



**Westside Union School District  
District Technology Use Plan  
2012-2015**

## **Table of Contents**

<b>District Profile</b>	<b>3</b>
<b>Plan Duration</b>	<b>5</b>
<b>Stakeholders</b>	<b>5</b>
<b>Curriculum</b>	<b>7-18</b>
<b>Professional Development</b>	<b>19-26</b>
<b>Infrastructure, Hardware, Technical Support, Software</b>	<b>27-36</b>
<b>Funding and Budget</b>	<b>37-44</b>
<b>Monitoring and Evaluation</b>	<b>45</b>
<b>Collaborative Strategies with Adult Learners</b>	<b>46</b>
<b>Effective, Research-Based Methods and Strategies</b>	<b>47-49</b>
<b>Rigorous Academic Courses</b>	<b>50</b>
<b>Appendix</b>	<b>51-56</b>
<b>Appendix C</b>	<b>57-68</b>
<b>Appendix J</b>	<b>69</b>

# Westside Union School District District Technology Use Plan 2009-2012

## **Introduction**

The Westside Union School District Governing Board, management, teaching, and support staff are committed to providing and maintaining a positive, safe educational environment in which children acquire the basic reasoning skills to be successful learners and productive citizens. Providing educational programs that maximize the students' abilities to be academically successful is the priority of the school district. This is accomplished by ensuring that students have specific standards of academic expectation, are instructed by highly qualified professionals, and have access to a variety of learning strategies and standard based materials. The Board recognizes that students and staff must be equipped and trained to use available technology to support and enhance the curriculum and provide meaningful learning opportunities. Developing a technology focus for curriculum, professional development, equipment acquisition, funding resources, and monitoring is essential.

## District Profile

Westside Union School District serves over 8500 students and is located in the geographically largest elementary district within the County of Los Angeles covering about 360 miles. The district is made up of eleven school sites. Seven elementary schools within the district serve the needs of the students in kindergarten through sixth grade, two schools serve students in grades K-8, and two schools serve students in grades seven and eight. In addition, there is a home education program.

The district is located in the Antelope Valley which is in the northeast region of Los Angeles County. Although the district's student population increased steadily for several years, it has experienced declining enrollment since 2008. Six of the eleven school sites receive Title I funding. Of the six sites receiving Title I funding, five sites are elementary schools, and the sixth site serves students in grades K-8. Approximately 7.5% of students are classified English Language Learners. Ethnicities of the student population district-wide as reported in the October 2010-11 CBEDS are: American Indian/Alaskan Native .4% Asian 3.2%; Pacific Islander .3%; Filipino 2.4%; Hispanic 36%; African American 13.1%; White 41.5%; Mult/No 11.2%; No Response 1.8.

The District currently operates on a single track year round schedule. Members of the Board of Trustees support ongoing and active partnership amongst parents, students, educators, and community members including future employers. The District is committed to achieving academic excellence through a program of instruction supported by technology that offers children opportunities to develop their individual capabilities to the maximum.

## Student Academic Achievement

Westside Union School curricular goals, based on California Student Academic Content Standards, guide the curriculum. Assessment data establishes direction for instruction and staff development. Staffs rely on a variety of assessments: standardized assessment, publisher assessments, district assessments, and teacher assessments. Each site outlines curricular focus in the school site plan. Each teacher is responsible to meet California state student academic content standards and the district curricular goals. Teachers may refer to the state frameworks for additional guidance.

SAT 9 and STAR Content Standards Tests indicate student growth in Language Arts and Mathematics. Results of the API scores for Westside Union School District students show all schools scoring above 800 and 10 of 11 sites meeting the Schoolwide Growth Target.

School	Number of students included in 2010 API Growth	2011API Growth	2010 API Base	2010-11 Target	2010-11 Growth	Met Schoolwide Growth Target
Anaverde Hills Elementary	177	823	797	3	+26	Y
Cottonwood Elementary	458	836	786	+5	+50	Y
Del Sur Senior Elementary	665	840	821	A	+19	Y
Esperanza Elementary	773	872	857	A	+15	Y
Quartz Hill Elementary	633	838	831	A	+7	Y
Rancho Vista Elementary	603	859	843	A	+16	Y
Sundown Elementary	745	836	827	A	+9	Y
Valley View Elementary	544	816	806	A	+10	Y
Hillview Middle School	973	862	838	A	+24	Y
Joe Walker Middle School	777	818	821	A	-3	N
(Small School) Leona Valley Elementary	120	866	854	A	+12	Y

## Plan Duration July 1, 2012 – June 30, 2015

This technology plan is a three year plan which will begin in July 2012 and end in June 2015. The plan will be reviewed, modified, and revised, if necessary, by members of the District Technology Committee at the end of each academic school year. An annual report from the Technology Committee will be provided to the Westside Union School Board of Trustees at the end of each school year.

## 2. Stakeholders

The Westside Union School District Technology Committee formed the team that reviewed and revised the Westside Union School District Technology Plan. Committee members include at least one certificated representative from each school site including both classroom teachers and computer/technology teachers, one school site administrator, classified representatives from the Information Technology Department, the Assistant Superintendent of Instruction, the administrator of Information Technology, the Curriculum Resource Teacher for Technology, and parent representatives. The Curriculum Resource Teachers specializing in core curriculum were consulted for curriculum integration support. The Professional Development Coordinator assisted with staff development planning. Industry specialists were consulted, when appropriate, for assistance with networking issues, appropriate software, staff development opportunities, and hardware purchases.

<b>Name</b>	<b>Position</b>	<b>Organization</b>
Marguerite Johnson	Assistant Superintendent of Instructional Services	Educational Services Department
Shawn Cabey	Director of Business Services	Information Technology Department
Chris Soliz	Supervisor, Information and Technology/Parent	Information Technology Department/Rancho Vista Elementary Joe Walker Middle School
Anne Kip	Curriculum Resource Teacher	Educational Services
Lynda Critchfield	Teacher	Valley View Elementary
David Hendrix	Teacher	Hillview Middle School
Susie Reno	Teacher	Sundown Elementary
Cheree Simons	Teacher	Sundown Elementary
Shaun Tyson	Teacher	Sundown Elementary
Sherry Ward	Teacher/Grandparent	Quartz Hill Elementary

In October, 2011, the stakeholders met to review the district technology goals and the 2009-2012 technology plan. The group focused on different components of the plan and included members with expertise in the area addressed. Committee members shared ideas in a large group setting. The Curriculum Resource Teacher and the Supervisor, Information Technology compiled the revisions into a rough draft. The rough draft was reviewed and further revised by the tech plan revision group in November. The final version was published at the end of November and reviewed by the Assistant Superintendent of Educational Services. The plan was presented to members of the Westside Union District School Board of Trustees.

### 3. Curriculum

#### **3a. Description of teachers and students current access to technology tools both during and outside of school hours.**

All eleven school sites have a computer lab. Each computer lab is equipped with 20-32 work stations at elementary sites and 32 workstations at the middle schools. Third – sixth grade students attend the computer lab once weekly for 30-45 minutes per class period. K-2nd grade computer lab attendance is determined on a site-by-site basis. Middle school students in grades seven and eight attend computer lab and tech labs as an elective. The computer labs at both elementary and middle school emphasize computer literacy that provides life long learning skills and supports grade level curriculum. The computer labs use Microsoft Office, keyboarding software, software aligned to the state academic content standards, and web based resources. In addition, each middle school has a technology lab with multiple workstations to accommodate a variety of technology-centered activities. Internet access is available in all labs and regular classrooms. Libraries at each site use a centralized electronic library tracking system (Follett) with one computer station for the library clerk and one to two computer stations for teacher and student use.

100% of instructional classrooms have at least one multimedia computer with network/Internet access. Additional computer stations vary by classroom and site. The district-wide student to computer ratio is 7.4:1 (2011 District Inventory). The student to computer ratio has risen from the 2008 ratio of 4.5:1. 100% of staff members have access to a district email account both at work and at home. Selected elementary and middle school classrooms are using mobile digital devices for curriculum integration. Some administrators use mobile digital devices to support assessment and standards based learning. Selected classrooms are using interactive whiteboards and mobile interactive white boards, individual student responders and mobile computers and keyboards for writing.

Access to technology outside school day hours is available to both teachers and administrators. Student access to technology at the school site is available before and after school on an as-needed basis. Some staff members have laptop computers that are used in the classroom, the office, during meetings, and off campus. The public libraries that service the schools in Westside Union School District have computers with Internet access for public use.

#### **3b. Description of the district's current use of hardware and software to support teaching and learning.**

All regular classrooms have at least one multimedia computer with network/Internet access. Additional computer stations vary by classroom and site. Most classrooms are equipped with LCD projectors, and document cameras to support teaching and learning. Many have digital cameras. Throughout the district in some classrooms, there are: AlphaSmart keyboards, handheld computers, interactive white boards, DVD players, televisions (some with cable and satellite access), VCR players, MP3 players, listening centers, interactive digital tablets, and responders. All school sites have networked Ricoh copiers with scanning capabilities in a

centralized location and access to Digital Storefront for scanning curricular materials to the reprographics department..

The Windows operating system and Microsoft Office are the standard productivity software programs adopted and supported by the District. All software must be compatible with Windows and XP operating systems and networking software. Teachers are responsible to select software and/or digital resources that support the district-adopted curriculum, aligns with State Student Academic Content Standards, and meets school site plan objectives. All sites use *Accelerated Reader* to enhance/encourage reading. Middle school math classes and some elementary classes use *Accelerated Math* to support basic math operations. The District has adopted an electronic grading system (*PowerTeacher/PowerSchool*) and a parent portal/communication tool (*PowerSchool Parent Portal*). In addition, teachers use a data management system (*DataDirector*) to access student assessment data to guide instruction. Electronic access to some district curriculum and publisher support materials is used to support teaching and learning and student achievement. Most computer labs utilize *All the Right Type*. Some labs offer standards based web resources (*EducationCity*, district-adopted textbook websites, *Brain Pop*, *Discovery Streaming*, etc.).

### **3c. Summary of the district's curricular goals that are supported by this tech plan.**

The Westside Union School District has developed district educational goals for each of the core curricular areas. Each set of curricular goals is aligned with the state framework for the subject area and meets and/or exceeds the State Student Academic Content Standards. Adopted textbooks, aligned with academic content standards, are available at each grade level for each of the core subjects. Each teacher is responsible to meet California academic content standards and the district curricular goals. He/she determines specific academic needs and develops appropriate strategies based on student data, parent input, teacher expertise, and district and community focus. All schools work to implement technology in curricular activities as outlined in the District Technology plan. Each site outlines its curricular focus in its School Site Plan. The school's technology plan is integrated within the School Site Plan in the area(s) where technology will be implemented. Implementation included in each site plan will be monitored at the site level and reported to the District Technology Committee by technology committee representatives. The District Technology Committee will work together to monitor evaluation and progress toward District technology goals. The committee will schedule quarterly after school meetings to address district technology issues and monitor the District Technology Plan goals and timelines.

### **3d. Using technology to improve teaching and learning by supporting the district curricular goals.**

The Westside Union School District's goal is for students to score proficient or above on the California standards tests in the core areas of English-Language Arts, Mathematics, History-Social Studies, and Science. Westside Union School District bases its curricular platform, Student Standards for the Westside Union School District, on the state academic content standards in each subject area.

All schools work to implement technology in curricular activities as outlined in the District Technology plan. Each site outlines its curricular focus in its School Site Plan. The school's technology plan is integrated within the School Site Plan in the area(s) where technology will be implemented. Implementation included in each site plan is monitored at the site level and reported to the District Technology Committee by technology committee representatives.

The district maintains a comprehensive plan outlining short and long-term goals. The comprehensive plan is reflected in annual single school plans that show direct linkage of instructional technology to instruction of student academic content standards.

Strategic goals for the Westside Union School District technology plan and its implementation reflect both district and state standards for excellence. Identified success factors are critical to student success within the district, impact learning within the schools, and provide equitable access throughout the district.

Strategic planning goals for Westside Union School District are as follows:

#### *Administration*

- Plan and provide long term support of technology at local school sites.
- Assist schools in the implementation of technology as it is integrated into the site plan.
- Provide access to the district domain.
- Provide training on implementation of technology.
- Give assurance of equity of access to technology.
- Communicate with personnel, parents, and students throughout the Internet.
- Establish lead tech teachers that will be trained in technology.
- Establish a focus group of teachers that will pilot, train at local sites, and make recommendations for hardware, software, and online tools that can be used to support learning.
- Collect feedback from the staff for future recommendations.

#### *Teachers*

- Play a key role in implementing the tech plan in the classroom setting.
- Expand, integrate, and utilize technology in their pedagogy.
- Identify and implement approaches to technology resources to support district's goals and objectives.
- Provide e-learning opportunities for target populations.
- Establish electronic access to district adopted curriculum.
- Deliver content rich curriculum through digital media, Internet resources, and district purchased hardware.

#### *Students*

- Have access to read and research information on the Internet.
- Have opportunities to present and publish in a digital format.
- Work on state standards through online or software skill building exercises.
- Communicate with teachers online.

The following methods guided the development of the District Technology Plan goals:

***Quantitative Methods***

Utilization of Ed-Tech profile helped to assess the use of technology access and technology implementation in the district. Yearly survey output assists with the generation of the technology goals for the Westside Union School district.

***Qualitative Methods***

Observation and discussion lead to the development of technology goals. A focus group, comprised of representatives from each of the 11 school sites, meets to provide perspectives on the current status of instructional technology and hardware available at each school site.

**Goal 3d: Use Technology to improve teaching and learning by supporting the district curricular goals**

<b>Objective 3d.1:</b> By June 2015, 66% of teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices.			
<b>Year 1 Benchmark.</b> By June 2013, 60% of teachers will locate or create standards based lessons that integrate technological resources and apply best practices.			
<b>Year 2 Benchmark.</b> By June 2014, 63% of teachers will locate or create standards based lessons that integrate technological resources and apply best practices.			
<b>Year 3 Benchmark.</b> By June 2015, 66% of teachers will locate or create standards based lessons that integrate technological resources and apply best practices.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Teachers will use electronic resources provided by the district adopted curriculum.	2013	Curriculum Resource Teacher Site Administrator	Professional development records (sign-in sheets, data base records)
Teachers will design or adapt lessons that incorporate digital tools and resources. (ISTE Standard 2a)	2014	Curriculum Resource Teacher Site Administrator	Site administrator observations Copies of sample lesson plans
Teachers will share or publish lessons that incorporate digital tools and resources at a district provided online location.	2015	Curriculum Resource Teacher  IT Department	Lesson plans posted to district web location Lessons shared at district/site grade level meetings (agendas/minutes)

**Evaluation Instrument(s)**

- District EdTechProfile Proficiency Analysis Measurement: Standard 16e, Question 1 (Creation of technology-enhanced learning opportunities) Baseline in 2011 57%
- Sample lesson plans shared at district/site grade level meetings/postings on district sharing site
- Principal observations

**Objective 3d.2:** By June 2015, 70% of teachers will utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.

**Year 1 Benchmark.** By June 2013, 64% of teachers will utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.

**Year 2 Benchmark.** By June 2014, 67% of teachers will utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.

**Year 3 Benchmark.** By June 2015, 70% of teachers will utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers will utilize presentation devices to engage students in the learning process (e.g. document cameras, DVDs, projectors, digital cameras, interactive whiteboards).	2013	Teachers	EdTechProfile Classroom observations
Teachers will implement e- resources and open sources made available for teaching and learning online.	2014	Teachers	EdTechProfile Lesson plans Classroom observations
Teachers will promote, support and model problem solving approaches by digitally presenting online/electronic information (e.g. curriculum e-resources, digital manipulatives, virtual environments)	2015	Teachers	EdTechProfile Lesson plans Classroom observations

**Evaluation Instrument(s)**

- District EdTechProfile Proficiency Analysis Measurement: Standard 16e, Question 2 (Creation of effective learning environments) Baseline in 2011 61%
- Sample lesson plans shared at district/site grade level meetings/postings on district sharing site
- Principal observations

**Goal 3e. Student acquisition of technological and information literacy skills**

<b>Objective 3e.1:</b> By June 2015, 65% of Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 1 Benchmark:</b> By June 2013, 59% Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 2 Benchmark:</b> By June 2014, 62% Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 3 Benchmark:</b> By June 2015, 65% Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Students will demonstrate an understanding of the appropriate use of technology to support learning (e.g. CAI, word processing, digital photography, podcasts, multimedia presentations).	2013	Teachers Site administrators	EdTechProfile Samples of student work
Students will use digital tools to gather and manipulate information to support appropriate grade-level learning (computers, mobile electronic devices, digital cameras, Internet, electronic reference tools, publishing programs).	2014	Teachers Site administrators	EdTechProfile Samples of student work
Students will plan and manage activities to develop a solution or complete a project. ISTE Standard 4b	2015	Teachers Site administrators	EdTechProfile Samples of student work
<b>Evaluation Instrument(s)</b>			
<ul style="list-style-type: none"> <li>• District EdTechProfile:Technology Survey: Standard 16d (Development of information literacy skills) Baseline in 2011 56%</li> <li>• Samples of student work posted on bulletin boards, computer labs and shared at district/site grade level meetings</li> <li>• Principal observations</li> </ul>			

**3f. Safe and appropriate use of technology**

It is a priority of the Westside Union School District to ensure a safe environment for all technology use, including Internet use. The district currently uses an Internet filter and regularly monitors student use of technology. The district’s student Acceptable Use policy and guidelines are posted on the district website. All students who access the Internet at school have an acceptable use policy on file signed by both the student and the parent.

**Goal 3f. Ethical use of information technology in the classroom**

**Objective 3f: All employees (administrators, teachers, and classified) and students will be informed of district policies regarding acceptable use, confidentiality of student data, copyrights, file sharing, and plagiarism.**

**Year 1 Benchmark:** 100% of district employees and students accessing the district network or Internet will sign the district Acceptable Use Policy (AUP).

**Year 2 Benchmark:** By 2014, 67% of teachers using the network or Internet with students, will locate or develop lessons related to ethical use of technology and will begin instruction with students in classrooms and computer labs regarding ethical uses of technology including copyright and fair use, peer-to-peer file sharing, and plagiarism.

**Year 3 Benchmark:** By 2015, 67% of teachers will continue instruction with students in classrooms and computer labs regarding ethical uses of technology including copyright and fair use, peer-to-peer file sharing, and plagiarism.

**Implementation Plan:**

<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District AUP for both employees and students will be reviewed yearly to update and align with the Child Internet Protection Act.	2013-2015	IT Department Curriculum Resource Teacher	Record of AUP review by responsible parties
Employees and students who access the Internet, will sign the district AUP.	2013-2015	Site administrators Teachers IT Department	Record of signed AUPs by school site and work site
Teachers and administrators will attend professional development activities related to ethical use of technology.	2013-2015	Curriculum Resource Teacher Site Principal	Professional development records Monitoring of signed AUP documents
Teachers will locate and develop lessons related to ethical use of technology (iSafe, online lessons, etc.)	2012-2013	Curriculum Resource Teacher Teachers	Professional development records EdTechProfile
Classroom teachers and computer lab teachers instruct students in the ethical use of technology (iSafe, online lessons, etc.)	2012-2015	Curriculum Resource Teacher Teachers	Professional development records EdTechProfile

**Evaluation Instrument(s)**

- EdTechProfile Standard 9h: Baseline 2011 64%
- Professional development records
- Staff meeting and grade level meeting agendas

**Goal 3g. Internet safety (protecting online privacy and avoiding online predators)**

**Objective 3g: Teachers and students will be informed of Internet safety, measures for protecting online privacy and avoiding online predators. EdTechProfile 9i will increase to 70% by 2015.**

**Year 1 Benchmark:** By 2013, 66% of teachers will attend professional development activities related to Internet safety and online privacy. A district adopted program (e.g. *iSafe*) will be used to instruct teachers in Internet safety, online privacy, cyberbullying, and avoidance of sexual predators:

**Year 2 Benchmark:** By 2014, 66% of teachers will review lessons using a district adopted program (e.g. *iSafe*) related to Internet safety and online privacy and will begin instruction with students in classrooms and computer labs regarding Internet safety, online privacy, cyberbullying, and avoidance of sexual predators.

**Year 3 Benchmark:** By 2015, 69% of teachers will instruct students in classrooms and computer labs related to Internet safety and online privacy and will implement instruction with students in classrooms and computer labs regarding Internet safety, online privacy, cyberbullying, and avoidance of sexual predators.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers and administrators attend professional development activities related to Internet safety, online privacy, <u>cyberbullying</u> , and avoidance of sexual predators.	2012 - 2015	Curriculum Resource Teacher IT Department	Professional development records EdTechProfile Standard 9i
Teachers locate and develop lessons related to Internet safety, online privacy, <u>cyberbullying</u> , and avoidance of sexual predators.	2012-2013	Curriculum Resource Teacher Site Administrators	Classroom observations Lesson plans
Classroom teachers and computer lab teachers instruct students related to Internet safety, online privacy, <u>cyberbullying</u> , and avoidance of sexual predators.	2012-2015	Curriculum Resource Teacher Site Administrators	Classroom observations Lesson plans

**Evaluation Instrument(s)**

- EdTechProfile Standard 9i: Baseline 2011 Question 1= 63%
- Professional development records
- Staff meeting and grade level meeting agendas
- Lessons, teacher lesson plans, computer lab lesson plans

**3h Description of the district policy or practices that ensure equitable technology access for all students.**

The Westside Union School District is compliant and ensures equal and appropriate access to all students. Student use of technology resources is determined by the school site and classroom teacher. All classes in third through sixth grades attend computer lab weekly for 30-45 minutes. Computer lab access for students in kindergarten through second grades is on a site-by-site basis. Students in seventh and eighth grades attend computer lab and tech lab as an elective. Teachers of all grade levels use a variety of strategies within the classroom to allow students access to technology.

This chart outlines access available to special populations across the district.

<b>Special Populations and Programs</b>	<b>Access</b>
GATE	GATE students are provided access through regular education classes. Additional access is provided by GATE programs at individual sites
EL	EL students are provided access through regular education classes. Some school sites use additional literacy programs to assist these students (Imagine Learning, etc).
RSP	RSP students are provided access through regular education classes.
Title I	All Title I students are provided access through regular education classes.
Special Education	Special education students are provided access through his/her regular classroom. Additional assistive technology is provided on an individual basis as outlined in an IEP or 504 plan.

**Goal 3h: By June 2012, all student populations (including special education, GATE, ELL, etc.) will have expanded access to technology in the classroom and in the computer lab.**

<b>Objective 3h:</b> By June 2015, access to technology for all student populations (including special education, GATE, ELL, etc.) will increase 10%.			
<b>Year 1:</b> By June 2010, By June 2013, access to technology for all student populations (including special education, GATE, ELL, etc.) will increase 3%.			
<b>Year 2:</b> By June 2011, By June 2014, access to technology for all student populations (including special education, GATE, ELL, etc.) will increase 6%.			
<b>Year 3:</b> By June 2012, By June 2015, access to technology for all student populations (including special education, GATE, ELL, etc.) will increase 10%.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>

Each site will review computer lab usage and develop a plan to maximize use of computer labs by increasing availability to teachers and students. (e.g. additional supervision, revising schedules, etc).	2013	Teachers Computer lab teachers or lab assistants	Copies of computer lab schedules
District and schools will develop a hardware acquisition plan, embedded in the school site plan, to reduce student to computer ratio (e.g. 1:1 computer ratio in all labs, additional computer labs at middle schools, mobile stations (e.g. laptops, netbooks, NEO2, etc), and additional classroom stations.	2014	Site administrators Technology committee	Copies of school site plans Reports at Technology Committee meetings
Teachers will use strategies to ensure appropriate and equal access to technology for all student population including the appropriate use of assistive technology and selecting hardware consistent with Universal Design for Learning (UDL).	2015	Site administrator Teachers	Site administrator observations Copies of sample lesson plans
<b>Evaluation Instrument(s)</b> <ul style="list-style-type: none"> <li>• EdTechProfile 9f, Question 3 (Use of technological resources to address student learning needs) Baseline 2011 62%.</li> <li>• Computer lab schedules</li> <li>• Hardware purchase records</li> <li>• Site technology purchase plans</li> </ul>			

**Goal 3i. Use technology to make record keeping and student assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**

<b>Objective 3i.1:</b> By June 2015, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 15%.			
<b>Year 1 Benchmark:</b> By June 2013, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 5%.			
<b>Year 2 Benchmark:</b> By June 2014, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 10%.			
<b>Year 3 Benchmark:</b> By June 2015, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 15%			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
All teachers in grades 2-8 will consistently use district adopted	2013-2015	Site Administrator	Printed electronic report cards

electronic grading program.			Posting grades at educational portal
Administrators and teachers will administer district benchmark exams and enter results into the electronic data management system.	2013 - 2015	Site Administrator Teachers	Benchmark exams and resulting data posted in district adopted data management system.
Administrators and teachers will access data in the district adopted data management and analysis system (i.e. DataDirector) to guide instruction and student learning.	2013-2015	Site Administrator Teachers	Site Administrator observations Teacher collaboration meeting agendas/minutes
<b>Evaluation Instrument(s)</b> <ul style="list-style-type: none"> <li>• EdTechProfile 16f, Question 1 (Use of data to assess and communicate student learning) Baseline 2011 70%.</li> <li>• Records of electronic report cards by teachers in grades 2-8.</li> <li>• Records of frequency of use of data management and analysis system by teachers and administrators</li> </ul>			

**3j. Use technology to improve two-way communication between home and school.**

<b>Objective 3j.1: By 2015, use of technology to be more accessible to parents and community will increase by 10%.</b>			
<b>Year 1 Benchmark: By 2013, use of technology to be more accessible to parents and community will increase by 5%.</b>			
<b>Year 2 Benchmark: By 2014, use of technology to be more accessible to parents and community will increase by 7%.</b>			
<b>Year 3 Benchmark: By 2015, use of technology to be more accessible to parents and community will increase by 10%.</b>			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
All teachers in grades 1-8 will post grades to the district adopted educational portal.	2013-2015	Site administrator Teachers	Postings maintained and updated at district adopted educational portal
All teachers will use the district adopted educational portal to post pertinent class information.	2013-2015	Site administrator Teachers	Postings maintained and updated at district adopted educational portal
All employees will have Internet access for communication within the district, for parent communication, and communication with the community.	2013-2015	IT	Monitor/log of use, reliability, and speed
The district will evaluate and upgrade telecommunications system as needed (e.g. voicemail, telephones, cell	2013-2015	IT Department Maintenance and Facility	Frequency of use and reliability reports Maintenance logs

phones, pagers, etc).		Department	
The IT department will maintain a District web page as a communication portal for administrators, teachers, parents, and community members.	2013-2015	IT	Regular evaluation and needs assessment of district web page
<b>Evaluation Instrument(s)</b> <ul style="list-style-type: none"> <li>• EdTechProfile 9d, Question 1 (Communication through technology generated information, reports, and assessment data) Baseline 2011 82%.</li> <li>• Site administrators will monitor grade postings and educational portal information posted by classroom teachers.</li> <li>• Monitor parents accessing the parent portal.</li> <li>• Maintenance department records of communication system functions; maintenance and repair records; and/or upgrades.</li> <li>• IT department records of web page updates and upgrades.</li> </ul>			

**3k. Process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

The Information Technology Department and Educational Services will work together and with sites to evaluate the level of impact technology is having on curriculum and student learning by reviewing records of lesson plans, student work samples, student assessments, and classroom observations. Use of electronic communication tools (teacher portals, District web page) will be monitored for number of users as well frequency and consistency of use. Teachers will complete the EdTechProfile Technology Assessment yearly to determine the level of technology use and growth and application to instruction and student performance. This data will be recorded, reviewed, and analyzed to monitor Technology Plan goals and benchmarks.

## 4. Professional Development

### **4a. Summary of teachers' and administrators' current technology skills and needs for professional development.**

Professional development is vital to the successful integration of technology into the learning environment. Staff must be made aware of the possibilities, capabilities, and advantages of using technology to support/enhance curriculum and to improve productivity and lesson delivery. Therefore, Westside Union School District will provide staff development opportunities presenting staff with techniques for effective use of technology in the schools. Technology staff development will be offered each school year. The trainings will be held during and after school, on weekends, and during off-track time. In addition, effective use of technology will be modeled and embedded in staff development activities throughout the year. Technology staff development activities will meet the needs of staff as reflected in staff surveys and district technology plan goals. The Staff Development Coordinator and the Curriculum Resource Teacher, educational technology, and site administrators are responsible for planning and implementing technology staff development throughout the district.

#### **Needs Assessment**

The EdTechProfile Technology Assessment Profile of certificated staff members (certificated and management) in Westside Union School District indicates a wide range of knowledge, understanding, and proficiencies in using technology to support standards-based curriculum. According to the assessment summary, Computer Knowledge and Skills rank in the high intermediate range; both Using Technology in the Classroom and Using Technology to Support Learning rank in the intermediate range in most categories. The Professional Needs Category of the The EdTechProfile Technology Assessment Profile shows a need for basic computer/technology skills training (25%) and integrating technology into the curriculum (75%). In addition, respondents to the EdTechProfile indicate a preference for small group training during the school day (45%) or after school (34%).

#### **Professional Development Overview**

Westside Union School District's professional development program offers a balanced palette of workshops that incorporate *Learning to Teach Continuum* requirements as well as offerings for veteran teachers. The 2009-2012 workshop offerings included:

- Universal precautions for all staff (online training modules)
- Using the Internet to enhance standards based lessons
- Posting Grades Online with PowerTeacher
- Using technology to implement a grading system for the classroom (PowerTeacher)
- Using mobile devices to enhance teacher productivity
- Integrating mobile devices in the curriculum
- CUE conference
- Using electronic graphic organizers (Kidspiration and Inspiration)
- Administrative use of mobile devices

- Classroom Management
- Differentiated Instruction
- AVID training
- RTI (Response to Intervention)
- Equity in the classroom
- Support of student learning through use of district adopted curriculum
- Using data to drive instruction (DataDirector)
- Vocabulary and literacy training(Julie Adams)
- Benchmark revision
- Conflict resolution
- Bullying
- Ethical use of technology
- Interactive white boards (MOBI, SMART, ENO)
- Response systems (Interwrite, SMART, Renaissance)

Teachers need more than access to resources. They need to experience what technologies can do, learn to operate a variety of technologies, and understand ways to best apply technology to support curriculum.

The objective of professional development in this technology plan is to support the curricular goals as presented in the Curriculum Component, to improve technology proficiency of staff as outlined in ISTE teacher competencies, and to respond to results of the yearly EdTechProfile teacher survey as well as district administered surveys and evaluations. Technology staff development activities will provide opportunities for staff (administrators, teachers, support staff) to bring his/her current level of technology proficiency to the next level of technology literacy.

#### **4.b Goals and Implementation Plan for Professional Development Opportunities**

As outlined in the Curriculum Component goals, teachers and support staff will:

- Use technology to support student learning that is aligned with the California state student academic content standards and District curriculum goals (Common Core Standards when appropriate)
- Use technology to analyze student learning, maintain records, and provide feedback to parents
- Use technology for communication and collaboration
- Provide all students with access to technology in classrooms, computer labs, and library media centers

Westside Union School District will provide staff development opportunities to promote teacher use of technology as an effective and integrated part of the curriculum as reflected in the student expectancies that meet California state student academic content standards (Common Core Standards) and District curriculum goals. A variety of professional development activities will

be planned each quarter. Specific workshops will reflect staff requests and staff survey results, but will include the following:

- Strategies for use of all available technology
- Use of technology for productivity and curriculum integration
- Classroom management techniques
- Sharing of lesson plans and student projects
- Access of lesson plans/curriculum information via shared files on the District network
- Strategies for equal access to technology for all students and introduction of assistive technologies
- Staff development in use of technology to analyze student data, keep records and provide feedback to parents using district adopted software such as an electronic grade book, a student information system, posting of grades on the web, and posting information online.
- Training in the use of technology for communication utilizing Internet resources, voicemail, and district adopted software and services: e.g. Microsoft Office, district adopted electronic gradebook, and parent portal

70% of certificated staff members (including administrators) district-wide will complete the EdTechProfile Technology Assessment to measure and assess technology proficiencies of staff members. Time will be provided for teachers to complete the assessment. Additional information will be gathered from Technology Committee members.

**Goal 4b: Professional development based on district needs assessment data and the curriculum development objectives.**

<b>Objective 4b.1:</b> By June 2015, 61% of teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices.			
<b>Year 1 Benchmark:</b> By June 2013, 55% of teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices.			
<b>Year 2 Benchmark:</b> By June 2014, 58% of teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices.			
<b>Year 3 Benchmark:</b> By June 2015, 61% of teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices.			
<b>Implementation Plan:</b>			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
District and/or publishers will provide training in the use of electronic resources provided by the district adopted curriculum (e.g. etextbooks, publisher provided online curriculum resources and online assessments)	2013	Curriculum Resource Teacher Curriculum Coaches	Professional development records

District will provide training in how to locate lessons and online resources through district adopted programs and free online resources (e.g. SCORE, Thinkfinity)	2014	Curriculum Resource Teacher Teacher Coaches	Professional development records
District will provide training and web space to share or publish lessons that incorporate digital tools and resources.	2012 - 2015	Curriculum Resource Teacher IT Department	Professional development records Lessons posted & shared at staff meetings
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• EdTechProfile:Staff Development Needs Question 1: 2011 Baseline 52%</li> <li>• Professional development records</li> <li>• Lessons posted at district web location</li> <li>• Staff meeting agendas</li> </ul>			

<b>Objective 4b.2:</b> By June 2015, 70% of teachers utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.			
<b>Year 1 Benchmark:</b> By June 2013, 60% of teachers utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.			
<b>Year 2 Benchmark:</b> By June 2014, 65% of teachers utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.			
<b>Year 3 Benchmark:</b> By June 2015, 70% of teachers utilize technology (e.g. digital devices and resources) that support the California Student Academic Content Standards, and apply best practices.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District will provide training in the use of presentation devices (e.g. document cameras, DVDs, projectors, digital cameras, interactive whiteboards, responders, etc.) and how to engage students through the use of selected presentation devices.	2013	Curriculum Resource Teacher Curriculum Coaches	Professional development records
District will provide training in the delivery of content rich curriculum through the use of digital media and Internet resources.	2014	Curriculum Resource Teacher Teacher Technology Coaches	Professional development records
District will provide training to promote and support problem solving approaches through digital	2015	Curriculum Resource Teacher	Professional development records Lessons and techniques

presentations of online/electronic information (e.g. curriculum resources, digital manipulatives, virtual environments).		IT Department	shared at site and district level meetings
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• Professional development records</li> <li>• Classroom observations by site administrators</li> <li>• Technology Committee members will share site successes</li> </ul>			

<b>Objective 4b.3:</b> By June 2012, 59% of Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 1 Benchmark:</b> By June 2010, 62% of Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 2 Benchmark:</b> By June 2011, 65% of Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Year 3 Benchmark:</b> By June 2012, 68% of Students will use technology to plan, locate, evaluate, select and use information to solve problems and draw conclusions.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District will provide teacher training in the appropriate use of technology to support learning (e.g. CAI, word processing, digital photography, podcasts, multimedia presentations)	2013	Curriculum Resource Teacher Professional development coordinator	Professional development records
District will provide training in the use of digital tools to support appropriate grade-level learning (computers in the classroom, computer labs, mobile devices, digital cameras, online resources, electronic reference tools, publishing programs.)	2014	Curriculum Resource Teacher Professional development coordinator	Professional development records
District will publish lessons and activities that engage students in grade-level appropriate critical thinking skills such and planning and managing projects.	2013-2015	Curriculum Resource Teacher IT Department	Lessons posted at district provided web location Lessons shared at district/site meetings (meeting minutes/agendas)
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• District EdTechProfile:Technology Survey:Standard 16d (Development of information literacy skills) 2011 Baseline EdTechProfile 56%</li> <li>• Professional development records</li> <li>• Lessons posted at district provided web location</li> </ul>			

<b>Objective 4b.4:</b> Teachers and students will be informed of district policies regarding acceptable use, confidentiality of student data, copyrights, file sharing, and plagiarism.			
<b>Year 1 Benchmark:</b> District will conduct professional development activities informing teachers of district policies regarding acceptable use, confidentiality of student data, copyrights, file sharing, and plagiarism.			
<b>Year 2 Benchmark:</b> District will provide training to locate, develop, and implement lessons related to ethical use of technology (e.g. iSafe, online resources for lessons).			
<b>Year 3 Benchmark:</b> District will provide collaboration time for teachers to develop/share lessons related to ethical use of technology.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District will conduct professional development activities informing all employees of district policies regarding acceptable use, confidentiality of student data, copyrights, file sharing, and plagiarism at each site during staff meetings.	2013	Curriculum Resource Teacher Professional development coordinator	Professional development records
District will provide training to locate or develop lessons related to ethical use of technology (e.g. iSafe, online resources for lessons) for grade-level appropriate lessons at technology committee meetings and grade level meetings.	2013-2014	Curriculum Resource Teacher Professional development coordinator	Professional development records Technology committee meeting agendas Grade level meeting agendas/minutes
District will provide collaboration time for teachers to develop/share lessons related to ethical use of technology at technology committee meetings and district/site grade level meetings.	2014-2015	Curriculum Resource Teacher IT Department	Lessons posted at district provided web location Technology committee meeting agendas Grade level meeting agendas/minutes
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• District EdTechProfile: Standard 9h: Baseline 2011 57%</li> <li>• Lessons posted at district provided web location</li> <li>• Agendas from Technology Committee Meetings and Grade Level meetings.</li> </ul>			

<b>Objective 4b.4:</b> Teachers and students will be informed of Internet safety, measures for protecting online privacy, and avoiding online predators.			
<b>Year 1 Benchmark:</b> District will conduct professional development activities informing teachers of Internet safety, measures for protecting online privacy, and avoiding online predators.			
<b>Year 2 Benchmark:</b> District will provide training to locate, develop, and implement lessons related to Internet safety, measures for protecting online privacy, and avoiding online predators (e.g. iSafe, online lesson resources).			
<b>Year 3 Benchmark:</b> District will provide collaboration time to develop/share lessons related to Internet safety, measures for protecting online privacy, and avoiding online predators.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District will conduct professional development activities informing administrators and teachers of Internet safety measures for protecting online privacy and avoiding online predators at each site during staff meetings and after school workshops.	2013	Curriculum Resource Teacher Professional development coordinator	Professional development records
District will provide training to locate or develop lessons related to Internet safety, measures for protecting online privacy and avoiding online predators at (e.g. iSafe, online resources for lessons) at technology committee meetings and grade level meetings.	2013-2014	Curriculum Resource Teacher Professional development coordinator	Professional development records Technology committee meeting agendas Grade level meeting agendas
District will provide collaboration time for teachers to develop/share lessons related to Internet safety, measures for protecting online privacy and avoiding online predators at technology committee meetings and grade level meetings.	2014-2015	Curriculum Resource Teacher IT Department	Lessons posted at district provided web location Technology committee meeting agendas Grade level meeting agendas
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• District EdTechProfile: Standard 9i: Baseline 2011 Question 1 63%</li> <li>• Lessons posted at district provided web location</li> <li>• Agendas from Technology Committee Meetings and Grade Level meetings.</li> </ul>			

<b>Objective 4b.4:</b> By June 2015, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 15%.			
<b>Year 1 Benchmark:</b> By June 2013, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 5%.			
<b>Year 2 Benchmark:</b> By June 2014, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 10%.			
<b>Year 3 Benchmark:</b> By June 2015, teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs by 15%.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
District will provide training in the use of the district adopted electronic grading program.	2013 - 2015	Curriculum Resource Teacher	Professional development records
District administrators and teachers will be trained to use the district adopted data management and analysis system (e.g. DataDirector)	2013-2014	Curriculum Resource Teacher Publisher	Professional development records
District administrators and teachers will be trained in the use of data to guide instruction and student learning.	2013 - 2115	District and site administrators	Professional development records, staff meeting agendas
<b>Evaluation Instrument(s):</b>			
<ul style="list-style-type: none"> <li>• Professional development records</li> <li>• Lessons posted at district provided web location</li> <li>• Agendas from Technology Committee Meetings and Grade Level meetings.</li> </ul>			

**4c. Process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.**

Records compiled by the Curriculum Resource Teacher and Professional Development Coordinator including: staff development listings, workshop sign-ins sheets, and site administrator records of activities observed, will be reviewed quarterly at Technology Committee meetings including the IT Director, Coordinator of Educational Resources, Curriculum Resource Teacher, and members of the district Technology Committee. In addition, results of the EdTechProfile will be reviewed annually with specific attention directed toward results sited in the Technology Plan goals. Administrators, teachers and other employees will complete an assessment of professional development activities attended throughout the year. Findings will be used to modify and revise the Technology Plan and will be included in the yearly report to the Superintendent and Board of Trustees.

## 5. Infrastructure, Hardware, Technical Support, and Software

### **5a. 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 of the plan.**

Additional hardware is needed to reduce the student to computer ratio. (See Site Computer Upgrade Table, page 38) Lowering the student to computer ratio provides appropriate access to all students and supports teacher productivity with instruction, record keeping, communication and collaboration, and professional development. Computer and technology labs must be upgraded to provide up-to-date technology necessary to engage students in activities that allow collaboration and promote higher level thinking skills while preparing them to live and work in a technology rich environment. (See Computer Lab Upgrade Plan, page 39) Projection devices (LCD projectors and document cameras) enhance teaching and create a learning environment rich in collaboration and higher level thinking skills. Innovative strategies (e.g., mobile devices, digital cameras, collaborative strategies, distance learning opportunities) must be encouraged to extend learning and deliver rigorous academic courses. (See Budget Table – Form: Expenditures and Funding Source, page 42)

To meet the needs of technology needs of the district, the District network was upgraded in 2011. Electrical and other supporting infrastructure at some sites require upgrades and improvements. Estimates for electrical improvements and other infrastructure will be necessary. Additional servers and Internet access hardware/infrastructure have been added to the current District infrastructure to support the additional traffic evident in the plan. Site servers need to be evaluated for upgrade. The Internet and network bandwidth will be increased when bandwidth use reaches 80%. Additional hardware must be acquired. Each site will develop a hardware acquisition plan to provide each classroom with an up-to-date multimedia computer and planned hardware upgrades. The district is currently researching virtual desktops and web based applications. Additional software licenses will need to be purchased as more computers are added. Sites will need to budget for software upgrades and additional software licenses will need to be purchased as more computers are added.

Adequate technical support is necessary to maintain a technology dependent environment. District level support maintains the network, hardware, and provides technical support for business and education users. Site technicians deal with local issues related to software, equipment operation, troubleshooting, and computer set-up. Curriculum resources (educational and productivity software) and professional development provide support needed to successfully integrate technology for teaching and learning.

## **Existing Hardware**

Westside Union School District has standardized computer hardware and business productivity software. All computers are PC compatible and are purchased from a central source with minimum hardware specifications that are revised on a regular basis. The Windows operating system and Microsoft Office are the standard productivity software programs adopted and supported by the District. All software must be compatible with Windows and NT operating systems and networking software.

All regular classrooms have at least one multimedia computer with network/Internet access. Additional computer stations vary by classroom and site. Most classrooms are equipped with LCD projectors, and document cameras to support teaching and learning. Many have digital cameras. Throughout the district in some classrooms, there are: NEO (AlphaSmart) keyboards, mobile devices, interactive white boards, DVD players, televisions (some with cable and satellite access), MP3 players, listening centers, interactive digital tablets, and responders. All school sites have networked Ricoh copiers with scanning capabilities in a centralized location (Digital Storefront). Each elementary school has a computer lab. Middle schools have a computer lab and a tech lab.

All district and site offices are equipped with PC compatible computers, Microsoft Office, and Ricoh copiers with scanning capabilities.

## **Existing Electronic Learning Resources:**

Teachers are responsible to select software and/or digital resources that support the district-adopted curriculum, state student academic content standards, and meets school site plan objectives. All sites use Accelerated Reader to enhance/encourage reading. Middle school math classes use Accelerated Math to support basic math operations. The District has adopted an electronic grading system (*PowerTeacher/PowerSchool*) and a parent portal/communication tool (*PowerSchool Parent Portal*). In addition, teachers use graphic organizing software (*Kidspiration/Inspiration*) to support teaching and learning and student achievement. Most computer labs utilize *All the Right Type*. Some labs offer standards based web resources (*EducationCity*, district-adopted textbook websites, *Brain Pop*, *Discovery Streaming*, etc.). DataDirector, a data management and analyzing program is currently being used for benchmark testing and analyzing student data to improve teaching and student learning.

Staff development activities provide training in use of District adopted software. Technology embedded in site plans is aligned with district technology goals as outlined in the District Technology Plan. The district technology committee provides support and direction to sites as they develop site plans. Hardware and software needs are determined at each site to meet the requirements of individual site plans and specific programs operating at each site, but must meet minimum District guidelines and specifications.

Westside Union School District utilizes an electronic library system, electronic food services/student accounting system, uses the student information services system, PowerSchool, and operates a Help Desk. Networked Ricoh copiers with scanning capabilities and online

reprographics ordering systems area available at each site. An online time and attendance monitoring system is used to collect employee time and attendance (Kronos). An online, partially automated substitute finder program (Subfinder) is used to request and secure substitute teachers for certificated employees. A mass communication system is used to send voice and text messages to staff and parents.

Instructional computers available at each site: *Based on the 2011 site technology survey.*

Site	# Classes	# Computers Functional	# Computers Non-Functional	# Thin Clients Functional	# Thin Clients Non-Functional	Labs
Anaverde Hills K-6	10	13	9	8	9	Shares Computer Lab with Cottonwood (29 Laptops)
Cottonwood K-6	26	40	15	0	1	32 Stu 1 Tchr
Del Sur K-8	36	58	10	22	62	32 Stu 1 Tchr Tech Lab 20 Stu 1 Tchr
Esperanza K-6	40	139	45	0	20	30 Stu 1 Tchr
Hillview 7-8	44	93	1 (18 Old Windows 98/2000)	0	11	32 Stu 1 Tchr Tech Lab 30 Stu 1 Tchr
Joe Walker 7-8	41	187	0	0	0	32 Stu 1 Tchr Tech Lab 30 Stu 1 Tchr
Leona Valley	7	12	3	6	11	32 Stu 1 Tchr
Quartz Hill K-6	34	60	7	51	23	30 Stu 1 Tchr
Rancho Vista K-6	29	45	25	0	0	24 Stu 1 Tchr
Sundown K-6	40	51	26	34	13	35 Stu 1 Tchr
Valley View K-6	25	23	10	13	9	20 Stu 1 Tchr
Total	332	721	151	134	159	

- Some computers listed as “functional” may be out-of-date =unable to be upgraded to new operating system releases and not able to log on to the network. A more comprehensive inventory is part of this technology plan.
- Current student to computer ratio = 7.4:1.

**Existing Internet Access:**

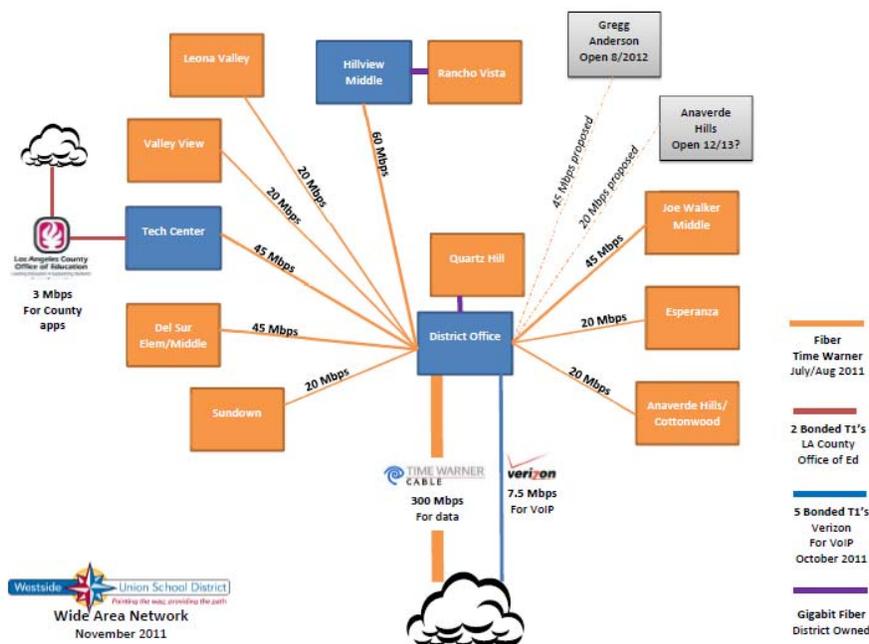
The District maintains servers with filtered Internet access (Lightspeed) for employee and student safety. The district network with Internet access is necessary for curriculum integration to implement information literacy skills, video streaming, and shared lessons for teacher collaboration via the district network. To support assessment and school to home communication (PowerSchool Parent Portal), the network will provide access to electronically maintained records for attendance and to interface with the electronic grade book program as well as to post grades on the Internet (PowerSchool/PowerTeacher). In addition, staff will have Internet resources available to support teaching and learning.

100% of instructional classrooms in the district are networked and have Internet access.

All instructional classrooms have Internet capable computers, but many classroom computers are aging and approaching an out-of-date status. Westside Union School District currently has Internet access in all school offices and business offices that allows access to network services and provides opportunities for electronic communications. Internet access is also available in computer labs, technology labs, and all regular classrooms at each of the eleven school sites.

The District wide area network (WAN) is composed of 13 separate local area networks (LAN), each with their own server distributed among the schools and sites. These LANs are connected via fiber of varying capacities. The District Office acts as a hub for communication. There are email servers located at the Tech Center and District Office. The main file server is located at the District Office. Nearly all Internet access is provided through the District Office via 300 Mbps fiber connection. Additional access to the Internet as well as County business applications is provided through Los Angeles County Office of Education via a pair of bonded T1s at the Tech Center. Future plans may include 100% saturation of wireless access at all school sites.

The sites are connected as diagramed below.  
(Please see additional diagram in the Appendix)



**Existing Technical Support:**

The District has an Information Technology Department supervised by the Director of Administrative Services and the Supervisor of Information Technology. They are assisted by the Business Services Administrative Secretary. It employs three full-time technicians and three part-time technology assistants. Primary responsibilities for the IT department are as follows: Director of Administrative Services manages technology concerns for the District; the Supervisor manages day-to-day technology issues; the full-time technicians manage the network; the employee tracking systems; data management systems, including backups; network security; assist with hardware/software support; maintain hardware and software for food services and the library information system; maintain the web page and provide general support for the Information Technology department as well as maintaining a help desk for District personnel. IT technology assistants provide on-site support for staff, install and maintain hardware/software, maintain administrative, teacher, and student workstations, troubleshoot software issues, and basic computer setup and maintenance.

The Curriculum Resource Teacher for technology provides support in the following ways: assists sites with recommendations for hardware/software for classroom applications; assists Staff Development Coordinator when planning technology staff development; provides technology training to district employees; assists classroom teachers with curriculum integration; represents the District on the Valley Technology Consortium Committee; coordinates with the Information Technology Department regarding curriculum support issues; assists with implementation of the data management system, electronic grading program, teacher/parent portal, and electronic resources.

<p><b>Information Technology Department</b>          Director of Information Technology, Computer Technicians (3)@ 1.0 FTE, Clerical (1)FTE Assistants (3)@.5 FTE</p>	<p><b>Educational Services</b>          Curriculum Resource Teacher          Technology 1 FTE          Staff Development Coordinator (1)@ .5FTE          Library Clerks</p>
<p><b>Responsibilities</b></p>	<p><b>Responsibilities</b></p>
<p>District LAN/WAN/Network Security</p>	<p>Professional Development</p>
<p>Network Design</p>	<p>Curriculum Support</p>
<p>Hardware/Software Acquisition</p>	<p>Internet Use</p>
<p>Data Management</p>	<p>Electronic Gradebook</p>
<p>Administrative Hardware, Software, Support</p>	<p>DataManagement/ Analysis Program</p>
<p>Online Work Order System</p>	<p>Benchmarks</p>
<p>Student Information Services</p>	<p>Education Portal</p>
<p>Hardware Specifications</p>	<p>Technology Plan Support</p>
<p>Help Desk</p>	<p>Technology Grants</p>

Current Technician to computer ratio ~ 1:250 (~2055/6 = 342)

A credentialed teacher provides instruction in each middle school technology lab and computer lab. Middle school students attend computer lab and technology lab classes as an elective choice. Core curricular classes have access to the computer lab on a limited basis. Elementary school computer labs are supervised by an instructional assistant. Classroom teachers in grades

3-6 are responsible for the planning of computer lab lessons once weekly for 30-45 minutes. The computer labs at both elementary and middle schools emphasize computer literacy and reference skills to support grade level curriculum, content standards, and provide life-long learning skills.

Each site is represented on the District Technology Committee by certificated, classified and community members. Representatives serve as liaisons to the Curriculum Resource Teacher and the Information Technology Department. Level of expertise varies, but each representative is responsible to coordinate technology support efforts at each site. Site Technology Committee representatives are responsible to monitor the site technology goals embedded in the site plan and provide guidance to his/her site for alignment to the District Technology Plan.

**5b. 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.**

**Hardware Needed:**

To support the activities in the Curriculum and Professional Development components, the following hardware will be needed:

<b>Component/goal</b>	<b>Hardware Needed</b>
3d.1; 3d.2, 3e, and 3h.1 Lessons that integrate technological resources and student use of technology	Computers, digital tools (digital cameras, MP3 players, mobile devices, mobile stations, etc.), presentation devices (document camera, projector, interactive white boards, etc)
Internet Access	Computers, Servers, Hubs, Switches and related hardware
Communication	Telecommunications hardware

**Electronic Learning Resources Needed:**

To support the activities in the Curriculum and Professional Development components, the following electronic resources will be needed:

<b>Component</b>	<b>Resources Needed</b>
3d.1; 3d.2, 3e, and 3h.1 Lessons that integrate technology resources and support student learning	Eresources provided by publishers of district adopted curriculum, Microsoft Office, open source software, Accelerated Math, Accelerated Reader, language development resources (Imagine Learning), streaming video, online learning resources (Brain Pop, EducationCity, etc)
3i and 3j record keeping and assessment data and accessibility to parents and community	Electronic gradebook, parent/teacher portal, data management and analysis system, SIS with electronic attendance available to teachers, Internet access for email and web postings

**Networking and Telecommunications Infrastructure Needed:**

The following networking and telecommunications infrastructure will be needed to support the goals in the technology plan.

<b>Component</b>	<b>Resources Needed</b>
Telecommunications	Internet access, local phone service, long distance phone service, cellular service, Wide Area Network
Internet	Computers, servers, hubs, switches and related hardware, wireless access points
Duplicating	Ability to scan and send print jobs electronically from workstations and copy jobs sent to reprographics electronically

**Physical Plant Modifications Needed:**

<b>Component</b>	<b>Resources Needed</b>
Internet Access	Additional network and wireless access points in classrooms
Classroom technology	Additional electrical outlets in classrooms
Presentation hardware	Ceiling mounted projectors and speakers with connections to all peripherals; mounted interactive whiteboards, mobile interactive devices
Teacher Media Station	Appropriate network access and electrical connections for centrally located teacher media stations

**Technical Support Needed:**

<b>Component</b>	<b>Resources Needed</b>
3d.1; 3d.2, 3e, and 3h. 1 Lessons that integrate technology resources and support student learning	Additional technicians to install, maintain and repair technology resources for teaching and learning. Teachers/trainers to assist in location and use of resources
Internet Access	Additional technicians to maintain and upgrade network resources
Telecommunications	Technicians to maintain and upgrade resources

**5c. 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.**

**5.c Obtaining hardware, infrastructure, learning resources and technical support**

A standardized list of recommended computers, printers, scanners, and related hardware will be maintained by the Information Technology Department and the district purchasing agent. Minimum computer requirements will be included and available from the purchasing agent and the IT department. (See appendix for current minimum teacher and computer stations 11/2011)

Funding for network hardware, infrastructure, and support district-wide will be incorporated in the District budget. Projected funding needs for computers, printers, and related peripherals are included in the technology plan budget. (See Budget Table, page 42 and estimated annual implementation costs, page 41) Funding sources for business and instructional computers is both the responsibility of the district and each site/department. Each site/department is also responsible for required network licenses, district adopted productivity/office software, and upgrades as needed to meet district conventions. Hardware, software, and licenses may be purchased through central sources that meet district requirements and offer discount pricing due to volume bid purchases through district, county, and state agreements. Purchasing information will be available from the Information Technology Department and from the district Purchasing Agent. Purchases should meet site plan goals, support District Curriculum, state student academic content standards, and align with the District Technology Plan. Hardware purchases must meet District minimum hardware requirements as outlined by the Information Technology Department.

Technology upgrade and acquisition plans for software, hardware, and other peripherals are necessary to ensure adequate access to technology for students and all staff members. (Site Computer and Peripheral Upgrades, page 38) All middle school computer labs and tech labs were upgraded in either 2007 or 2008. Quartz Hill computer lab was upgraded in 2007. A new lab was installed in Leona Valley in 2008. Many other District instructional computer labs are further out of date. A computer lab upgrade plan is included in this technology plan. (Computer Lab Upgrades, page 39) Regular upgrades of instructional technology ensures available technology meets changing technological demands and will provide the students in the Westside Union School District with the tools necessary to live and work in a technology rich society. (estimated implementation costs, page 41)

<b>Objective 5c.1:</b> 65 % of classrooms will have additional hardware (computers, digital tools, presentation devices) to support teaching and learning.
<b>Year 1 Benchmark:</b> 55% of classrooms will have additional hardware (computers, digital tools, presentation devices, etc.) to support teaching and learning.
<b>Year 2 Benchmark:</b> 60% of classrooms will have additional hardware (computers, digital tools, presentation devices, etc.) to support teaching and learning.
<b>Year 3 Benchmark:</b> 65% of classrooms will have additional hardware (computers, digital tools, presentation devices, etc.) to support teaching and learning.
<b>Implementation Plan:</b>

<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
School sites will develop an inventory of hardware in each classroom.	2012	Site Tech Committee Member	Copies of inventories filed in office and shared at the 4 <sup>th</sup> quarter technology committee meeting
School sites will develop a purchase plan that provides systematic upgrades and purchases of classroom technology equipment.	2013-2014	Site Tech Committee Member	Copy of purchase plan included in school site plan and shared at the 4 <sup>th</sup> quarter technology committee meeting
The district will develop a system and provide web and/or server space for teachers to share resources in a digital format. (i.e. web space or "cloud" storage.)	2012 - 2015	IT Department	Shared resources posted in space provided.
<b>Evaluation Instrument(s):</b> <ul style="list-style-type: none"> <li>• Copies of inventories</li> <li>• Copies of purchase plans and school site plans</li> <li>• Resources posted electronically for sharing and collaboration</li> </ul>			

<b>Objective 5c.2:</b> District infrastructure, telecommunications, networking and plant modifications will be upgraded to support the increased use of electronic resources.			
<b>Year 1 Benchmark:</b> The district will develop a plant modification plan to prepare school sites and classrooms to support the increased use of electronic resources.			
<b>Year 2 Benchmark:</b> The district will modify and/or upgrade the district infrastructure to support the increased use of electronic resources.			
<b>Year 3 Benchmark:</b> The district will modify or upgrade the district network to meet the increased use of electronic resources.			
<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
An inventory of available electrical outlets, network access points, and site electrical capacity will be developed for each school site.	2013	IT Department	Copies of school site inventories
An evaluation and needs assessment of the district infrastructure's capacity to support the increased use of electronic resources will be developed.	2014 - 2015	IT Department Maintenance Department	Copies of evaluation and needs assessment
An evaluation and needs assessment of the district network's capacity to support the increased use of electronic resources will be developed.	2014	IT Department	Copy of evaluation and needs assessment

**Evaluation Instrument(s):**

- Copies of school site inventories, evaluations, and needs assessments.

**Objective 5c.3:** Hire additional staff district-wide to increase the technician to computer ratio to 1:171 (Based on adding one 1.0 FTE year one and .5 FTE year two and year three)

**Year 1 Benchmark:** Hire additional staff district-wide to increase the technician to computer ratio to 1:196.

**Year 2 Benchmark:** Hire additional staff district-wide to increase the technician to computer ratio to 1:182.

**Year 3 Benchmark:** Hire additional staff district-wide to increase the technician to computer ratio to 1:171.

**Implementation Plan:**

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Develop a technical support model for the district.	2013	IT Department	Copy of technical support model
Hire 1 additional full time technician year one and .5 technician year two and year three.	2014-2015	IT Department	Human resource records of additional technicians hired
Provide training for district technical support team.	2014	IT Department	Training records

**Evaluation Instrument(s):**

- Copy of district technology support model
- Human resource hiring records for technicians
- IT department hiring records

**5d. The process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.**

The District Technology Plan and the Site Plans will be reviewed and revised using results from site hardware surveys, EdTech Profile Technology Assessment, monthly district budget sheets, and records from the IT Department and Maintenance Department for installation of infrastructure upgrades and training of staff. Staff records from the Human Resources Department and IT Department will verify hiring of additional support personnel. These records will be used at the yearly Technology Plan review meetings with the IT Director, Coordinator of Educational Services, Curriculum Resource Teachers, and members of the Technology Committee.

## 6. Funding and Budget

### **6a. List of established and potential funding sources.**

#### **Established Funding Sources:**

Westside Union School District's General Fund Budget funds the Information Technology Department that provides the following resources: network infrastructure; Technology Information personnel; student information services (PowerSchool); and district level administrative hardware and software. An information technology department technician is funded 20% from food services and 80% from General Funds to support automated library and food services programs. One Curriculum Resource Teacher is partly funded from district funds. A Help Desk is funded by the Information Technology Department.

Each school site embeds technology resources into school site plans and budgets accordingly. The Educational Services Department, Curriculum Resource Specialist, and Information Technology Department seek grant funding and work to tailor funding to meet the goals of the District Technology Plan and site needs. A computer lab upgrade plan is included on page 39. Additional funding sources are needed to meet the growing needs and costs of technology.

#### **Potential Funding Sources:**

The Information Technology Department and the Educational Services Department both look for funding sources and cost savings measures. Potential Funding Sources include:

- Grants
- General Fund
- Information Technology & Library Media
- PTA Funding
- Fund Raisers
- Unrestricted General Funds
- Title II
- Erate

In addition to the funding sources listed above, staff members write grants and maximize available funding. Cost savings measures include purchasing through volume bids, CMAS, and other sources that offer discount pricing. The Westside Union purchasing agent contacts vendors and seeks the best prices available. Equipment remains in service as long as possible and is cannibalized when it is retired. Donations of equipment that meet minimum District standards are welcomed. Each school site also actively seeks funding for site specific programs. Community resources are contacted for services, product discounts and donations when applicable.

To help with cost savings, hardware, software, and licenses are purchased through central sources that meet district requirements and offer discount pricing for volume bid purchases through district, county, and state agreements. Additionally, a plan to purchase hardware in larger quantities will provide for larger purchases with additional discounts and more consistency in hardware configurations.

## Estimates for Site Computer Upgrades and Digital and Presentation Tools for Classrooms

Site	Clssrms	Need 2013	Computer UpdateCost 2013	Need 2014	Computer UpdateCost 2014	Need 2015	Computer UpdateCost 2015	Digital and Presentation Tools
AH	10	3	2016	3	2016	3	2016	36891
CW	26	6	4032	6	4032	6	4032	73782
DS	36	8	5376	8	5376	8	5376	98376
EZ	40	9	6048	9	6048	9	6048	110673
HV	44	10	6720	10	6720	10	6720	122970
JW	41	9	6048	9	6048	9	6048	110673
LV	7	2	1344	2	1344	2	1344	24594
QH	34	8	5376	8	5376	8	5376	98376
RV	29	7	4704	7	4704	7	4704	86079
SD	40	9	6048	9	6048	9	6048	110673
VV	25	6	4032	6	4032	6	4032	73782
<b>Total</b>	<b>332</b>	<b>77</b>	<b>\$51,744</b>	<b>77</b>	<b>\$51,744</b>	<b>77</b>	<b>\$51,744</b>	<b>\$946,869</b>

- Goal 5c.1 = 66% additional hardware by 2015 (based on # of classrooms)  
 22% additional computers per year  
 66% additional Digital Presentation @ \$4099.00

Projections based on:

Hardware Item	Estimated Cost
Teacher Computer	\$672
Document Camera	\$450
Mobile Interactive Whiteboard	\$350
Responders (class set)	\$2400
Short Throw Projector	\$900

These are estimated costs for guidance when or if funds become available.

### Computer and Tech Lab Upgrade Implementation Plan

Site	Lab	Last Upgrade	Qty Student Stations	Cost Stu+1Tchr	Infrastructure	Peripherals	Software	Remodel	Total
VV	Computer Lab	1997	32	22122	6850	6000	5000	1000	40972
RV	Computer Lab	1998	32	22122	6850	6000	5000	1000	40972
SD	Computer Lab	2000	32	22122	6850	6000	5000	1000	40972
EZ	Computer Lab	2001	32	22122	6850	6000	5000	1000	40972
AH	Computer Lab	2004	32	22122	6850	6000	5000	1000	40972
QH	Computer Lab	2006	32	22122	6850	6000	5000	1000	40972
CW	Computer Lab	2007	32	22122	6850	6000	5000	1000	40972
HV	Tech Lab	2007	32	22122	6850	6000	7000	1000	42972
HV	Computer Lab	2007	32	22122	6850	6000	5000	1000	40972
JW	Tech Lab	2007	32	22122	6850	6000	7000	1000	42972
JW	Computer Lab	2007	32	22122	6850	6000	5000	1000	40972
DS	Tech Lab	2008	20	13650	4150	6000	5000	1000	29800
DS	Computer Lab	2008	32	22122	6850	6000	5000	1000	40972
LV	Computer Lab	2008	32	22122	6850	6000	5000	1000	40972
	<b>Totals</b>		<b>436</b>	<b>\$301,236</b>	<b>\$93,200</b>	<b>\$84,000</b>	<b>\$74,000</b>	<b>\$14,000</b>	<b>\$566,436</b>

These are estimated costs for guidance when or if funds become available

**Erate Summary based on 2008 Form 471 Request**

<b>Category of Service</b>	<b>Provider Name</b>	<b>Service Provided</b>	<b>Pre-discount Total Amount</b>	<b>Funding Requested based on 2011 Form 471 (57%)</b>	<b>District Total</b>
*Telecommunications	Pacific Bell	Local phone service	\$71,233.20	\$40,602.92	\$30,630.28
*Telecommunications	Verizon	Local phone service	\$26,258.40	\$14,967.28	\$11,291.12
*Telecommunications	AT&T	Long distance phone service	\$7,193.40	\$4,100.23	\$3,093.17
Telecommunications	USA Mobility Wireless	Pagers	\$1,570.44	\$895.15	\$675.29
*Telecommunications	Nextel	Cellular	\$10,974.60	\$6,255.52	\$4,718.48
Internet Access	LACOE	Internet access (2 bonded T-1 circuits from Tech Center)	\$21,332.00	\$12,159.24	\$9,172.76
**Internet Access	PAETEC	Internet access (DS3 from DO)	\$46,020.00	\$26,231.40	\$19,788.60
**Telecommunications	PAETEC	Wide Area Network - 7 point-to-point T1 circuits	\$43,300.00	\$24,681.00	\$18,619.00
**Telecommunications	AT&T	Wide Area Network - 6 point-to-point T1 circuits	\$17,231.00	\$9,821.67	\$7,409.33
Internet Access	TWC	Wide Area Network (10 Fiber Circuits)	\$228,480	New in 2011 \$130,233.60	New in 2011 \$98,246.40
Internet Access	TWC	Internet Access (300 mb from District Office)	\$66,000	New in 2011 \$37,620	New in 2011 \$28,380

\*VOIP to be implemented in early 2012. Some telco services will be discontinued.

\*\*Current network infrastructure to be partially replaced or discontinued by TWC

**6b. Estimated annual implementation costs for the term of the plan.**

**Estimated Implementation Costs for duration of plan**

Description	Estimated Costs 2012-2013	Estimated Costs 2013-2014	Estimated Costs 2014-2015	Funding Source
Infrastructure to upgrade & maintain District network for network access, Internet, and communications	\$75,000	\$75,000	\$75,000	URGF Bond Funds Grant Funds
Hardware (site servers) to upgrade network (~\$180,000) divided over 3 year period for network access, Internet, and communications	\$60,000	\$60,000	\$60,000	URGF Grant Funds
Classroom computer upgrades based on replacement costs for computers @ 22% per year (see cost per school site chart)	\$51,744	\$51,744	\$51,744	URGF Grant Funding
Classroom digital tools and presentation tools @ \$1,000 per classroom divided over three years (see cost per school site chart)	\$113,000	\$113,000	\$113,000	URGF Grant Funding
Computer lab upgrades based on a 5 upgrades per year (see cost per school site chart)	\$204,860 (VV, RV, SD, EZ, AH)	\$208,860 (QH, CW, HV, JW)	\$152,716 (JW, DS, DS, LV)	URGF Grant Funding
Infrastructure for classroom upgrades (additional electrical outlets, additional network access points, ceiling mounted projectors)	\$40,000	\$40,000	\$40,000	Bond Funding Modernization Funding
District Office Equipment Upgrades (11 computers yearly @ \$1000/per department/4 year cycle) MT,HR,BS,ES,SS,IT) ~44 Stations	\$6,930	\$6,930	\$6,930	URGF
Site Equipment Upgrades (30 computers yearly @ \$1000/per department/4 year cycle) Secretaries, Clerks, Libraries, Food Service, Health, Site Admin)~123 Stations	\$25,830	\$25,830	\$25,830	URGF
Professional Development	\$8000 (Presenters) \$2000 (Hourly)	\$8000 (Presenters) \$2000 (Hourly)	\$8000 (Presenters) \$2000 (Hourly)	Title VI Title II
Curriculum Development (Release time for staff – 2 teachers per grade level grades K-5/3 days each /\$100 sub)	\$4200	\$4200	\$4200	Title VI Title II
Curriculum Development (Release time for staff – 2 teachers per grade per subject grades 7-8/3 days each/\$100 sub)	\$2400	\$2400	\$2400	Title VI Title II
Salaries Classified (Classified Network Manager, Technicians, Technical Support, Director of Information Technology, Computer Lab Assistants	\$701,901	\$761,901	\$775,901	URGF Title VI
Salaries Certificated (Curriculum Resource Teacher, 1/Professional Development Coordinator Lab Teachers )	\$660,847	\$660,847	\$660,847	URGF
Erate Telecommunications and Internet Access (Based on 2011 Form 471) See Erate Summary Sheet page 41	\$307,568.01 \$232,024.43	\$307,568.01 \$232,024.43	\$307,568.01 \$232,024.43	Erate Funding Requested District FundingTotal

These are estimated costs for guidance when or if funds become available.

<b>Budget Category</b>	<b>Item Descriptions</b>	<b>Est. Year 1 Cost</b>	<b>Est. Year 2 Cost</b>	<b>Est. Year 3 Cost</b>	<b>E-rate Eligible Amount</b>
1000-1999 Certificated Salaries	Curriculum Resource Teacher (80%), Professional Development Coordinator (30%), Lab Teachers, Professional development presenters and release time	518,432	518,432	518,432	
2000-2999 Classified Salaries	Classified Network Manager, Technicians, Technical Support, Director of Information Technology, Computer Lab Assistants	645,132	705,132	645,132	
3000-3999 Employee Benefits	Certificated Salaries Certificated Professional Development Classified Salaries	337,772	337,772	337,772	
4000-4999 Materials & Supplies	Lab Computers Lab Peripherals Classroom Computers Office Computers Digital Presentation Tools Network Servers	100,412 28,000 51,744 32,760 113,000 60,000	100,412 28,000 51,744 32,760 113,000 60,000	100,412 28,000 51,744 32,760 113,000 60,000	
5000-5999 Other Services & Operating Expenses	Electronic resources and subscriptions for curriculum support (AR, netTrekker, EducationCity, Video Streaming, etc.) SIS/Electronic Grading, Parent Portal Data Management and Analysis Telecommunications/Internet Services Infrastructure (Network and classroom upgrades)	50,000 38,125 55,928 539,592 115,000	40,000 38,125 55,928 245,115 115,000	40,000 38,125 55,928 245,115 115,000	414,000 (138,000 yearly)
6000-6999 Equipment					
<b>Totals</b>		<b>\$2,685,897</b>	<b>\$2,441,420</b>	<b>\$2,381,420</b>	<b>\$922,704</b> (307,568 yearly)

This is an estimated budget to provide guidance when or if funds become available.

**6c. The district's replacement policy for obsolete equipment.**

Westside Union School District plans periodic equipment upgrades and replaces equipment as it becomes unusable. Each work site is expected to plan and budget for upgrade of equipment as well as replacement of obsolete or unusable equipment through a variety of funding sources. School sites develop equipment plans and budgets and embed them in site plans. Each site plan addresses its particular needs to best support student achievement through curriculum alignment, Student Academic Content Standards, and staff productivity. With the help of the Information Technology Department, the Technology Committee is working to develop a formula for equipment replacement projections to assist sites with budgeting for replacement of obsolete and outdated equipment.

Some operation systems currently installed on many computers are out of date and are no longer supported. The IT department is researching virtual desktops and web based applications. The IT department will assist the sites with budgeting for these changes in upgrade protocol.

“Unusable equipment” does not meet the district’s minimum standards. This equipment is evaluated for reassignment and/or obsolescence before it is discarded. Equipment is designated obsolete by following the district’s policy to remove the equipment from service and from the district inventory when it is not repairable or the cost of repairs exceeds 60% of the replacement cost. Before equipment is discarded, it is evaluated by the IT or maintenance department for usability or repair and then a list of obsolete equipment is presented to the Board of Trustees for approval. If a department or site has use for equipment on the list for obsolete/discard equipment, that site or department may take ownership. Sites and/or departments may use outdated equipment or equipment not meeting district minimum standards, but equipment not meeting a minimum level of efficiency or equipment that is outdated beyond reasonable cost of repair (exceeding 60% of replacement cost), will not be supported by the district maintenance and/or Information Technology department.

Westside uses a PC format. Computers, peripherals, and other equipment are ordered to meet minimum standards from District authorized dealers. This provides for some standardization of equipment so that unusable equipment can be cannibalized for usable parts whenever possible.

Following computer upgrades, a “Trickle Down” procedure is engaged. This “Trickle Down” procedure reassigns outgoing equipment for other purposes at the same site. Site personnel determine appropriate reassignment of equipment.

The district equipment inventory references purchase order numbers for records and tracking of district equipment.

**6d. The process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

The Information Technology budget and curriculum budget for technology are monitored by the administrator of Information Technology and the Curriculum Resource Teacher for technology who make regular reports the Superintendent, the Coordinator of Educational Services, and the chief financial officer who in turn report to the Board of Trustees. Progress toward technology

goals at the site are monitored by the site administrator and the School Site Council. Progress toward the District Technology Plan goals are monitored and reviewed by the Director of Information Technology, the Curriculum Resource Teacher for technology, and the District Technology Committee. After review of the plan, Technology Committee members make recommendations for modifications and revisions. Staff and School Site Councils members make recommendations and decisions for local issues according to the School Site Plan.

Budget monitoring is an ongoing process as purchase and service expenditures are completed. Progress reports to the Coordinator of Educational Services, chief financial officer, and Superintendent are made at regularly scheduled meetings weekly or monthly. Reviews and reports to the District Technology Committee are made quarterly. School site reviews are conducted at regular School Site Council meetings. Reports to the Board of Trustees are made annually or as needed.

## 7. Monitoring and Evaluation

### **7a. The process for evaluating the plan's overall progress and impact on teaching and learning.**

Each school site will monitor its site plan with embedded technology goals. The Curriculum Resource Teacher and Educational Services department will review progress toward integration of technology in the curriculum to support student learning during regularly scheduled staff meetings. The IT department will monitor the network, infrastructure, telecommunications, and hardware needs of the district for consistent service and support of district operations and to maintain student and teacher access to technology for learning. Information obtained through monitoring and evaluation will be reported to the district Technology Committee quarterly and used to evaluate progress toward goals, benchmarks, and activities as outlined in the Technology Plan. Necessary modifications and revisions will be made to the District Technology Plan and school site plans to maximize use of technology for teaching and learning and to reflect the results of the evaluation. Budget, implementation and integration activities will be adjusted accordingly.

### **7b. Schedule for evaluating the effect of plan implementation.**

The following evaluative activities will take place annually:

<b>Evaluation Activities</b>	<b>Person(s) Responsible</b>
Review the number and functionality of the District computers through a district inventory.	IT Department Technician Curriculum Resource Teacher Site Administrators
Review the attendance at technology-related workshops in the district through workshop sign-in sheets.	Curriculum Resource Teacher Professional Development Coordinator
Review results of the EdTechProfile and posted lesson plans for increased use of technology integrated teaching and learning activities.	Curriculum Resource Teacher Site Administrator Site and District EdTechProfile Administrator
Review results of EdTechProfile and input from members of the district technology committee for technology needs of teachers and administrators.	Curriculum Resource Teacher Site and District EdTechProfile Administrator Technology Committee
Monitor the timelines, goals, and benchmarks of the District Technology Plan.	Curriculum Resource Teacher Technology Committee

### **7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**

Information obtained through monitoring and evaluation will be reported to the district Technology Committee quarterly and used to evaluate progress toward goals, benchmarks, and activities as outlined in the Technology Plan. Necessary modifications and revisions will be made to the District Technology Plan and school site plans to maximize use of technology for

teaching and learning and to reflect the results of the evaluation. Budget, implementation and integration activities will be adjusted accordingly. A yearly report will be submitted to the district superintendent and the Board of Trustees.

## 8. Collaborative Strategies with Adult Literacy Providers

Westside Union School District offers limited adult literacy services. Each Title I school site receives funding with which the site plans and delivers parent training relevant to the needs of the local population. Funded by a SAVE (South Antelope Valley Educational Foundation), *Project 2 Inspire*, a middle school parent empowerment program, has been implemented.

Additional adult literacy needs are served by a variety of agencies within the Antelope Valley. The Antelope Valley Union High School District's Adult Education program provides classes in GED preparation, ESL, basic literacy, technology literacy, and job interview skills. The Los Angeles County Library, HUD, The Hispanic Community Alliance, and Antelope Valley Junior College provide additional adult literacy skills.

Beyond literacy and high school education courses, Antelope Valley Junior College provides programs leading to the AA degree, courses for transfer to a four year university, and job training opportunities including nurses' training, aerospace training, fire fighter training, welding, auto mechanics, etc. College degree programs are offered at California State University, Bakersfield (satellite campus), Brandman University, and University of Phoenix.

The Superintendent, Assistant Superintendent of Educational Services Curriculum Resource Teacher for technology, and the BTSA/Induction coordinator meet regularly with Antelope Valley community and school district representatives to coordinate opportunities for continuing education.

## 9. Effective, Researched-Based Methods and Strategies

### **9a Relevant research and how it supports the plan's curricular and professional development goals.**

Anonymous., (2009) *Creating Classrooms for Everyone: How Interactive Whiteboards Support Universal Design for Learning*. White Paper: SMART Technologies ULC. Reviewed and retrieved online November 8, 2011. <http://download01.smarttech.com>.

**The Study:** This article emphasizes the interactive whiteboard as a product developed with Universal Design for Learning(UDL) parameters. UDL advocates “designing structures and products that can be used equally well by everyone, whether or not they have disabilities”. Interactive whiteboards fit this definition by providing: equitable use for all users; flexible use for different user abilities; simple and intuitive use; perceptible information delivery. The UDL attributes of the interactive whiteboard (IWB) provide various ways to acquire information and knowledge as well as alternative ways for learners to demonstrate what they know. The IWB engages today’s learners who are fluent in digital media and expect instant access to information.

**Relevance to Westside Union:** This study supports the importance of teachers utilizing technology to support and apply best practices (Objective 3d.2), students using technology to gather information and demonstrate knowledge (Objective 3e.1), and access to technology for all student populations (Objective 3h). In addition, it supports the implementation of interactive whiteboards as a (MOBI, SMART, Interwrite, etc.) that are currently in our classrooms and will be an integral part of our new STEM school opening in the 2012 school year.

Anonymous, (2006) *Interactive Whiteboards and Learning: Improving student learning outcomes and streamlining lesson planning*. White Paper: SMART Technologies, Inc. Retrieved and reviewed 11/08/2011. [http://downloads\)1.smarttech.com](http://downloads)1.smarttech.com).

**The Study:** This article explains the increased level of student engagement, student motivation and increased enthusiasm for learning that using interactive whiteboards can promote. In addition to improved student learning, teacher productivity, streamlined lesson preparation and teacher organization is improved. An added benefit is the ability to save lesson materials electronically.

**Relevance to Westside Union:** Increased teacher productivity and streamlined lesson preparation support Objective 4d.1: Teachers will locate or create lessons that integrate technological resources, support the California Student Academic Content Standards, and apply best practices. A specific goal supported is for teachers to design or adapt lessons that incorporate digital tools and resources. Because these lesson materials can be stored electronically, the benefits of this technology supports 3d.1 goal: Teachers will share or publish lessons that incorporate digital tools and resources.

Anonymous., (2010). What Research Says: Using eInstruction's CPS™ to Support Effective Instruction. A Summary of Independent Research: Interactive Educational Systems Design, Inc. Retrieved and reviewed 11/08/2011. [www.einstruction.com](http://www.einstruction.com).

**The Study:** This study reviews the effective use of the CPS response system highlighting the following advantages: interactive lessons the raise student interest and engagement; the ability of the teacher to provide focused, timely feedback as part of formative assessment; assessment data to guide instruction.

**Relevance to Westside Union:** This study supports the district's current implementation of response systems as well as the technology plan Objective 3d.2: Teachers will utilize technology that support the California Academic Content Standards, and apply best practices. In addition, this information supports technology plan Objective 3i.1: teachers will increase use of technology for record keeping and student assessment data to meet individual student academic needs.

Brush, Thomas., & Hew, Khe Foon. (2006). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. Association for Educational Communications and Technology 2006. Retrieved and reviewed 11/05/2011. [www.springer.com](http://www.springer.com).

**The Study:** The authors of this article investigated barriers to technology implementation in education. Among the barriers were: lack of resources; lack of knowledge and skills; institutional barriers; attitudes and beliefs; emphasis on high-stakes tests and assessments. Strategies to overcome these barriers included: having a shared vision and technology integration plan; overcoming the scarcity of resources; changing attitudes and beliefs; conducting professional development; reconsidering assessment.

**Relevance to Westside Union:** Necessity of a shared vision and integration plan is accomplished by the submission of this district technology plan. Within this plan, strategies proposed in the article are addressed within the plan in the following sections: 5c Obtaining hardware, infrastructure, learning resources and technical support. In the implementation plan, sites will develop an inventory and purchase plan for systematic upgrades and equipment. Section 4b addresses conducting professional development.

Duffield, Julie., & Wahl, Lisa. (2005). *Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do*. Wested. Retrieved and reviewed 11/05/2011.  
<http://www.wested.org/cs/we/view/rs/763>.

**The Study:** This article focuses on using technology to support differentiated instruction to provide “different avenues for students to acquire content, process ideas, and demonstrate their understanding.” Suggestions for technology support include software, graphics, “talking text”, and electronic resource tools. In addition to instructional support, the article references staff development ideas and materials posted online for use by educators.

**Relevance to Westside Union:** *Using Flexible Technology to Meet the Needs of Diverse Learners: What Teachers Can Do* presents information relevant to the Objective 3h which addresses access to technology for all student populations and provides references for Goal 4b: Professional development based on district needs assessment and the curriculum development objectives.

Penuel, W. R., Kim, D. T., Michalchik, V., Lewis, S., Means, B., Murphy, R., Korbak, C., Whaley, A., & Allen, J. E. (2002). *Using technology to enhance connections between home and school: A research synthesis*. Planning and Evaluation Service, U. S. Department of Education, DHHS Contract #282-00-008-Task 1. Review retrieved online 11/13/2008.  
<http://www.sri.com/policy/ctl/html/synthesis1.html>.

**The Study:** This study reviewed 98 selected articles dealing with technology and home to school communication. The study found one of the results of technology programs designed to improve home-school communication was significantly improved communications between parents and the school.

**Relevance to Westside Union School District Technology Plan:** The study supports the importance of online posting of grades and calendars as a way to provide information between the home and schools. Additionally, the improved telephone/voicemail system will enhance communication between home and school.

**9b. 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.**

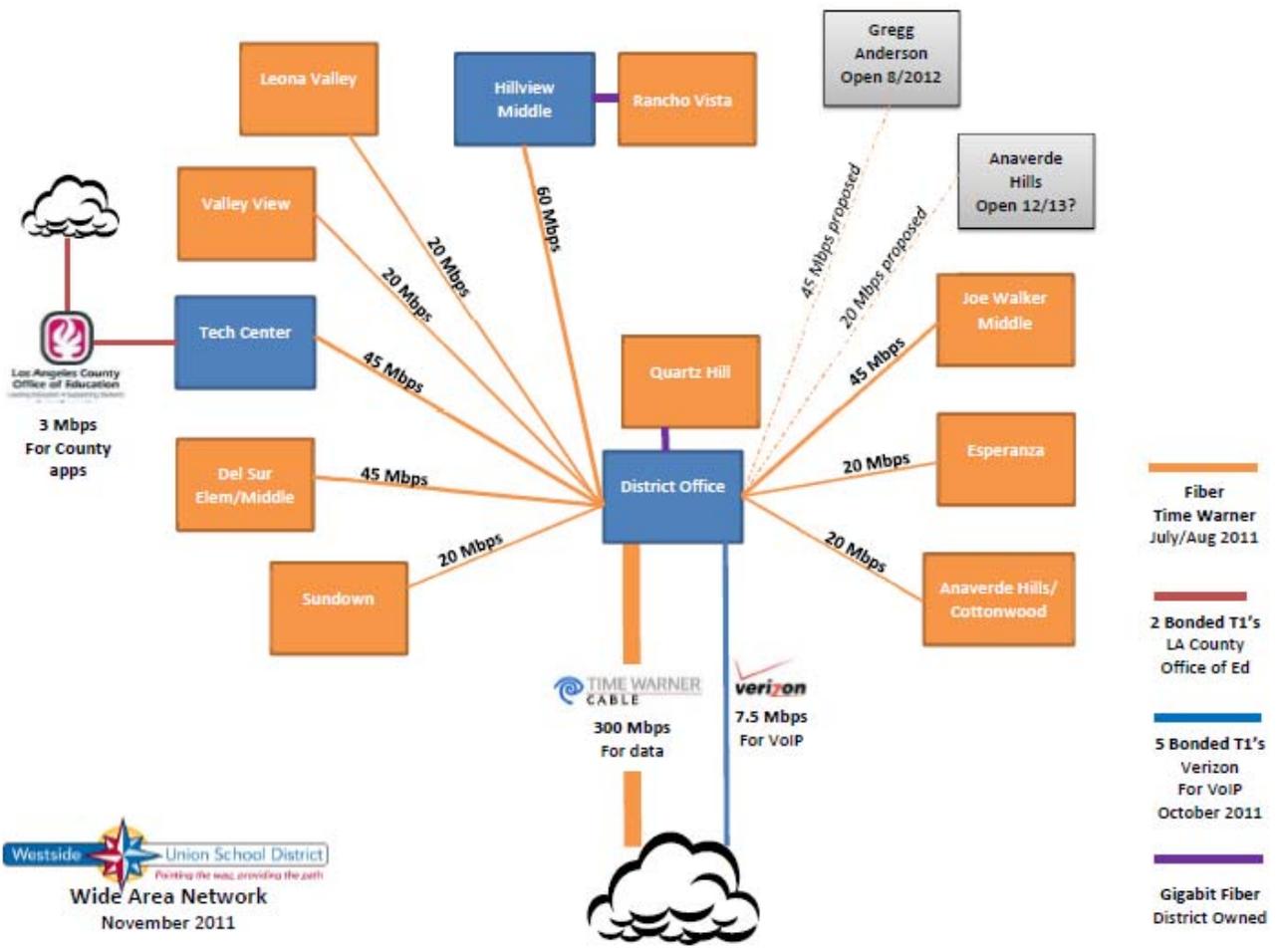
[http://ctap.lacoe.edu/upload/d/dc/Use\\_of\\_technology.pdf](http://ctap.lacoe.edu/upload/d/dc/Use_of_technology.pdf) Evaluating the Effectiveness of Educational Technology, Fulton, Kathleen, Use of Technology, Reviewed and retrieved online November 13, 2008.

**The Study:** This articles reiterates the belief that it is not how much you use technology but how. Sustained practice provides skill development. A more challenging use of technology would be simulations or “real world” applications that develop higher order thinking skills involving “problem-solving and the ability to access, organize, display, and communicate information.

**Relevance to Westside Union School District:** This article supports programs currently in place in the Westside Union School District that deliver rigorous academic courses and curriculum. The technology computer lab at one of the middle schools develops, produces, and presents cable T.V. programs for daily news broadcasts relating to campus information, programs and news. The students report, produce, and present the Cable TV programs through a local broadcast system. Another middle school program involves 7th and 8th grade students in a robotics program as an extra curricular project in which the students plan, organize, trouble shoot, and collaborate to robotics. These students have competed in local technology, robotic, and science forums for innovative learning. Additional programs implemented at the middle school level are Project Lead the Way:Gateways to Technology in which “students develop critical thinking skills through hands-on project-based learning” and the Civil Air Patrol which includes a technology component. These are “real time” applications of technology that develop higher order thinking skills, and require students to access, organize, display, and communicate information.

The Technology Committee will investigate expanding these programs and introducing other programs, such as online learning opportunities provide rigorous academic content.

# Appendix



Student Station



**XIT Solutions**  
 1601 New Stine Road  
 Suite 140  
 Bakersfield, California 93309  
 United States  
<http://www.xitsolutions.com>

Quotation	
<b>Date</b>	Mar 10, 2011 9:32 AM PST
<b>Doc #</b>	13302 - rev 1 of 1
<b>Description</b>	Student w/Monitor
<b>SalesRep</b>	Acosta, Angel (P) 661-635-0365 ext. 208 (F) 661-635-0162
<b>Customer Contact</b>	Holmes, Jeri (P) 661-722-0716 ext. 107 (F) 661-943-3019 j.holmes@westside.k12.ca.us

**Customer**  
 Westside Union School District (WU0013)  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Bill To**  
 Westside Union School District  
 Accounts, Payable  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Ship To**  
 Westside Union School District  
 District, Warehouse  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

<b>Customer PO:</b> None	<b>Terms:</b> Net 30 Days	<b>Ship Via:</b> UPS Ground
<b>Special Instructions:</b> None		<b>Carrier Account #:</b> None

Item	Description	Part #	Qty	Tax	Unit Price	Total
1	Hewlett-Packard - 4000P SFF PDC/3.2 2GB-250GB DVDR W7P 32 SBY HP Compaq LA1751g	LA070UT#ABA	1	Yes	\$420.42	\$420.42
2	LCD display - TFT - 17" - 1280 x 1024 / 75 Hz - 250 cd/m2 - 1000:1 - 5 ms - 0.264 mm - DVI-D, VGA - silver, carbonite black - Smart Buy	EM889A8#ABA	1	Yes	\$146.02	\$146.02
3	CA E-Waste - CA E-WASTE RECYCLING FEE 15IN - 34.9IN	E-Waste_2	1	No	\$8.00	\$8.00
4	HP LCD Speaker Bar Speaker	NQ576AT	1	Yes	\$18.62	\$18.62

Subtotal: \$593.06  
 Tax (9.750%): \$57.04  
 Shipping: \$0.00  
**Total: \$650.10**

These prices do NOT include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.

Teacher Station



**XIT Solutions**  
 1601 New Stine Road  
 Suite 140  
 Bakersfield, California 93309  
 United States  
<http://www.xitsolutions.com>

**Quotation**

<b>Date</b>	Mar 10, 2011 9:39 AM PST
<b>Doc #</b>	13303 - rev 1 of 1
<b>Description</b>	Teacher w/Monitor
<b>SalesRep</b>	Acosta, Angel (P) 661-635-0365 ext. 208 (F) 661-635-0162
<b>Customer Contact</b>	Holmes, Jeri (P) 661-722-0716 ext. 107 (F) 661-943-3019 <a href="mailto:j.holmes@westside.k12.ca.us">j.holmes@westside.k12.ca.us</a>

**Customer**  
 Westside Union School District (WU0013)  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Bill To**  
 Westside Union School District  
 Accounts, Payable  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Ship To**  
 Westside Union School District  
 District, Warehouse  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

<b>Customer PO:</b> None	<b>Terms:</b> Unknown	<b>Ship Via:</b> UPS Ground
<b>Special Instructions:</b> None		<b>Carrier Account #:</b> None

Item Description	Part #	Qty	Tax	Unit Price	Total
1 Hewlett-Packard - 4000P SFV PDC/3.2 2GB-250GB DVDR W7P 32 SBY	LA0700T#ABA	1	Yes	\$420.42	\$420.42
2 CA E-Waste - CA E-WASTE RECYCLING FEE 15IN - 34.9IN	E-Waste_2	1	No	\$8.00	\$8.00
3 HP LCD Speaker Bar Speaker	NQ576AT	1	Yes	\$18.62	\$18.62
4 HP Compaq LA1905wg LCD display - TFT - 19" - widescreen - 1440 x 900 / 60 Hz - 250 cd/m2 - 1000:1 - 3000:1 (dynamic) - 5 ms - 0.2835 mm - DVI-D, VGA, DisplayPort - black, brushed aluminum - Smart Buy	NM360A8#ABA	1	Yes	\$165.62	\$165.62

Subtotal: \$612.66  
 Tax (9.750%): \$58.95  
 Shipping: \$0.00  
**Total: \$671.61**

These prices do NOT include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.

Principal Station



**XIT Solutions**  
 1601 New Stine Road  
 Suite 140  
 Bakersfield, California 93309  
 United States  
<http://www.xitsolutions.com>

**Customer**  
 Westside Union School District (WU0013)  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Bill To**  
 Westside Union School District  
 Accounts, Payable  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Quotation**

<b>Date</b> Aug 29, 2011 9:13 AM PDT	<b>Expiration Date</b> Sep 28, 2011
<b>Doc #</b> 14858 - rev 1 of 1	
<b>Description</b> Principal Configuration	
<b>SalesRep</b> Acosta, Angel (P) 661-635-0365 ext. 208 (F) 661-635-0162	
<b>Customer Contact</b> Holmes, Jeri (P) 661-722-0716 ext. 107 (F) 661-943-3019 j.holmes@westside.k12.ca.us	

**Ship To**  
 Westside Union School District  
 District, Warehouse  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

<b>Customer PO:</b> None	<b>Terms:</b> Unknown	<b>Ship Via:</b> UPS Ground
<b>Special Instructions:</b> None		<b>Carrier Account #:</b> None

Item	Description	Part #	Qty	Tax	Unit Price	Total
1	Hewlett-Packard - 4000P SFF PDC/3.2 2GB-250GB DVDR W7P 32 SBY	LA0700T#ABA	1	Yes	\$420.42	\$420.42
2	CA E-Waste - CA E-WASTE RECYCLING FEE 15IN - 34.9IN	E-Waste_2	1	No	\$8.00	\$8.00
3	HP Compaq LA2205wg LCD display - TFT - 22" - widescreen - 1680 x 1050 / 60 Hz - 250 cd/m2 - 1000:1 - 3000:1 (dynamic) - 5 ms - 0.282 mm - DVI-D, VGA, DisplayPort - Smart Buy	NM274A8#ABA	1	Yes	\$200.90	\$200.90
4	HP LCD Speaker Bar Speaker	NQ576AT	1	Yes	\$18.62	\$18.62
Subtotal:						\$647.94
Tax (9.750%):						\$62.39
Shipping:						\$0.00
<b>Total:</b>						<b>\$710.33</b>

These prices do NOT include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.

# Administrator Station



**XIT Solutions**  
 1601 New Stine Road  
 Suite 140  
 Bakersfield, California 93309  
 United States  
<http://www.xitsolutions.com>

Quotation	
<b>Date</b> Aug 29, 2011 8:25 AM PDT	<b>Expiration Date</b> Sep 28, 2011
<b>Doc #</b> 13299 - rev 1 of 1	
<b>Description</b> Admin Configuration w/Adjustable Monitor	
<b>SalesRep</b> Acosta, Angel (P) 661-635-0365 ext. 208 (F) 661-635-0162	
<b>Customer Contact</b> Holmes, Jeri (P) 661-722-0716 ext. 107 (F) 661-943-3019 j.holmes@westside.k12.ca.us	

**Customer**  
 Westside Union School District (WU0013)  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Bill To**  
 Westside Union School District  
 Accounts, Payable  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

**Ship To**  
 Westside Union School District  
 District, Warehouse  
 41914 N. 50th Street West  
 Quartz Hill, California 93536  
 (P) 661-722-0716

<b>Customer PO:</b> None	<b>Terms:</b> Net 30 Days	<b>Ship Via:</b> UPS Ground
<b>Special Instructions:</b> None		<b>Carrier Account #:</b> None

Item	Description	Part #	Qty	Tax	Unit Price	Total
1	Hewlett-Packard - 4000P SFF PDC/3.2 2GB-250GB DVDR W7P 32 SBY	LA070UT#ABA	1	Yes	\$420.42	\$420.42
2	CA E-Waste - CA E-WASTE RECYCLING FEE 15IN - 34.9IN	E-Waste_2	1	No	\$8.00	\$8.00
3	HP Compaq LA1905wg LCD display - TFT - 19" - widescreen - 1440 x 900 / 60 Hz - 250 cd/m2 - 1000:1 - 3000:1 (dynamic) - 5 ms - 0.2835 mm - DVI-D, VGA, DisplayPort - black, brushed aluminum - Smart Buy	NM360A8#ABA	1	Yes	\$165.62	\$165.62

Subtotal: \$594.04  
 Tax (9.750%): \$57.14  
 Shipping: \$0.00  
**Total: \$651.18**

These prices do NOT include applicable taxes, insurance, shipping, delivery, setup fees, or any cables or cabling services or material unless specifically listed above. All prices are subject to change without notice. Supply subject to availability.

# Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

*In order to be approved, a technology plan needs to “Adequately Addressed” each of the following criteria:*

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p><b>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)</b></p>	5	<p>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).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2008-11.</p>
<p><b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</p>	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<p><b>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b></p>	5	<p>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.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>	<b>7</b>	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>b. Description of the district's current use of hardware and software to support teaching and learning.</b>	<b>7</b>	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>	<b>8</b>	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.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology</b>	<b>8-11</b>	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support	The plan suggests how technology will be used, but is not specific enough to

<p><b>to improve teaching and learning by supporting the district curricular goals.</b></p>		<p>the district's curriculum goals and academic content standards to improve learning.</p>	<p>know what action needs to be taken to accomplish the goals.</p>
<p><b>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.</b></p>	<p>12</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>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.</p>
<p><b>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 and teachers 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</b></p>	<p>12-13</p>	<p>The plan describes or delineates clear goals outlining how students and teachers 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.</p>	<p>The plan suggests that students and teachers 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.</p>

<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</b></p>	<p>14</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	<p>14-16</p>	<p>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.</p>	<p>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.</p>
<p><b>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</b></p>	<p>16-17</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>

meet individual student academic needs.			
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.	17-18	The plan delineates clear goals, measurable objectives, 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.	18	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
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	19-20	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 Commission on Teacher Credentialing (CTC) Standard 9 and 16	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

		proficiencies.	not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
<b>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 - 3j) of the plan.</b>	<b>20-26</b>	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 - 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.
<b>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.</b>	<b>26</b>	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.

<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>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 &amp; 4) of the plan.</b></p>	<p><b>27-32</b></p>	<p>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.</p>	<p>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.</p>
<p><b>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</b></p>	<p><b>32-33</b></p>	<p>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.</p>	<p>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</p>

<p><b>and Professional Development components of the plan.</b></p>			<p>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.</p>
<p><b>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 identified in Section 5b.</b></p>	<p><b>34-36</b></p>	<p>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.</p>	<p>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.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</b></p>	<p><b>36</b></p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. List established and potential funding sources.</b>	<b>37-38</b>	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>b. Estimate annual implementation costs for the term of the plan.</b>	<b>38-42</b>	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.
<b>c. Describe the district's replacement policy for obsolete equipment.</b>	<b>42-43</b>	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.
<b>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.</b>	<b>43-44</b>	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.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>	<b>45</b>	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>b. Schedule for evaluating the effect of plan implementation.</b>	<b>45</b>	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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>	<b>45</b>	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.

<p><b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p><b>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.)</b></p>	<p><b>46</b></p>	<p>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.</p>	<p>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.</p>
<p><b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>
<p><b>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</b></p>	<p><b>47-49</b></p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or</p>

			missing.
<b>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.</b>	<b>50</b>	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.

**Appendix J – Technology Plan Contact Information (Required)**

Education Technology Plan Review System (ETPRS)  
Contact Information

County & District Code: **19 - 65102**

School Code (Direct-funded charters only): \_ \_ \_ \_ \_

LEA Name: **Westside Union School District**

\*Salutation: Mr. Ms. Dr.

\*First Name: Anne

\*Last Name: Kip

\*Job Title: Curriculum Resource Teacher

\*Address: 41914 50<sup>th</sup> Street West

\*City: Quartz Hill

\*Zip Code: 93536

\*Telephone: 661-722-0716 x136

Fax: 661-574-8588

\*E-mail: a.dodge@westside.k12.ca.us

Please provide backup contact information.

1<sup>st</sup> Backup Name: Marguerite Johnson

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\*Required information in the ETPRS