The director will meet at least once yearly with those responsible for monitoring individual components of the Professional Development Component to assess progress and make adjustments as necessary. Roles and responsibilities as well as timetables have been established in each goal that we have established. Modification recommendations will come from the District Technology Committee who will look at professional development records and teacher/administrator data.

Section 5a. **The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are already owned by the district and available for use to fulfill the goals of this plan:**

Hardware

Computers: Minimum of a Core II Duo 2 GHz processor with 2 GB of RAM, CD-RW/DVD player, 100 MB Ethernet card, keyboard, mouse and at least a 15" monitor. All computers are Dell.

One for each teacher and office staff.

Student computers at a ratio of 10 to 1.

Multimedia: At least a 2000 lumen video projector, VCR/DVD player and sound system in 100% of classrooms. Teacher computers and VCR/DVD player project on the video projector.

Servers: Configuration varies depending on the software installed and the function of the server. All current production servers meet the minimum specifications needed for this plan. Server infrastructure is a combination of stand-alone and virtual platforms.

Network - IDF: Cisco Catalyst 3500 series Switches. Cat-6 patch panels.

Network - MDF: Cisco 3640 or 3745 core routers and Cisco Catalyst 6509 layer 3 core switches with gigabit module. Cat-6 patch panels.

Printers: Workgroup printers, (Xerox or HP) placed as needed throughout each site.

Infrastructure

100 MB Cat-6 connection from the computer to the edge switches.

802.11b/g wireless access points available at all school sites. 802.11n available at 50% of those sites.

Gigabit backbone from the core switch to the edge switches.

Fiber wide area network (Verizon TLS) 1 GB circuits connecting each site in a mesh topology.

Internet connection is a 1 GB Ethernet connection through Verizon TLS to the Riverside County of Education.

Networking

Server platform: Windows 2008 server running Active Directory.

Desktop OS: Windows 7 Enterprise.

Web Browser: Microsoft Internet Explorer.

Email: Microsoft Exchange 2010.

Database platform: Microsoft SQL 2008.

Terminal Services platform : Citrix.

Firewall: Cisco ASA.

Anti-virus software: ESET nod32.

Internet use monitoring, filtering and spam control software.

E-learning Resources
Installed on every computer:
Microsoft Office 2007
The latest versions of Adobe Acrobat, QuickTime, Windows Media, and Real Media Player
EBSCO – On-line journals, newspapers and other resources.

Installed on every teacher computer:
EADMS (Web based Student Standardized Testing Assessment Software)
School Center (Web page authoring tool)
Type to Learn (keyboarding software)
Aeries browser interface grade book, grading and attendance software
Custom grade book and assessment software (elementary only)
Miscellaneous applications (installed where licensed)
Accelerated reader/math
Inspiration/Kidspiration (graphic organization tools)

Technical Support
Centralized general computer with 1 full time help desk technician and 1 technician for every 1000 computers.
Centralized database, student information and student assessment help desk with one (1) technician for every 450 teachers
Site-based support by Teacher technicians
High schools: 1 full-time teacher
Middle schools: 2 @ 5 hours weekly (paid by stipend)
Elementary schools: 1 @ 5 hours weekly (paid by stipend)

Section 5b.   **The following hardware, infrastructure, networking, e-learning resources, technical support and physical plant are necessary to support this technology plan:**

The VVUSD is well equipped to meet the needs of this plan. Much of the above necessary resources are already in place. However, to meet the needs of this plan we will need to acquire the following.

Hardware

1. Student computers (to meet the district recommended ratio of 1 to 8)
2. We need to replace hardware as it becomes obsolete
3. IOS5 devices to replace Interwrite Pads as they are phased out for all classrooms.
4. Multimedia hardware (video projectors, amplifiers, speakers) for all classrooms.
5. Reserve/replacement computers to minimize down time.

Infrastructure
1. We need to replace wiring, routers and switches as they become obsolete.
2. We plan on putting in place a robust Wi Fi network (upgrade wireless capabilities to 802.11b/g/n.) at all school sites.

Networking
1. MS Windows Server 2008 upgrade to include all servers <u>beyond the core servers</u>.

E-learning Resources
1. Study Island (or similar software) for all sites
2. Digital Curriculum (or similar software) for all sites
3. Annual licenses and support for all district installed software

Technical Support
1. To hire 2 network technicians to keep tech to computer ratio.

Section 5c: Goals for obtaining the hardware, infrastructure, learning resources and technical support required to support the plan.

Goal 1 of 14: By June 2015, to increase the student to computer ratio to 8:1 for all schools.
Benchmarks
  1. By June 2013 to increase the Student: Computer ratio to 12:1 for all schools. Due Date: Jun 15, 2013. Responsible Party: Director of IT. Cost: $600,000.
  2. By June 2014 to increase the Student: Computer ratio to 10:1 for all schools. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: $700,000.
  3. By June 2015 to increase the Student: Computer ratio to 8:1 for all schools. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: $700,000.

Goal 2 of 14: To replace computers that are broken or obsolete.
Benchmarks
1. By January 2013, replace computers that are broken or obsolete. Due Date: Jan 15, 2013. Responsible Party: Director of IT. Cost: $150,000.
2. By January 2014, replace computers that are broken or obsolete. Due Date: Jan 15, 2014. Responsible Party: Director of IT. Cost: $150,000.
3. By January 2015, replace computers that are broken or obsolete. Due Date: Jan 15, 2015. Responsible Party: Director of IT. Cost: $150,000.

Goal 3 of 14: By April 2015, to replace and upgraded multi-media projectors in classrooms as needed.
Benchmarks
1.   By April 2013, to replace and upgraded multi-media projectors in classrooms as needed Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $300,000.
2.   By April 2014, to replace and upgraded multi-media projectors in classrooms as needed. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost: $3000,000.
3.   By April 2015 to replace and upgraded multi-media projectors in classrooms as needed. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $3000,000.

Goal 4 of 14: By July of 2015 to upgrade wireless capabilities to 802.11b/g/n.
Benchmarks
1. By April 2013, to upgrade 30% of district wireless capabilities to 802.11b/g/n. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $600,000.
2. By April 2014, to upgrade 60% of district wireless capabilities to 802.11b/g/n. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost: $600,000.
3. By April 2015, to upgrade 100% of district wireless capabilities to 802.11b/g/n. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $800,000.

Goal 5 of 14: To upgrade the WAN/LAN backbone to 10 GB. These changes include but not limited to upgrading fiber optics and switching electronics to support campus backbones. We are also establishing power over Ethernet that will allow us to enhance the infrastructure support of our extended wireless.
Benchmarks

1. By April 2013, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $800,000.
2. By April 2014, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost: $600,000.
3. By April 2015, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $600,000

Goal 6 of 14:   To add virtual desktop capabilities.
Benchmarks
1. By September 2013, to add virtual desktop capabilities for all sites. Due Date: Sep 15, 2013. Responsible Party: Director of IT. Cost: $20,000.

Goal 7 of 14:   To purchase E-learning resources for all sites.
Benchmarks
1. By September 2013, to purchase E-learning resources for all sites. Due Date: Sep 15, 2013. Responsible Party: Director of IT. Cost: $225,000.

Goal 8 of 14:   To provide stipends for the Teacher trainer Technicians
Benchmarks
1. By June 2013, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2013. Responsible Party: Director of IT. Cost: $48,000.
2. By June 2014, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: $50,000.
3. By June 2015, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: $58,000.

Goal 9 of 14:   To provide salaries and benefits for the technical staff needed to support the plan. Information and Instructional Technology plans to add one staff member in 2014 and another in 2015.
Benchmarks
1. By June 2013, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2013. Responsible Party: Director of IT. Cost: Salaries, $930,000; Benefits $93,000.
2. By June 2014, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: Salaries, $980,000; Benefits $125,000.
3. By June 2015, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: Salaries, $1,100,000; Benefits $128,000.

Goal 10 of 14:   To insure adequate technicians.
1. In May of 2013, 2014 and 2015, to meet with administration to evaluate technician needs. Due Date: Sep 15, 2013. Responsible Party: Director of IT. Cost: No Cost.

Goal 11 of 14:   To establish a reserve bank of computers for support of classroom use.
1. By April 2013, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $150,000.
2. By April 2014 to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost: $150,000.
3. By April 2015, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $150,000

Goal 12 of 14: To place an IOS5 (tablet) device in every classroom for Instructional use.
By April 2010, to place an IOS5 (tablet) device in 30% of classrooms for Instructional use. Due Date: Apr 15, 2013. Responsible   Party: Director of IT. Cost: $900,000.
By April 2011 to place an IOS5 (tablet) device in 60 % classrooms for Instructional use. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost: $900,000.
By April 2012, to place an IOS5 (tablet) device in 100% classrooms for Instructional use. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $900,000

Goal 13 of 14:   To purchase CRS Clickers for every grade level and secondary department that currently do not have one. Costs estimated to complete this is based on figures collected from the sites to achieve this goal.
1. By April 2013, to acquire CRS Clickers for 50% of every grade level and department for of our classrooms. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $100,000.
2. By April 2014, to acquire CRS Clickers for 75% of every grade level and secondary department of our classrooms. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $100,000.
3. By April 2012, to acquire CRS Clickers for 100% of every grade level and secondary department of our classrooms. Due Date: Apr 15, 2012. Responsible Party: Director of IT. Cost: $100,000.

Goal 14 of 14: To complete placement of hovercams in the classroom and replacements of broken units
Benchmarks

1. By January 2013, complete placement of hovercams in the classroom and replacements of broken units. Due Date: Jan 15, 2013. Responsible Party: Director of IT. Cost: $45,000.
2. By January 2014, to complete placement of hovercams in the classroom and replacements of broken units. Due Date: Jan 15, 2014. Responsible Party: Director of IT. Cost: $30,000.
3. By January 2015, to complete placement of hovercams in the classroom and replacements of broken units. Due Date: Jan 15, 2015. Responsible Party: Director of IT. Cost: $15,000

5d. Assessment: The District Process for monitoring the annual benchmarks for this section.

The Director of Information Systems will collect data about each particular activity or benchmark. The core committee will review the data on a semi-annual basis and make recommendations for program modification. These recommendations will be shared with stakeholders, and addressed in reports to the Board of Education.

Section 6a: Established and Potential Funding Sources and Cost Savings

General Fund
General Fund supports the plan through salaries of certificated and classified employees, hardware and software purchases and technical support.
E-Rate
The Educational Rate, or E-Rate, Program is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K-12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required providing this connectivity. Educational entities seeking funds are required to apply for funding annually. E-Rate Supplemental Technology Plans will be completed prior to submission of form 470 each year and retained for five years following delivery of services.

California TeleConnect Program Fund
The California TeleConnect program is a California state program which provides discounts to K-12 education similar to the federal E-Rate program. It provides discounted telecommunications services for qualifying schools, libraries, hospitals, and community-based organizations.

State and Federal Categorical
Each school site submits a technology use plan in its site plan that defines its staff development, technical support, maintenance, software, and hardware acquisition. All plans must comply with and support the District Technology Plan.

EETT Formula Grant Funds -Title II Part D
Formula funds are reserved to enhance classroom learning through the use of technology. 25% of the total funds are mandated for use in high-quality professional development intergrading technology into state-adopted curriculum.

K-12 Voucher Funds
The vouchers made available through the Settlement Agreement will be used to assist the district with implementing and supporting education technology that fosters effective teaching and promotes student achievement in the eligible schools that serve students in
grades kindergarten through twelfth grade. The district will provide ongoing support and services to eligible sites to assist them in achieving their objectives as set forth in the district technology and site technology plans. Support and services will include standards in the proper redemption of eligible products and services, professional development and technical support. Proper disbursement of vouchers will occur in accordance with the goals and objectives approved by the governing board and the district technology committee. The district technology committee is made up of stakeholders from all school sites as well as community members.

Other Sources

VVUSD uses other sources beyond state and federal funding to support our technology program such as corporate donations of funds, training and resources such as the Verizon Foundation Thinkfinity. We have many parents in the district who work for Southern California Edison, Pac Bell, Target and other companies who can have a portion of donations taken out of their checks and sent to their child's school site that can be used for technology. We have in the past utilized mini-grants from Panasonic and Best Buy to purchase technology and will continue to do so.

Volume Hardware Purchasing Discounts
VVUSD secures volume discounts through Dell Computers, Inc. and Xerox and other vendors.

Volume Software Purchasing Discounts
VVUSD secures volume discounts through Microsoft and Dell and through the services of CalSave and other vendors through long-term partnerships.

The Director of Information and Instructional Technology will collect information on potential grants and funding opportunities. The core committee will review the data collected and make recommendations to Ed Services. These recommendations will be shared with stakeholders, and addressed in reports to the Board of Education.

Section 6b: Estimate of Implementation costs.
All costs found in Section 5 are based on either real budget numbers or legitimate estimates. All projected expenditures are based on available funds. We projected what funds provide possible funding for each item's

Category	Description	Resource	Year 1	Year 2	Year 3	Total
Certificated Personnel	Subsidize Teacher Technicians for Pro. Dev.	Title II-EETT	$48,000	$50,000	$58,000	**$156,000**
Classified Personnel	Technical Support Staff	General Fund	$930,000	$980,000	$1,100,000	**$3,010,000**
Employee Benefits	For Classified Personnel	General Fund	$93,000	$125,000	$128,000	**$346,000**
Hardware	Hovercams complete and replacement	General Fund	$45,000	$30,000	$15,000	**$90,000**
	Multi-Media Projector Replacements	General Fund	$300,000	$300,000	$300,000	**$900,000**
	IOS 5 Devices	Other Funds (Grants, Awards,) K12 Vouchers, General Fund	$900,000	$900,000	$900,000	**$2,700,000**
	Classroom Response Systems	Other Funds (Grants, Awards, etc.)	$100,000	$100,000	$100,000	**$300,000**
	Computer replacement and reserves	Other Funds (Grants, Awards, etc.)	$150,000	$150,000	$150,000	**$450,000**
	Computers to increase Student/Computer Ratios	Bond Funds (Measure J)	$600,000	$700,000	$700,000	**$2,000,000**
	WAN/LAN backbone to 10 GB	General Fund and k12 vouchers	$800,000	$600,000	$600,000	**$2,000,000**
	Infrastructure replacement/repair/upgrades/cooling system/fire suppression	General Fund	$100,000	$100,000	$80,000	**$280,000**
	Wireless System upgrade to 802.11 b/g/n	General Fund and k12 vouchers	$600,000	$600,000	$800,000	**$2,000,000**
Software	Renew District owned Software and Licenses	Other Funds (Grants, Awards, etc.)	$200,000	$225,000	$225,000	**$650,000**
	Virtual Desktop software upgrade	General Fund	$20,000	$-	$-	**$20,000**
	E-Learning Resources	Other Funds (Grants, Awards, etc.)	$ -	$225,000	$-	**$225,000**
	Other Software (Brain Pop, Discovery Streaming, etc.)	General Fund and k12 vouchers	$48,000	$24,000	$24,000	**$96,000**
		Grand Totals	**$4,934,000**	**$5,109,000**	**$5,180,000**	**15,223,000**

Section 6c: Description of district's replacement policy.

We have set a benchmark for computers and infrastructure that enables us to determine when to replace equipment (see section 5). We purchase only Dell computers and Cisco infrastructure and always purchase the most current and robust configurations. We plan for a 5-year life cycle for all our equipment. We will not repair equipment that is no longer valuable to our network because it would not be cost efficient. If during the life cycle we change our benchmark we upgrade existing computers that fall short of the benchmark. Each year we host a meeting with vendors, educators and technologist to help us plan for future challenges so that we can implement change more effectively for our department and the organization we serve. (See Section 5). Included in Section 5 are goals to replace equipment that completes its life cycle and includes upgrades to our network.

Section 6d: Description of district's process to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

We have 3 processes that coordinate to monitor this plan:

1. The technology committee. This committee meets bi- monthly during the school year to monitor technology use and to discuss issues relating to classroom use of technology. They are the first level of feedback and will be apprised of the technology plan.
2. Collaboration between Education Services and Business Services. The IT director meets quarterly with the leaders of Business and Education services to monitor and update funding decisions as well as to determine how technology is working to improve student achievement.
3. Annual Report. The IT Director makes an annual report as part the Business Services Annual Report to the Superintendent that includes department goals and whether they are being met.

Section 7a and 7b:

The Director of Technology, Network Administrator, System Administrator and the Coordinators for Secondary and Elementary levels will meet quarterly and review instructional issues and the progress of the adopted Technology Plan and call in other stakeholders on an as needed basis to ensure that the plan is being appropriately carried out.

Inventories of equipment and hardware will be used to guarantee adequate distribution of resources to provide equity of access and equipment for all students and staff. Curriculum alignment will require the collection and analysis of data from state assessment and student products to refine the use of technology in curriculum alignment with standards and have the greatest effect on student achievement. Tracking of trends in Technology Service Requests by the help desk and discussions with vendors will facilitate timely technical support. Tracking of purchase orders and budget documents will assist in future budgeting and priorities.

Benchmark Timelines for fiscal Year 2012

April	By April 2012, to equip all secondary classrooms with Multi-media projectors and related components capable of displaying Internet resources. Due Date: Apr 15, 2009. Responsible Party: Director of IT. Cost: $518,000.
September	By September 2012 all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2009. Responsible party: Teacher on Special Assignment.

Benchmark Timelines for fiscal Year2013

February	By February2013, 50% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2013. Responsible party: Education Services Staff.
February	By February2013, 70% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2013. Responsible party: Education Services Staff.
January	By January2013, to replace computers that is broken or obsolete. Due Date: Jan 15, 2013. Responsible Party: Director of IT. Cost: $100,000.
April	By April2013, To purchase Discovery Streaming for 50% of our sites. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $20,000.
April	By April2013, To purchase Brain Pop Online for 50% of sites. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $28,000.
April	By April 2013, to purchase and install Interwrite Pads for 50% of our classrooms. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $40,000.

April	By April 2013, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $50,000.
April	By April 2013, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15,2013. Responsible Party: Director of IT. Cost: $50,000.
April	By April 2013, to equip all elementary classrooms with Multi-media projectors and related components capable of displaying Internet resources. Due Date: Apr 15,2013. Responsible Party: Director of IT. Cost: $798,000.
April	By April 2013, to purchase CRS Clickers for 50% of every grade level and department for of our classrooms. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $100,000.
April	2013, To place a IOS5 (tablet) device in every classroom for Instructional use.. Due Date: Apr 15, 2013. Responsible Party: Director of IT. Cost: $900,000.
May	By May2013, 40% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15,2013. Responsible Party: IT Technology Integration Coordinator.
May	By May2013, 40% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15,2013. Responsible Party: IT Technology Integration Coordinator.
May	By May2013, 40% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15,2013. Responsible Party: IT Technology Integration Coordinator.
May	By May 2013, 40% of classroom teachers will receive training in how to use podcasting. Due Date: May, 15,2013. Responsible Party: IT Technology Integration Coordinator.
June	2013, 80% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2013. Responsible Party: Director of Assessment.
June	By June2013, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2013. Responsible Party: Director of IT. Cost: $48,000.
June	By June 2013, to increase the Student: Computer ratio to 12:1 for all schools. Due Date: Jun 15,2013. Responsible Party: Director of IT. Cost: $600,000.
June	By June 2013, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15,2013. Responsible Party: Director of IT. Cost: Salaries, $750,000; Benefits $78,000.
June	By June 2013, 25% of district staff will receive training in the use of Study Island or similar software for online professional development in Microsoft Office Skills. Due Date: Jun, 15,2013. Responsible Party: IT Technology Integration Coordinator.
June	By June 2013, 25% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, 30% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: June 01, 2013. Responsible party: Teacher on Special Assignment.

June	By June 2013, 30% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 30% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June, 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 30% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June, 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 30% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 50% of students in grades 2, 5, 8, and 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. Due Date: June 15, 2013. Responsible Party: Education Services Staff
June	By June 2013, 40% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, 50 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator, Site Administrators.
June	By June 2013, 50% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
June	By June 2013, 50% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
June	By June 2013, 50% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, 50% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, 80% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2013. Responsible party: Teacher on Special Assignment.

June	By June 2013, 80% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism, and copyright. . Due Date: June 01, 2013. Responsible party: Teacher on Special Assignment.
June	By June 2013, 80% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2013. Responsible Party: Director of Assessment.
June	By June 2013, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15, 2006. Responsible Party: Staff Development Coordinator.
June	By June 2013, Increase of 20% over baseline data as of June, 2009, in Personal and Instructional proficiency level as measured by Ed Tech Profile. Due Date: June, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
June	By June 2013, Increase of 20% over baseline data as of June, 2009. Due Date: June, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
June	By June 2013, the percentage of eighth grade students scoring at or above the 50th percentile in Total Reading (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by the STAR standardized tests Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by one percentage point over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2013. Responsible party: Education Services Staff.
June	By June 2013, the percentage of eighth grade students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2009 baseline scores, as measured by the district writing rubric. Due Date: June, 15, 2013. Responsible Party: Staff Development Coordinator.
June	By June 2013, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by one percentage point of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2013. Responsible party: Education Services Staff.
June	By June 2013, there will be an increase of 10% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2013. Responsible Party: I.T. Director.
June	By June 2013, VVUSD will increase the amount of two-way communication between home and school by 30% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15, 2013. Responsible Party: Teacher on Assignment IT Department
June	By June 2013, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year one. Due Date: June 01, 2013. Responsible party: Information Technology Director.
July	2013 The complete technology planning team will meet each year in July at the Ed Services planning retreat and examine the progress of the plan and if it is meeting the goals.
September	By September 2013, to purchase Server Software for all sites. Due Date: Sep 15, 2013. Responsible Party: Director of IT. Cost: $20,000.

September   By September 2013, to renew district-owned software and licenses. Due Date: Sep 15, 2013. Responsible Party: Director of IT.
              Cost: $200,000.
September   By September 2013, all students will have an Acceptable Use Policy completed and on file with the Information Technology
              Department. Due Date: September 01, 2013. Responsible party: Teacher on Special Assignment.

Benchmark Timelines for fiscal Year2014

January   By January2014, to replace computers that are broken or obsolete. Due Date: January 15, 2014. Responsible Party: Director of IT.
              Cost: $200,000.
February   By February2014, 70% of all students will be scheduled weekly to use educational software on district computers to supplement the
              mastery of district curricular goals and academic standards. Due Date: February 01, 2014. Responsible party: Education Services
              Staff.
February   By February2014, 85% of all teachers will regularly use technology in their classroom to supplement the mastery of district
              curricular goals and academic standards. Due Date: February, 01, 2014. Responsible party: Education Services Staff.
April   By April 2014, To purchase a Digital Camera for 75% of site labs. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost:
              $7,500.
April   By April 2014, To purchase Discovery Streaming for 75% of our sites. Due Date: Apr 15, 2014. Responsible Party: Director of IT.
              Cost: $10,000.
April   By April 2014, To purchase Brain Pop Online for 75% of sites. Due Date: Apr 15, 2014. Responsible Party: Director of IT. Cost:
              $14,000.
April   By April 2014, to purchase and install Interwrite Pads for 75% of our classrooms. Due Date: Apr 15,2014. Responsible Party:
              Director of IT. Cost: $20,000.
April   By April 2014, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15,2014. Responsible Party:
              Director of IT. Cost: $50,000.
April   By April 2014, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15,2014. Responsible Party: Director
              of IT. Cost: $80,000.
April   By April 2014, to purchase CRS Clickers for 50% of every grade level and department for of our classrooms. Due Date: Apr 15,
              2014. Responsible Party: Director of IT. Cost: $100,000.
April   2014, To place a IOS5 (tablet) device in every classroom for Instructional use. Due Date: Apr 15, 2013. Responsible Party: Director
              of IT. Cost: $900,000.
May   By May2014, 70% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May,
              15, 2014. Responsible Party: IT Technology Integration Coordinator.

May	By May2014, 70% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
May	By May2014, 75% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
May	By May2014, 75% of classroom teachers will receive training in how to use podcasting. Due Date: May, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2014, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: $50,000.
June	By June 2014, to increase the Student: Computer ratio to 10:1 for all schools. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: $700,000.
June	By June 2014, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2014. Responsible Party: Director of IT. Cost: Salaries, $775,000; Benefits $80,000.
June	By June 2014, 70% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S.-S. Due Date: Jun, 15, 2014. Responsible party: Education Services Staff.
June	By June 2014, 60% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, 40% Percent over baseline data as of June, 2013, in Personal and Instructional proficiency level as measured by Ed Tech Profile Due Date: June, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2014, 50% of district staff will receive training in the use of Study Island or similar software for online professional development in Microsoft Office Skills. Due Date: Jun, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2014, 50% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, 50% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: June 01, 2014. Responsible party: Teacher on Special Assignment.
June	By June 2014, 50% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01,2014. Responsible party: Teacher on Special Assignment.
June	By June2014, 50% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June, 01,2014. Responsible party: Teacher on Special Assignment.
June	By June2014, 50% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June, 01, 2014. Responsible party: Teacher on Special Assignment.

June	By June2014, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01,2014. Responsible party: Teacher on Special Assignment.
June	By June2014, 50% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June, 01,2014. Responsible party: Teacher on Special Assignment.
June	By June 2014, 70 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15,2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, 70% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June, 15, 2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2014, 70% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June, 15,2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2014, 70% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment . Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, 75% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, 90% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2014. Responsible party: Teacher on Special Assignment.
June	By June 2014, 90% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . Due Date: June 01, 2014. Responsible party: Teacher on Special Assignment.
June	By June 2014, 90% VVUSD teachers will use Aeries Data and additional modules such as PAMS to inform instruction. Due Date: June 15, 2013. Responsible Party: Director of Assessment.
June	By June 2014, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June2014, Increase of 40% over baseline data as of June,2013. Due Date: June, 15,2014. Responsible Party: IT Technology Integration Coordinator.
June	By June2014, the percentage of eighth grade students scoring at or above the 50th percentile in Total Reading (by grade level) will increase by one percentage point over the June2013 baseline scores, as measured by the SAT 9 standardized tests. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.

June	By June 2014, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June2013 baseline scores, as measured by the District Writing Rubric. Due Date: June, 15, 2014. Responsible Party: Staff Development Coordinator.
June	By June 2014, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by two percentage points over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2014. Responsible party: Education Services Staff.
June	By June 2014, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by two percentage points of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2014. Responsible party: Education Services Staff.
June	By June 2014, there will be an increase of 15% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2014. Responsible Party: I.T. Director.
June	By June 2014, VVUSD will increase the amount of two-way communication between home and school by 60% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15,2014. Responsible Party. Teacher on Assignment IT Department.
June	By June 2014, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year two. Due Date: June 01, 2014. Responsible party: Information Technology Director.
July	2015 The complete technology planning team will meet each year in July at the Ed Services planning retreat and examine the progress of the plan and if it is meeting the goals.
September	By September 2014, to purchase E-learning resources for all sites. Due Date: Sep 15, 2014. Responsible Party: Director of IT. Cost: $225,000.
September	By September 2014, to renew district-owned software and licenses. Due Date: Sep 15, 2014. Responsible Party: Director of IT. Cost: $225,000.
September	By September 2014, to budget salaries and benefits for the 2 additional technical support staff needed to support the plan. Due Date: Sep 15, 2014. Responsible Party: Director of IT. Cost: Salaries, $110,000; Benefits and related costs, $30,000.
September	By September 2014, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 01, 2014. Responsible party: Teacher on Special Assignment.

Benchmark Timelines for fiscal Year 2015

January	By January 2015, to replace computers that are broken or obsolete. Due Date: Jan 15, 2015. Responsible Party: Director of IT. Cost: $200,000.
February	By February 2015, 100% of all teachers will regularly use technology in their classroom to supplement the mastery of district curricular goals and academic standards. Due Date: February, 01, 2015. Responsible party: Education Services Staff.

February	By February 2015, 90% of all students will be scheduled weekly to use educational software on district computers to supplement the mastery of district curricular goals and academic standards. Due Date: February 01, 2015. Responsible party: Education Services Staff.
April	By April 2015, To purchase a Digital Camera for 100% of site labs. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $7,500.
April	By April 2015, To purchase Discovery Streaming for 100% of our sites. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $10,000.
April	By April 2015, To purchase Brain Pop Online for 100% of sites. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $14,000.
April	By April 2015, to purchase and install Interwrite Pads for 100% of our classrooms. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $20,000.
April	By April 2015, to establish a reserve bank of computers for support of classroom use. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $50,000
April	By April 2015, to upgrade or replace infrastructure that is obsolete or broken. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $50,000.
April	By April 2015, to purchase CRS Clickers for 50% of every grade level and department for of our classrooms. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $100,000.
April	To place a IOS5 (tablet) device in every classroom for instructional use.. Due Date: Apr 15, 2015. Responsible Party: Director of IT. Cost: $900,000.
May	By May2015, 100% of classroom teachers and administrators will receive advanced training in School Center. Due Date: May, 15, 2015. Responsible Party: IT Technology Integration Coordinator.
May	By May2015, 100% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
May	By May2015, 100% of classroom teachers will receive training in how to integrate online resources with students. Due Date: May, 15, 2013. Responsible Party: IT Technology Integration Coordinator.
May	By May2015, 100% of classroom teachers will receive training in how to use podcasting. Due Date: May 15, 2015. Responsible Party: IT Technology Integration Coordinator.
June	By June 2015, to provide stipends for the Teacher Technicians. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: $58,000.
June	By June 2015, to increase the Student: Computer ratio to 8:1 for all schools. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: $700,000.
June	By June 2015, to budget salaries and benefits for the technical support staff needed to support the plan. Due Date: Jun 15, 2015. Responsible Party: Director of IT. Cost: Salaries, $795,000; Benefits $83,000.

June	By June 2015, 90% of students in grades 2, 5, and 8, 12 will demonstrate technology proficiency in the six performance indicators from the N.E.T.S. –S .Due Date: June 15,2015. Responsible party: Education Services Staff.
June	By June 2015, 100 % VVUSD teachers will use Aeries Data and additional Modules such as PAMS to inform instruction. Due Date: June 15, 2013. Responsible Party: Director of Assessment.
June	By June 2015, 100% of all teachers and K-12 students will receive age-appropriate instruction to develop the skills necessary to protect personal information, protect themselves from online cyber-bullying, online predators, and avoiding internet sites that contain inappropriate content. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 100% of district teachers will have received training to use Interwrite Pads or similar hardware for use in the computer labs. Due Date: June 15, 2015. Responsible Party: IT Technology Integration Coordinator.
June	By June 2015, 100% of district teachers will have received training to use CRS Clickers with Exam View or similar software to help teach and reinforce district curriculum Power Standards and N.E.T.S. Due Date: June 15, 2014. Responsible Party: IT Technology Integration Coordinator.
June	By June 2015, 100% of students K-12 will receive skills necessary to distinguish copyright laws as it pertains to online downloading, plagiarism and copyright. . Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 50% Percent over baseline data as of June, 2015, in Personal and Instructional proficiency level as measured by Ed Tech Profile. Due Date: June, 15, 2015. Responsible Party: IT Technology Integration Coordinator.
June	By June 2015, 70% Students demonstrate a sound understanding of technology concepts, systems, and operations. Due Date: June 01,2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 70% Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Due Date: June, 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 70% Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 70% Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 70% Students use digital media and environments to communicate and work collaboratively, including at a distance to support individual learning and contribute to the learning of others. Due Date: June 01, 2015. Responsible party: Teacher on Special Assignment.
June	By June 2015, 75% of district staff will receive training in the use of Study Island or similar software for online professional development in Microsoft Office Skills. Due Date: June 15, 2015. Responsible Party: IT Technology Integration Coordinator.

June	By June 2015, 75% of twelfth grade students will improve reading comprehension as measured by the district constructed Hexad Test. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, 80% VVUSD Teachers will use Personal Response System clickers to inform instruction and enhance record keeping. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, 90 % of fifth grade students will read and understand grade-level-appropriate material (comprehension and analysis, and expository critique) as measured by the District Reading Assessment. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, 90% of twelfth grade students will create and present research projects in the classroom, as per VVUSD Power Standards. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, 90% of fifth grade students will be able to write clear, coherent, and focused essays as measured by the District Writing Assessment .Due Date: June, 15,2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, all staff development will incorporate technology integration to align with our district Power Standards. Due Date: June, 15,2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, Increase of 50% over baseline data as of June, 2014. Due Date: June, 15, 2015. Responsible Party: IT Technology Integration Coordinator.
June	By June 2015, the percentage of eighth grade students scoring at or above the mastery level on the District-wide Writing Assessment will increase by one percentage point over the June 2014 baseline scores, as measured by the District Writing Rubric. Due Date: June, 15, 2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, the percentage of second grade students scoring at or above the 50th percentile in California Standards Test English Language Arts (by grade level) will increase by three percentage points over the June 2009 baseline scores, as measured by standardized tests. Due Date: June, 01, 2015. Responsible party: Education Services Staff.
June	By June 2015, the percentage of students scoring at or above the 50th percentile in Reading Comprehension (by grade level) will increase by one percentage point over the June2014 baseline scores, as measured by the STAR standardized tests Due Date: June, 15,2015. Responsible Party: Staff Development Coordinator.
June	By June 2015, the percentage of students scoring at or above the mastery level on the district-wide writing assessment will increase by three percentage points of the June 2005 baseline scores, as measured by the district writing rubric. Due Date: June, 01, 2015. Responsible party: Education Services Staff.
June	By June 2015, there will be an increase of 20% over baseline data as of June, 2008, in Personal and Instructional, and Leadership proficiency. Due Date: June 15, 2015. Responsible Party: I.T. Director.
June	By June 2015, VVUSD will increase of two-way communication between home and school by 90% by the use of various tools such as Aeries PAMS, School Center, and online software such as Study Island, Britannica Online, Brain Pop, Encarta and Discovery Streaming. Due date: June 15, 2015. Responsible Party: Teacher on Assignment IT Department

June	By June 2015, 100 percent of schools will have Internet access and Internet capable computers at a ratio of one computer to eight students by end of year three. Due Date: June 01, 2015. Responsible party: Information Technology Director.
July	2015 The complete technology planning team will meet each year in July at the Ed Services planning retreat and examine the progress of the plan and if it is meeting the goals.
September	By September 2015, to renew district-owned software and licenses. Due Date: Sep 15, 2015. Responsible Party: Director of IT. Cost: $225,000
September	By September 2015, all students will have an Acceptable Use Policy completed and on file with the Information Technology Department. Due Date: September 1, 2015. Responsible Party: Teacher on Special Assignment.

7c: Information will be obtained through our system of monitoring and evaluation set up by the plan. The data will then be gathered and organized based on the specific goals for each component in the plan. Yearly comparisons will demonstrate progress and/or need for revision. This information will be reported on a bi-annual basis to the District Technology Committee, the VVUSD Board of Education, and Superintendent's Cabinet. Mid-course modifications will be made with the input of stakeholders as needed. The complete technology planning team will meet each year in July at the Ed Services planning retreat and examine the progress of the plan and if it is meeting the goals.

8a Effective Collaborative Strategies with Adult Literacy providers to maximize the use of technology

Needs:
According to the October 2011 CBEDs, API data, and free and reduced lunch data, the average adult population in the Moreno Valley/Perris suburbs and the unincorporated area of Mead Valley has graduated from high school and has some College experience. However, there are some populations served by various schools that fall below this average. Several of our schools serve areas where the average adult population education level is far less than the average. The needs of these populations range from economic strain of economy range from jobless poverty to the lack of basic English language skills.

Current adult literacy providers:
The VVUSD, adult literacy needs are unique due to the nature of the district is served through a variety of agencies and programs. Some VVUSD schools provide English classes for adult learners as well as basic computer literacy classes for parents and community members at site labs during after-school hours. Some of our schools have used the PTO to host presentations by the information technology department to inform adults/parents about basic computer use and cyber safety. Riverside County Regional Occupation Program (ROP) offers classes in a variety of job and life skills in collaboration with VVUSD, including technology skills such as basic word processing, home budgeting with spreadsheets, resources on the Internet, and video editing. In addition to both our video and graphics production classes offer bilingual instruction in literacy skills with the programs such as filling out job applications, how to do interviews and where to look for employment. Additional adult literacy services are provided by the Mead Valley Community Center and in collaboration with local religious organizations.

Collaboration:
Many facilities and labs are used by K-12 students during the traditional school day, and used by ROP courses to utilize technology during after school hours. In addition, VVUSD is committed to pursuing funding and grant opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community at various school sites.
The Val Verde Unified School District is currently committed to building the ability to produce and broadcast television content and is already providing content to the community. We are in a collaborative relationship with Moreno Valley Unified School District and share the 24-hour local cable Channel Sixteen in which we will provide up to 12 hours in programming to the community. The district knows that this will open up new avenues for us to host various literacy instruction programs aimed at adults in the community. The district is considering as a component of our ongoing evaluation and modification procedures, that adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers.
.

Section 9: Effective Research–Based Methods and Strategies

9a: Summary of relevant research which supports curricular and professional development goals

Bibliography

Houghton Mifflin Publishing – District adoption for K-5
This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

McDougal Littell Publishing-District Adoption for 6-8.
This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan.

Pearson Publishing-District Adoption for 6-8.
This publisher has done many forms of research in multiple settings, including urban settings with diverse ethnic populations - Each theme has a technology component which supports VVUSD's technology plan

Bailey, M. et al. *The impact of integrating visuals in an elementary creative writing process.* ERIC# ED391492.
This paper describes a study that sought to measure the effects of the introduction of computer clip art and graphical presentation software on the writing process. The study examined 25 second-graders who used clip art and icons as aids for mapping sequences and chronologies and as trial-and-error aids in story planning. Evidence supports the conclusion that length and quality of compositions increased, as well as organizational skills.

District specific analysis of how the research will be used: As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills in all content areas. As described in the research, graphic representations are highly effective tools for supporting new concepts and vocabulary.

Barrett, Scott. "The Personal Response system as a Teaching Aid." *Computer Teacher* 19.3 Aug. (2005): 89-92. Print.
To examine the classroom use and implications of a Personal Response System, a technological tool to provide immediate feedback from the students to the instructor

District specific analysis of how the research will be used: VVUSD will continue to monitor academic research such as this article as we continue to implement IOS 5 and other CRS devices in the classroom

Clemmons, K. & Hayn, J. (2009). Why we can't live without our document cameras: Effective classroom strategies to integrate technology and interactive instruction. In I. Gibson et al. (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference
 2009 (pp. 2492-2496). Chesapeake, VA: AACE.Retrieved from http://www.editlib.org/p/31007.
A document camera is a powerful tool to help teachers create visually interactive lessons to engage many types of students in learning, i.e. students with spatial and kinesthetic learning styles, English Language Learners, students in Exceptional Education programs, and struggling readers. To fully utilize the ever-widespread document camera, teachers need to learn new, interactive ways to integrate the new technology. This presentation offers attendees a dozen innovative and practical ways to integrate document camera technology into interactive lessons that will engage K-12 students across all grade levels and across content areas such as English Language Arts, science, math, social studies, and art.

District specific analysis of how the research will be used: VVUSD will be completing the placement of hovercams in every classroom and will work with the learning communities' support system to leverage best practices to increase student learning.

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills & Society for Human Resource Management (2006). *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Work Force*. http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF09-29-06.pdf.

While the "three Rs" are still fundamental to any new workforce entrant's ability to do the job, employers emphasize that applied skills are "very important" to success at work. Applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if "excellence" is the standard for global competitiveness. In accordance with this report, VVUSD will develop and implement a framework for teaching students technology and information literacy skills that will assist with their development of the applied skills most valued by employers. Student use of technology, particularly productivity software, will focus on collaboration, communication, and higher order thinking skills. Marzano, Robert J.; Pickering, Debra J.; and Pollock, Jane E. (2004). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Prentice-Hall. This book identifies nine broad teaching strategies that have positive effects on student learning: identifying similarities and differences; summarizing and note-taking; reinforcing effort and providing recognition; homework and practice; nonlinguistic representations; cooperative learning; setting objectives and providing feedback; generating and testing hypotheses; and questions, cues, and advance organizers. Consistent with this research, VVUSD has had an ongoing training program that utilizes this approach. Site administrators will use EDAMS to track subsequent use of Marzano strategies in the classroom.

Designs for Learning: An Introduction to High Quality Professional Development for Teachers. The California Department of Education.
http://www.cde.ca.gov/pd/pdf/designsintro.pdf

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement. Val Verde USD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the plan.

Dickerson, J., Winslow, J., Lee, C.Y. & Geer, G. (2011). iPrincipals: School administrator iPad utilization - Part 1. In M. Koehler & P. Mishra (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference2014 (pp. 2952-2953). Chesapeake, VA: AACE.Retrieved from http://www.editlib.org/p/36763.

This session will report preliminary findings from an iPad initiative in a large school district in the southeastern United States. The district recently purchased iPads for all principals to facilitate administrative responsibilities and partnered with university faculty to conduct the program evaluation. Findings from the initial data collection will be presented, addressing questions about principals' attitudes, utilization strategies and training methods, as well as topics for future inquiry.

District specific analysis of how the research will be used: VVUSD will keep a close eye on the results from this research to help guide us in a successful administrative deployment, utilization and training ideas.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing

71 recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

District specific analysis of how the research will be used: As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills in all content areas. As described in the research, the use of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other graphic organizers, the use of simulation software and probe ware, and PowerPoint handouts to guide students in note-taking
.
Manugerra, Maurizio, and Peter Petocz. "Promoting Student Engagement by Integrating New Technology into Tertiary Education: The Role of the IPad." *Canadian Center of Science and Education*. Asia Social Science, n.d.*www.googlescholar.com*. Web. 5 Dec.2011

Teachers in education need new strategies to communicate with students of the net generation and to shape enticing educational experiences for them. The use of new approaches such as video-recorded lectures to communicate directly and individually with all students has been the preserve of technology-savvy educators. However, a recent technological advance – the Apple iPad – has the potential to change this situation, offering access to effective and efficient pedagogy in an easy and intuitive way. This paper is a report on the use of the iPad in teaching activities over the past 15 months, showing how it can be used to enhance engagement with learning for students, both those studying live on campus and those studying at a distance.

District specific analysis of how the research will be used: VVUSD found this study useful in guiding our approach as we research new teaching models in the classroom and what devices should be used with students in the classroom.

Melhuish, K. & Falloon, G. (2010). Looking to the future: M-learning with the iPad. Computers in New Zealand Schools, 22(3), 1-16.

Might Apple's new iPad gain unprecedented traction in education, or is just another example of the over-hyping of new devices in a time of technological determinism (Postman, 2000)? This paper explores the potential affordances and limitations of the Apple iPad in the wider context of emergent mobile learning theory, and the social and economic drivers that fuel technology development. Against the background of effective teaching and learning, the functionality offered by the iPad, and its potential uses for learning, are discussed. A critical review of the way the iPad may support learning, that draws on learning theory, contemporary articles and e-learning literature, suggests that the device may offer an exciting platform for consuming and creating content in a collaborative, interactive way. However, of greater importance is that effective, evidence-driven,

innovative practices, combined with a clear-sighted assessment of the advantages and limitations of any product, should take priority over the device itself.

District specific analysis of how the research will be used: With four pilots in the district using IOS5 devices we are deep into researching on what are the best practices and applications to use to impact student learning. VVUSD will heed the advice of the authors of this article and recognize that tablets have limitations and that teaching what is to be learned from the standards takes priority.

Prensky, Marc (2001). *"Digital Natives, Digital Immigrants." On the Horizon* (NCB University Press, Vol. 9 No. 5, October 2001). http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf; http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives %20Digital%20Immigrants%20-%20Part2.pdf .

The author believes that, as a result of the ubiquitous digital technology with which they have grown up, today's students think and process information fundamentally differently from their pre-digital age teachers and parents, who are at best digital immigrants. It is likely that today's students' brains have physically changed. They are used to receiving information fast, can parallel process, prefer random access rather than sequential presentation, function best when networked, thrives on instant gratification and frequent rewards, and prefer games to "serious work." The implications for education: "Today's teachers have to learn to communicate in the language and style of their students." Both methodology and content must be reconsidered. Val Verde USD will provide professional development on instructional practices needed with current students and will seek to motivate teachers to adapt their attitudes and methods. The district will encourage investigation, trial, and adoption of new technologies for education as they become available.

Ringstaff, Cathy; Kelley, Loretta. (2002). *The Learning Return on Our Educational Technology Investment. A Review of Findings From Research.* West Ed. http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support. Consistent with this research, Val Verde USD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms. New York: Teachers College Press.* "And in the ACOT study, student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."

District specific analysis of how the research will be used: The VVUSD finds that success of technology to engage students needs to be used throughout the curriculum to raise student achievement.

Critical issue: Using technology to improve student achievement. (1999). Retrieved March 12, 2001, from North Central Regional Educational Laboratory Web site: http://www.ncrel.org/sdrs/areas/issues/methods/ technlgy/te800.htm

Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."

Strudler, N. (1994). *The Role of School-Based Technology Coordinators As Change Agents in Elementary School Programs: A Follow-up Study. Presented at AERA, New Orleans, LA, April 5, 1994.*

There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan. Val Verde USD schools are on the cutting edge of this movement as our Teacher Tech Program has become a vital part of our technology training and support.

We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

http://www.valverde.edu/intranet/VVUSDTechnologyPlan.pdf. In the Technology Plan, professional development is a primary focus.

The Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated instructional activities. (2) Teachers are provided with the opportunity to attend training in basic-to-advanced use of technology; and (3) Our master (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and Modeling the effective use of instructional technology.

Walters, John K. "Enter the IPad or not?" *T.H.E. Journal* 37 June (2010): 38-45+. Print.

Few computing devices have sparked the burning gizmo lust ignited by the iPad. Apple's latest entry into the tablet PC market didn't generate much heat when it was first unveiled in January, but by April 3, the day of the official release, feverish customers were mobbing Apple stores. The company claims to have sold 300,000 iPads by midnight on that first day, and that more than a million apps and 250,000 e-books were downloaded to those devices. Apple says it delivered more than 500,000 iPads before the end of the first week. Mixed in with this nationwide hot-tech-toy fervor is the cooler consideration of the iPad as an educational tool. This device and the competing PCs set to follow it into the marketplace represent a new student-computing platform that K-12 school districts have already begun to explore in pilot programs. It's still early, but as educators begin weighing the pros and cons of the iPad, predictions that the device would make a three-way race out of what had been a head-to-head competition between netbooks and laptops for the increasingly discriminating wallets of K-12 are proving to be premature. It's beginning to seem that schools are more likely to be determining how this touchable form factor complements, instead of displaces, other keyboard-bound devices in their overall student-computing strategy. This article discusses whether the iPad is any better than the netbooks and laptops now fueling school computing programs.

District specific analysis of how the research will be used: This academic article had impact on what we are doing as we have decided no one device is the end all option. It is instead what device is best suited for that particular learning situation or program whether it is laptops, netbooks or other tablet devices. (Droids, IPads or PC)

72 WestEd Regional Technology in Education Consortium (June, 2002). *The learning return on our educational technology investment*. http://www.wested.org/cs/wew/view/rs/619

This report seeks to answer the question "what do we need to do to maximize the return on our technology investment?" It offers suggestions related to issues such as professional development, access to technology, and long term planning.

District specific analysis of how the research will be used: These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students. Specifically teachers must gain an understanding of how to use technology effectively and how to integrate its use in our district power standards and state frameworks.

9B: District Plans to use Technology to extend or supplement the District's Curriculum

These issues are addressed within the development of our district technology plan, and we have considered this research addressing the conditions under which technology has the most benefits for student instruction. Specifically, to use technology effectively, teachers must understand how it

fits into the larger curricular and instructional framework. VVUSD has established what best practices exist in technology instruction and will have an impact on student learning and achievement.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in VVUSD is consistent with current scientifically based research regarding technology, teaching, and learning and expand our offerings via technology which would include online learning, social media, television production and broadcasting, videoconferencing, and web-based courses as dictated by district needs. We have made great strides in many of the areas mentioned, especially in the area of online learning with the establishment in 2013 of our successful and growing virtual academy.

VVUSD shares a public access channel with Moreno Valley Unified and has established its Automated Master Control Playback System for "VVUSD-TV" channel 16 "GO-TV" Program on Time –Warner Cable which serves Moreno/Perris/Mead Valley area. The district goal is to provide educational and Instructional programming to the community, and provide an opportunity for our students to learn and work in a professional "broadcast" environment, and create programs for public viewing, exemplifying their technical and creative skills.

VVUSD teachers are examining a variety of promising and innovative classroom teaching technologies and emerging trends in student learning. Currently student response systems, wireless IOS 5 devices, interwrite pads, document cameras are being used in the classroom. We are currently running four targeted pilots researching the best models, hardware and applications to be deployed in our classrooms as we move forward.

Process for incorporating research-based methods and models into ongoing program evaluation and modification:
Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database and adopt relevant methods, innovative content delivery, and technologies as supported by the research. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:
- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.

An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of interventions.

The ISTE National Educational Technology Standards (NETS•S) and Performance Indicators for Students

1. **Creativity and Innovation,** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.
2. **Communication and Collaboration.** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
    a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
    b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
    c. develop cultural understanding and global awareness by engaging with learners of other cultures.
    d. contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency.** Students apply digital tools to gather, evaluate, and use information. Students:
    a. plan strategies to guide inquiry.
    b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
    c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
    d. process data and report results.

4. **Critical Thinking, Problem Solving, and Decision Making.** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
    a. identify and define authentic problems and significant questions for investigation.
    b. plan and manage activities to develop a solution or complete a project.
    c. collect and analyze data to identify solutions and/or make informed decisions.
    d. use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship.** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   a. advocate and practice safe, legal, and responsible use of information and technology.
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
   c. demonstrate personal responsibility for lifelong learning.
   d. exhibit leadership for digital citizenship.
6. **Technology Operations and Concepts.** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   a. understand and use technology systems.
   b. select and use applications effectively and productively.
   c. troubleshoot systems and applications.
   d. transfer current knowledge to learning of new technologies.

Appendix A: N.E.T.S. Performance Indicators by grade level:

Grade Span		Performance Indicators	N.E.T.S Standards					
			Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
Grades K-2								
	1	*Introduce use of* input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
	2	Use a variety of media and technology resources for directed and independent learning activities illustrating thoughts, ideas, stories, problem solving, and communication skills.	■		■	■	■	■
	3	Communicate about technology using developmentally appropriate and accurate terminology.	■					
	4	Using and creating developmentally appropriate multimedia resources with support from teachers, family members and student partners (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.	■		■			
	5	Work cooperatively and collaboratively in gathering information and communicating with peers, family members, and others when using technology. (eg. E-mail, authoring software, telecommunications)		■		■		
	6	Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.		■				

Grade Span	Performance Indicators	Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
					N.E.T.S. Standards		
GRADES 3-5							
	1 Reinforce use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
	2 Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	■	■				■
	3 Communicate about technology using appropriate and accurate terminology.	■					
	4 Use technology tools to remediate skill deficits, and facilitate learning throughout the curriculum.			■	■		
	5 Use technology resources efficiently to access information, communicate with others to participate in collaborative problem-solving , self-directed, and extended learning activities.				■	■	■
	6 Demonstrate responsible, positive social and ethical behaviors when using technology systems and software.		■				

Grade Span	Performance Indicators	Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
	GRADES 6-8						
	1 Master use of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
	2 Apply strategies for identifying and solving routine software problems that occur during everyday use.	■					
	3 Continual development of grade level appropriate technological vocabulary.	■					
	4 Select and use content-specific tools and technology resources that support learning and research throughout the curriculum.			■		■	■
	5 Collaborate with peers, experts, and others to design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts.				■	■	■
	6 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.		■			■	■
	7 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.		■				

N.E.T.S. Standards

Grade Span	Performance Indicators	N.E.T.S. Standards					
		Basic operations and concepts	Social, ethical, and human issues	Technology productivity tools	Technology communications tools	Technology research tools	Technology problem-solving and decision-making tools
GRADES 9-12							
1	Mastery of input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	■					
2	Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole to make informed choices.		■				
3	Continual development of grade level appropriate technological vocabulary.	■					
4	Use technology tools and resources for managing and communicating information (e.g., finances, schedules, purchases, correspondence, presentations).				■	■	
5	Evaluate technology-based options, including distance and distributed education, for lifelong learning.					■	
6	Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity to disseminate information, models, and other creative works.				■	■	■
7	Select, investigate, and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.				■	■	■
8	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.		■				

The following survey was given to the Superintendent's Advisory council which is made up of teachers, parents, and community business and government leaders. Results can be found at the end of the survey.

Val Verde USD Community Computer Survey

As a member of the Superintendent's Advisory Council we need your anonymous input as part of the process for developing our district technology plan. Please circle the number that most closely indicates your response. You may use the back of the page for any comments or ideas about how we could use technology more effectively or how the Val Verde community could assist the district in its use of technology. Thank you for your input.

1. Technology use in a school district is very important.

    1   2   3   4   5

    Strongly Disagree   Strongly Agree

2. The use of email is vital to my work and/or home life.

    1   2   3   4   5

    Strongly Disagree   Strongly Agree

3. I have visited the Val Verde Website:

    0   1   2   3   4 or more times

4. I am familiar with the how the district uses technology to assess and instruct students.

    1   2   3   4   5

    Strongly Disagree   Strongly Agree

5. I believe that VVUSD has adequate technology resources.

    1   2   3   4   5

    Strongly Disagree   Strongly Agree

6. Val Verde USD students should learn **computer** skills.

    1   2   3   4   5

Strongly Disagree   Strongly Agree

7. Val Verde students should use computers to help learn **reading and math** skills.

        1   2   3   4   5

Strongly Disagree   Strongly Agree

8. Val Verde graduates should all have basic computer skills.

        1   2   3   4   5

Strongly Disagree   Strongly Agree

9. A school district should partner with their community to help provide technology solutions.

        1   2   3   4   5

Strongly Disagree   Strongly Agree

10. It is important for parents in our community to be able to communicate with the district teachers and administration through the Internet.

        1   2   3   4   5

Strongly Disagree   Strongly Agree

Summary of Community Survey Results

The survey results of the Superintendents Advisory Council (SAC) were found to be valuable in the direction of our plan. The stakeholders that make up the council showed strong support for the use of technology in the district. The stakeholders that make up the council validated from the survey results our districts web strategy indicating that the district web site (www.valverde.edu) is valuable in communication with the community.

The survey showed a strong interest in parents being able to communicate with teachers and access grades and attendance online. This shows the significance of selecting School Center and Aeries for carrying out this task as outlined in our technology plans goals and objectives.

The SAC believes that technology skills are important to teach to students so that they can experience success in the work force. The data also showed that Computer Aided Instruction serves a purpose in the core curriculum and in developing basic computer instruction. This shows the significance of selecting appropriate software and online resources such as Study Island.

The survey data also indicated that we need to do a better job in communicating our success in using technology in student achievement.

Val Verde USD Technology Committee

Avalon .... Dana Smith-McJunkin ,Wendy Numata
Bethune .... Courtney Williams
Columbia.. Christopher Parson, Maricela Gomez
Citrus Hill.. Steve Williams
El Potrero .... Kevin Ho
Lakeside .... Jeff Rightmire
Lasselle.. Brian Pawlowski
Manuel Real .... Amy Clayton
March Middle.................................... Amber Driscoll
May Ranch .... Rachel Wicker
Mead Valley .... Jeff Fain
Rancho Verde.................................... Gina Rye
Rainbow Ridge.................................. Lyle Bray, Wendy Marvilla.
Sierra Vista....................................... Chris Applegate
Tomas Rivera .... David Bjorling, Greg McWhorter
Triple Crown .... Robert Preddy
Val Verde Elem................................. Henry Campbell
Val Verde High .... Harris Vlastos
Victoriano... Jeremy Bateman
Vista Verde .... Linda Anderson, Steve Brockman
ED Services...................................... Rae Dunn, Bien Harris
IT Director.. David Bazan
IT Data Services Manager................. Jim Ernst
IT Network Services Manager .... Jake Miller
Teacher on Special Assignment........ Phil Harding

Val Verde USD Technology Planning Committee

Board of Education
Superintendent
Assistant Superintendent of Ed Services
Assistant Superintendent of Business Services
Assistant Superintendent of Student Services
Curriculum and Instruction
Staff Development
Fiscal Services
Deputy Superintendent of Human Resources
Information Systems/Technology
Facilities
Food Services
District Technology Committee*
Teacher Technicians
VVTA
CSEA
Local Business
Parents
Government
VVTA President
Classroom Teachers
Parents
Ed Services Coordinators
Site Principals
Learning Coaches
Director of Security
Director of Food Services
CSEA President
Classified Employees

Infrastructure, Hardware, Software Funding and Budget
Director of Technology
Director of Facilities
Community Businesses Representatives
Classroom Teachers
Classified Employees
Director of Purchasing

Appendix C - Enhancing Education Through Technology Formula Grant Program
Criteria for EETT-Funded Education Technology Plans
In order to be approved, an EETT-funded plan needs to have "Adequately Addressed" each of the following:

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	5, 6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, 12 (Appx D).	**Page in District Plan** 8-10	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	8, 9	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	10-13	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	13-22	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	22-26	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

f.	**List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)**	**26-27**	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g.	**List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)**	**27**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h.	**Description of or goals about the district policy or practices that ensure equitable technology access for all students.**	**28**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**	**29,30**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**	**30-32**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. **Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	**32,33**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	34-36	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.**	36-43	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	43,44	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	45-46	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.**	46,47	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.**	47-51	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	51	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	52,53	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	54	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	55	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	55	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Describe the process for evaluating the plan's overall progress and impact on teaching and learning.**	56	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. **Schedule for evaluating the effect of plan implementation.**	56-67	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. **Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**	67	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan 68	Example of Adequately Addressed	Example of Not Adequately Addressed

| If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.) | 68 | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	69-75	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	75-78	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.