Orange Unified School District

1401 N. Handy
Orange, CA 92867

Technology Plan
2014 - 2017

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2014-2017 Technology Plan

Introduction

The Orange Unified School District (OUSD) presents this Technology Plan to define the vision for the future of technology in the district's forty schools. OUSD's vision is designed to encourage action that establishes and sustains learning environments conducive to powerful uses of technology and results in improved student achievement of Common Core State Standards. The 30,742 students who learn in OUSD classrooms today must master not only basic skills, but also digital literacy and the ability to apply critical thinking skills in learning and in life to be successful citizens and contributing members of today's 21st century society. The effective learning environments envisioned with this plan will meld traditional approaches with new models to support the learning of relevant content while still ensuring that individual student's needs are met. The learning environments seen in the future will prepare OUSD students to "learn effectively and live productively in an increasingly digital world," by meeting the following 2007 International Society of Technology in Education (ISTE) National Educational Technology Standards for Students:

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information
- Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources
- Understand human, cultural, and societal issues related to technology, practice legal, and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems and operations

As stated by ISTE, a combination of essential conditions is required to create environments that use technology for powerful purposes. Therefore, this three-year technology plan, 2014-2017, has been conceived with the understanding that teachers, students, and parents must be provided with the necessary support, resources, and training for success:

- Vision with support and proactive leadership from the District
- A systemic plan aligned with the shared vision for student learning
- Consistent and adequate funding
- Robust and reliable access to current and emerging technologies and digital resources
- Educators skilled in the use of information and communication technology (ICT), appropriate for their job responsibilities
- Technology-related professional learning plans and opportunities for educators
- Consistent and reliable assistance for maintaining, renewing and using ICT and digital resources
- Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

- Partnerships and collaboration within the community to support and fund the use of ICT and digital resources
- Policies and initiatives at the national, regional and local levels to support schools in the effective implementation of technology"

National Educational Technology Standards for Students, 2009, ISTE

With these conditions in place, Orange Unified will continue to be a leader in utilizing technology to meet students' needs. As a result, OUSD students will increase their academic achievement and become skilled users of technology in the new millennium.

1. Plan Duration

1. The plan should guide the district's use of education technology for the next three to five years. This Technology Plan is based on a timeline from July 1, 2014 to June 30, 2017. This comprehensive plan meets the California Department of Education requirements.

2. Stakeholders

2. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process

The OUSD began the process of updating its state technology plan in September 2013, by initially reviewing the existing technology plan and meeting with Orange County Department of Education technology leadership.

Meetings were held early in September 2013 with key stakeholders seeking input for needs and vision, including the Educational Technology Advisory Committee, district office Administrators, Principals, Librarians, and school site Instructional Technology Coaches (ITC). In addition, the Educational Technology department convened with staff from departments of Information Services and Education Services to identify future technology growth and integration needs. Educational Technology and Information Services staff provided feedback and direction in the evaluation and expansion of web-based services, staff development, and curriculum.
The stakeholder groups are directly or indirectly involved in the implementation of the Technology Plan through both ongoing feedback and the review of annual progress.

Stakeholders

Name	Position	Development Role	Implementation Role
Pam Quiros	Certificated Administrator	Writer	Reviewer of Documentation, Responsible for Plan Implementation
Ashley Pedroza	Certificated Administrator	Writer Contributed Data	Reviewer of Documentation
Andy Harper	Classified Administrator	Writer Contributed Data	Reviewer of Documentation
Christina Lin	Certificated Administrator	Contributed Ideas Reviewer	Reviewer of Documentation, Responsible for Plan Implementation
Dana Encheff	Teacher, Instructional Specialist Technology	Contributed Data	Advisory
Educational Technology Advisory Committee	Committee of Teachers, Classified Staff, Classified Administrators, District Office Certificated Administrators, Schools Site Administrators, and a Parent	Contributed Ideas Reviewed Plan	Advisory
Library Media Specialists	Secondary Teachers	Contributed Ideas Reviewed Plan	Advisory
Instructional Technology Coaches	Elementary and Secondary Teachers	Contributed Ideas Reviewed Plan	Advisory

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours

OUSD is committed to giving teachers and students maximum technology access before, during and after the school day within the limits of budgetary restraints. For teachers, the district's recommended technology standard is a laptop. As teacher workstations, these laptops have been an incentive to ensure that the district's professional staff has the tools to integrate technology successfully in support of the curriculum standards. Therefore, all teachers at all high, middle and elementary schools have laptops to take attendance, input grades, plan and teach. Teachers are encouraged to take their laptops home each night. Additionally, almost every classroom in the District has at least one computer for teacher and student use.

New Brocade wireless networks with greater capacity are installed at all Title I schools and at others where there are available funds. This wireless access is also provided for students through the use of wireless laptop carts, iPads in some classrooms, and through student personal devices. An increasing number of iPad carts are available to classes through signups at many of the OUSD schools. Schools with student laptop 1:1 programs also benefit from the wireless access.

Internet access is available in all classrooms, libraries and computer labs for staff and students. All OUSD schools have fiber connections with the exception of Canyon Hills Special Education School and the Pre-K Program Site. All schools connect at 100 Mbps. We are working on a solution to increase Canyon Hills and Pre-K Program site in the near future. The secondary libraries are open before school, at lunch and after school providing student access to a librarian, computers with an Internet connection, and a printer.

Many elementary schools have after school tutoring and enrichment programs in which students have technology access at the school sites. Some elementary schools offer enrichment technology classes after school, which are funded by parent organizations.

Through recent district modernization efforts, most sites have upgraded cabling, fiber, network hardware, routers, VOIP phones, and IP based intercom systems. Some recently modernized schools have mounted LCD projectors, Smart Boards, and Extron systems in all classrooms. Some schools also have Student Response Systems, microphones, and document cameras.

All teachers and students have “anytime anywhere” access to the following online resources: Learning Management System Learning Management System, Aeries Analytics, Discovery Streaming, ABI teacher portal, Destiny (online library catalog), EBSCO (online research databases), Edmentum Plato credit recovery coursework and CA High School Exit Exam (CAHSEE) prep, Virtual Training, online textbook resources, ABI Student Portal, Edmodo, OUSD Google Apps, and various teacher tutorials.

A variety of adaptive technologies, including iPads, are in use at Canyon Hills School which serves special needs students ages 3 – 22 and at other schools in their special education classrooms. GATE students have technology embedded in advanced placement and honors coursework and in special projects at lower levels. All elementary GATE teachers have been issued a laptop and LCD projector to assist them with the goal of integrating technology into the curriculum. Accelerated Reader and Reading Counts are used at most schools to encourage reading through incentive programs based on individually acquired reading points. READ 180, Plato, Destination Math, ST Math and MIND’s Algebra Readiness are software options available to students to improve foundation skills with reading and/or math. Some schools are using Rosetta Stone software for English Learners. Plato software is used to review basic skills for students preparing for the CA High School Exit Exam (CAHSEE) and for students needing assistance in other core subject areas at the high school level.

One middle school and one high school offer a 1:1 laptop immersion program that integrates laptops into English and Social Studies classes. These programs encompass approximately 950 students. Two of our elementary schools offer a Bring Your Own Device Program, where every student brings or has access to a laptop or tablet.

Orange LIVE! (Learning through Interactive Virtual Education) is the OUSD online learning program available for high school students. In 2013-14 OUSD offered 25 online classes through this program with approximately 1000 students enrolled. The classes offered online are: Algebra I, Geometry, Algebra II, Environmental Science, Biology, Health, Freshman Seminar, English 9 Honors, English 10, English 11, English 12, AP Art History, Chinese IV/AP, Spanish II, Spanish III, US History, Psychology, World History, Government, Economics, Web Design, Marketing and Society, International Business, and Global Marketing.

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

With the district's transition to the Common Core State Standards it is our vision that our teachers and students will have access to 21st century technology. Therefore, making technology an integrated tool and resource at all grade levels, for all core content areas is a major goal of the district and an overarching goal for this plan. Staff Development is offered in a variety of formats to ensure all teachers have the opportunity to be trained to meet the needs of the digital age student. These opportunities will continue to expand through the duration of this plan.

Highlights of the existing uses of technology include the following:

- OUSD subscribes to a Learning Management System for every school. It provides virtual learning spaces through the Internet available to teachers, students and parents. Every teacher is provided a Learning Management System virtual classroom space where they can share lesson resources and develop assignments for students. Many teachers use this communication and teaching tool as an integral part of their instruction as it allows them to extend the school day and provide a blended learning situation for their students. Other teachers use Learning Management System to facilitate a blended learning model in which students use this learning management system to access content and submit assignments during the school day. Most of the teachers who use a blended learning model have a 1:1 device program.
- Each student also has individual storage space on Learning Management System making it easier to access work and projects from home or at school.
- Standards-based lessons, professional development resources, grade level Softchalk and Respondus lessons are posted on grade level Learning Management System sites for all K-12 staff.
- Common Core lessons are shared through the teacher link section of our OUSD main page in the eClassroom section. Additional resources to support the Common Core and SBAC testing are posted in eClassroom as well.

- All students have electronic folders for student work that is accessed either in a classroom, library, or in a computer lab hosted on the school server. Teachers have access to all student electronic folders for review. This is a significant and authentic demonstration of student technology skills.
- All teachers, staff and students have an OUSD Google domain account. The Google domain allows students and teachers to work collaboratively on documents, presentations and projects. It also gives every student 24/7 access to word processing and document storage.
- All teachers have access to the OUSD Edmodo domain. Through Edmodo teachers create a virtual learning environment for communicating and facilitating blended learning with students.
- Laptop classes in English/History where students have laptops to learn in a 1:1 computer-to-student ratio as mentioned above have expanded each year. Currently classes are held at McPherson Magnet 6-8, Panorama, Cerro Villa, and El Modena High Schools with expansion plans anticipated as a result of growing interest.
- iPads have been purchased for implementation into classrooms by 24 schools. This implementation is different at each school. iPads are a tool for the teachers and students in learning 21st century skills.
- Wireless laptop carts are used to reduce the computer-to-student ratio in core content areas at many schools.
- All schools have at least one computer lab for whole class instruction and testing. To facilitate the new SBAC testing equipment standards some of the schools have purchased all-in-one touch screen desktop models.
- The installation of the wireless networks at schools is enabling the teachers to use the carts, iPads and laptops more easily. It is anticipated that by August 2014 all schools will have wireless access in all classrooms.
- High School Library Media Specialists collaborate with teachers to teach Information Literacy and Research skills.
- High school Library Media Specialists teach Internet Safety to all 9th graders through the freshman seminar courses.
- All school libraries are fully automated using the Destiny program. Parents and students are able to access the Destiny online catalog from anywhere via the web.
- The EBSCO research database is available online for all teachers and students from the district web page and will soon be integrated into the Destiny library catalog. It contains academic articles, primary source documents, and images that have been tagged with lexiles, grade levels, and subjects.
- Aeries Online Grade book is available through the Aeries Browser Interface (ABI) and is used by most secondary teachers and a growing number of elementary teachers. Students and Parents have online access to the online grade book through the Student Portal and Parent Portal. Teachers, students, and parents have access to student information, attendance, class schedules, transcripts and completed graduation requirements online.
- All OUSD teachers submit report cards and attendance online through ABI and have 24-hour access.

- Discovery Education's Streaming videos are used extensively by teachers to enhance lessons in a broad range of subject areas. There are 4,000 digital streaming videos and 45,000 digital images available to teachers and students at school and at home through a link on the OUSD webpage.
- Virtual Training is available to all OUSD teachers and students for individual online learning of over 100 technology programs anytime or anywhere.
- Special Education offers a program called Fast ForWord to improve reading for students below grade level. It incorporates a variety of technologies as appropriate.
- Special Education utilizes an electronic IEP through the SEIS program to enhance communication between students and parents. Special Education has also equipped every Special Education teacher, Nurse, and Psychologist with a laptop.
- Aeries Analytics and Aeries.net functions as a testing database to help provide instant feedback on students' progress and guide instruction. EnVision Math, Hampton Brown English Learner, and Houghton Mifflin are programs for interventions tracked through our data management systems. Moving forward through this plan, OUSD will use the SBAC Digital Library to create benchmarks and Data Driven Assessments to ensure students are being provided feedback with respect to the Common Core State Standards.
- Students needing assistance with coursework and review for the CA High School Exit Exam (CAHSEE) have access at school and home to OUSD iSchool which utilizes Edmentum Plato, an integrated learning software that improves basic skills.
- The Special Programs Department has implemented Avenues Program (K-6), Insight (Middle School) and Edge Program (High School) for student to improve English skills at many OUSD schools. Some schools are also using Rosetta Stone software for language acquisition.
- Reading Counts and Accelerated Reader are used at OUSD schools to encourage reading, and measure individual reading growth.
- READ 180 is a successful technology reading intervention currently used at 15 sites.
- Plato, Destination Math, and Mind Institute Math (ST Math) are programs being used at numerous schools to improve foundational math skills. Students have access to these programs at school and home.
- Animation classes are offered at all four high schools that incorporate video conferencing with professional animators from Disney, Warner, Pixar and various other studios.
- Pearson Success Net provides both teachers and students access to online digital materials, including textbooks, videos, and all other curriculum resources for K-6 Math and K-6 Science. Teachers and students can also access a limited amount of the Prentice Hall Reading series for Grades 6-10.
- Our district has also enrolled in Apple's Education Volume Purchase Program to provide paid apps on iPads for participating schools. Schools purchase vouchers for various amounts and use the account to purchase selected apps.
- Captivate is a stand-alone software makes it easy for teachers to quickly create interactive simulations, tutorials and demonstrations. Content is made engaging through

interactivity, audio, and video. This tool is also used to create staff development tutorials to train teachers in new software as well as tutorials for parents and support staff.

OUSD strives to give students access to these Web 2.0 technology tools, so that learning remains interactive, creative, and dynamic. Many of the Web 2.0 tools are embedded within the Learning Management System. Some Web 2.0 tools are offered through our Edmodo and Google Apps for Education domains, and other Web 2.0 tools are individual sites that various teachers throughout our district utilize. Following the SAMR model, our district offers professional development and in-class demonstrations to encourage innovative use of these tools. Some of the Web 2.0 technology tools are:

- Learning Management System Components and Building Blocks:
    - Blogs and Discussion Boards: Students create web entries and add threads to reflect on and analyze course-related topics and assignments. They also review and comment on their peers' postings, and teachers participate with students in the evolving dialogue within The Learning Management System, a password protected learning environment.
    - Collaborate: Using this feature as a synchronous learning environment, teachers and students chat in a real-time virtual classroom environment for live discussions and dynamic interactions that result in engaged dialogue and improved comprehension. Designed for distance education and collaboration in academic institutions, the Academic Edition is used to add live discussion and dynamic interaction to OUSD online classes.
    - Respondus: Teachers use this powerful tool to create and manage exams and surveys. Questions, feedback, and settings can be completed offline in a Windows environment and then published directly to The Learning Management System. Respondus accepts images from rich-text files for importing questions and also features six question formats. Students complete exams online within the time parameters set by their teachers.
    - SoftChalk: This software makes reading text an interactive process. Teachers create guided readings, enhanced with text poppers, labeling activities, images, movies, sound files and live links to websites, as well as self-assessing comprehension questions for the students.
    - StudyMate: Teachers create ten Flash-based study and review activities and games for students. The Flash activities are published directly to the Learning Management System sites and students use them to review concepts for tests. Teachers add images directly into the various study activities; links to websites, audio, and video clips are also included in the activities. The newest version of StudyMate has an export to iPod feature.
    - Safe Assign: As a Learning Management System “building block,” this software provides seamless online plagiarism prevention. Student and teachers submit papers in a variety of formats, including Microsoft Word®, PDF, PostScript, WordPerfect, plain text, HTML, or any text based document via cut and paste to verify originality of student work.

    - Wikis: Teachers and students create and edit digital content quickly and easily through this collaborative writing tool. By facilitating such online interaction, Wikis build connections and foster collaborative learning and discussions. Students collaborate on projects within a password-protected environment.
    - Podcasts: Teachers capture audio events (songs, speech, sounds, etc.) and post them to their Learning Management System through a data structure called RSS. Orange LIVE! Integrates podcasts into the online course environment without any additional infrastructure, which allows teachers to easily create RSS feeds, and post episodes.
- Edmodo Domain: Teachers are setting up private classrooms on Edmodo to allow a variety of ways for students to communicate with their class and teacher. Students can choose to receive their communication through regular email, text, or twitter. Teachers are finding this tool is a great way to communicate with students. Teachers can also provide free apps for their students through Edmodo. Teachers are linking students to apps like NoRedInk, Blendspace, and Learn Zillion.
- Google Apps for Education Domain: The OUSD Google Apps domain allows teachers and students to work collaboratively on documents, presentations, spreadsheets, sites, and share calendars. Teachers and students are using Google Docs for shared writing activities. Some teachers develop their own Google site, and some teachers are even having students create and share their own sites.
- Other Web 2.0 tools that are widely used across the district:

Web 2.0 Tool	**Primary Purpose** *This tool is used to create…*
Animoto	Video slideshows
Diigo	Bookmarks and annotations
Dipity	Interactive Timelines
Glogster	Animated Posters
Kerpoof	Movies, drawings, and interactive pictures
Mindomo	Mindmaps
Photo Story	A gallery of pictures in a presentation
Prezi	Non-linear presentations
Thinglink	An image that is linked to other resources
Videonot.es	Annotations over a You Tube video
Voki	A digital voice recording and animation
Xtranormal	Three-dimensional video clips using text to speech to movie feature

3c. Summary of the district's curricular goals that are supported by this technology plan
The OUSD Mission Statement reads:

The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy.

For the duration of this three-year plan, the district's curricular focus is the transition to the Common Core State Standards in English Language Arts and Math to raise achievement in English Language Arts and Math at all levels. The documents that guide OUSD instruction in these areas are the newly adopted Common Core State Standards and the technology skills embedded in those standards. The goal is to incorporate CCSS into the OUSD Course of Study and OUSD Course Pacing Guides. The district's curricular goals, as referenced in the above documents, are integrated into and supported by the goals, objectives and implementation activities of this Technology Plan.

Beginning in spring 2014, OUSD will be participating in full implementation of the Smarter Balanced Assessment Consortium field test in conjunction with the other CalMAPP assessment systems as identified by AB 484. To meet the technological demand for the SBAC test, the OUSD District Office is working individually with each site to appropriate funds and ensure each site has the required technology to lead a successful testing session. Beyond helping the sites with purchase recommendations, the Research and Assessment Department is working closely with each site to build a testing schedule that will fit the demands of our almost forty sites. It is with great confidence and experience in the 2012-2013 SBAC Pilot Test, that we will be able to successfully test our district's testing population with the technology available. In turn we will work to focus on building the required technology skills in our students through the other programs described in this plan and through the promotion of college and career-ready skills.

To facilitate the delivery of the SBAC test and other assessments OUSD will follow the "Train-the-Trainer" model of practice. Each site will have an administrator-determined CalMAPP team. This team will attend district trainings including, SBAC training, CST Training, CAHSEE Training, CAPA Training, etc. These teams will then return to their sites and become the testing leaders on their campus. They will train the teachers on the administration of these different assessments and provide technology trainings for those facilitating the SBAC test.

3d. List of clear goals, measurable objectives, annual benchmarks and an implementation plan for using technology to improve teaching and learning by supporting the district's curricular goals.

3d. GOAL ONE
Students will learn in a technology-rich environment that supports the OUSD Common Core standards-based curriculum and results in continual improvement in student achievement and digital citizenship.

Objective 3d.1A
By June 2017, all OUSD students will increase 3% in school-wide growth targets as measured by the SBAC California Measurement of Academic Performance and Progress (CalMAPP) system assessments.

Benchmarks:

- In June 2015, all OUSD students of testing grades will participate in the California Measurement of Academic Performance and Progress system assessments, including SBAC, CAHSEE, and CAPA.
- By June 2016, all OUSD students of testing grades will participate in the California Measurement of Academic Performance and Progress system assessments, including SBAC, CAHSEE, and CAPA and show a growth of 1.5% from the previous year.
- By June 2017, all OUSD students of testing grades will participate in the California Measurement of Academic Performance and Progress system assessments, including SBAC, CAHSEE, and CAPA and show a growth of 1.5% from the previous year.

Objective 3d.1B

By June 2017, 25% of high school students will participate in at least one Orange Live! Online or blended online class that fulfills district expectations for academic content rigor and alignment to curricular standards, as evidenced in student transcripts and/or attendance records before their graduation.

Benchmarks:

- By June 2015, 15% of high school students will participate in at least one Orange Live! Online or blended online class that fulfills district expectations for academic content rigor and alignment to curricular standards as evidenced in student transcripts and/or attendance records before graduation.
- By June 2016, 20% of high school students will participate in at least one Orange Live! Online or blended online class that fulfills district expectations for academic content rigor and alignment to curricular standards as evidenced in student transcripts and/or attendance records before graduation.
- By June 2017, 25% of high school students will participate in at least one Orange Live! Online or blended online class that fulfills district expectations for academic content rigor and alignment to curricular standards as evidenced in student transcripts and/or attendance records before graduation.

Objective 3D.1C

By June 2017, all OUSD schools will have access to at least one mobile device cart to enhance the teaching of 21st century skills and increase the number of devices for SBAC testing.

Benchmarks:

- By June 2015, 75% of schools will have at least one *mobile device* cart *to enhance the teaching of 21st century skills and increase the number of devices for SBAC testing.*
- By June 2016, 90% of schools will have at least one *mobile device* cart *to enhance the teaching of 21st century skills and increase the number of devices for SBAC testing.*
- By June 2017, 100% of schools will have at least one *mobile device* cart *to enhance the teaching of 21st century skills and increase the number of devices for SBAC testing.*

Implementation Activities	Date	Target Audience	Responsibility
Upgrade the bandwidth in all schools to accommodate classroom needs and ensure full accessibility of services and support. See infrastructure for specific timelines and site needs.	July 2014	Teachers Students	Admin Director Technology, Director IS, Facilities Director
Evaluate, recommend and purchase new devices (computers, iPads, tablets, laptops) and peripherals to increase teacher and student access to technology to support 21st century learning and SBAC testing.	July 2014, Ongoing	Teachers Students	Admin Director Technology, ET Coordinator, Site Principals
Provide awareness sessions, demonstrations, staff development, for sites to purchase and implement software to encourage and improve 21st century skills required of the Common Core State Standards. Such programs include: iPads and related Apps, EBSCO databases, eBooks, EnVision Math, READ 180, Scholastic Reading Counts, iRead, Schmoop, CAHSEE Support Programs, SBAC Digital Library, eClassroom Resource Page, etc. The effectiveness of these programs will be measured through online assessments and the use of targeted professional learning communities.	July 2014, Ongoing	District Administrators Principals Teachers	Admin Director Technology, ET Coordinator, Will Assist: Curriculum Administrators, Language and Assessment Center, Research and Assessment Coordinator
Develop and disseminate learning units through the Learning Management System and on eClassroom that are aligned with state and district standards, which include project based learning activities incorporating StudyMate, Soft Chalk, Captivate, Wikis, Blogs, Podcasts, Discovery Education, Soft Chalk, Respondus, and Web 2.0 tools for students at all grade levels to support CCSS standards and reinforce collaboration, creativity, critical thinking and communication. This will be supported with teacher trainings.	2014-2017 Ongoing	Teachers	Admin Director Technology, ET Coordinator,

Recommend adoption of Common Core Standards-Based curricular materials that have available digital components.	Yearly Spring Adoption	Department Chairs, Curriculum Department, Teachers, Students	ET Coordinator, Educational Services Administration
Provide demonstrations, awareness sessions and registration materials for parents, students, teachers and administrators about OUSD online classes. Continue to increase online classes as enrollment increases in online classes. Maintain Orange LIVE Online Classes website.	Fall - Spring Ongoing	Parents, Students, Teachers, Administrators	ET Coordinator, Will Assist: Curriculum Administrators, AP Curriculum Principals
Expand options for asynchronous learning opportunities (through The Learning Management System and/or Edmodo) for all students that encourage writing for real audiences and effective use of online resources, Blogs, Wikis, podcasts and voice boards in a secure and safe environment.	2014 - 2017 Ongoing	Teachers Students	Admin Director Technology, ET Coordinator, IS Director
Provide technical support for school sites to ensure successful implementation of specialized technology and software to improve English Language Arts and Math. Additionally, iPad leads will be selected and trained to support teachers at each school site with technical questions and curriculum integration.	2014 - 2017 Ongoing	Teachers Students	Admin Director Technology, ET Coordinator, IS Director
Continue the partnership with Alternative Education schools so that Alternative Education students will continue to be able to participate in online classes.	2014 - 2017 Ongoing	Alternative Education Students	ET Coordinator, Alternative Education Coordinator
Expand K-6 global, online, and interactive projects that require web resources to support core content and foundational skills development.	2014 - 2017 Ongoing	Teachers Students	Admin Director Technology, ET Coordinator
Continue to expand the iTeach program where at least one teacher from each school site participates in a 10-week professional development course.	2014-2017	Teachers Students	Admin Director Technology, ET Coordinator, Instructional Specialist ET

Purchase and deploy mobile device carts for each school site.	2014-2017	Teachers Students	Admin Director Technology, ET Coordinator, Instructional Specialist ET

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
1a - State test data, Interim District Assessment in reading and math called pacing standards assessments (PSA)	SBAC - Annually CAHSEE - Annually PSA - quarterly	District and site self-evaluation. Meetings and decisions related to target data and adoption of improvement plan.	No additional cost
1a - Records of computer lab, laptop cart, and iPad cart purchases and schedule use	January and June Annually	Annual review of records and training.	No additional cost
1a - Records of bandwidth network usage, records of numbers of teachers and students using The Learning Management System	Annually	Annual review of records and training.	No additional cost
1b - Enrollment details showing increases in online classes offered and enrollments by year, and pass rate, with percentages of graduates completing online classes tallied annually	Annually	District and site meetings to assist in development of online expansion, recruitment and training of staff and review of dropout rates. Annual review of enrollment.	No additional cost

3e. 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.

3e. GOAL TWO
Students will graduate from OUSD equipped with digital literacy skills and will be college and career ready to be capable, creative thinkers, critical problem solvers and effective communicators.

Objective 3e.2A

By June 2017, all students will participate monthly in a variety of project-based activities requiring digital literacy as measured by digital online student portfolios and teacher lesson plans, and grade reports.

Benchmarks:

- By June 2015, 50% of OUSD students will participate in project-based activities requiring digital literacy as measured by digital online student portfolios and teacher lesson plans, and grade reports.
- By June 2016, 75% of OUSD students will participate in project-based activities requiring digital literacy by digital online student portfolios and teacher lesson plans, and grade reports.
- By June 2017, 100% OUSD students will participate in project-based activities requiring digital literacy as measured by digital online student portfolios and teacher lesson plans, and grade reports.

Objective 3e.2B

By June, 2017 all secondary students will complete basic technology skills and information literacy training through a variety of options: Freshman Seminar, Middle School Computer Classes, Online or Blended Online Classes, Media Center-based information literacy units with English classes.

Benchmarks:

- By June 2015, 75% of secondary students will complete basic technology skills and information literacy training through a variety of options: Freshman Seminar, Middle School Computer Classes, Online Training Unit for Online Classes, Media Center-based information literacy units with English classes.
- By June 2016, 85% of secondary students will complete basic technology skills and information literacy training through a variety of options: Freshman Seminar, Middle School Computer Classes, Online Training Unit for Online Classes, Media Center-based information literacy units with English classes.
- By June 2017, all secondary students will complete basic technology skills and information literacy training through a variety of options: Freshman Seminar, Middle School Computer Classes, Online Training Unit for Online Classes, Media Center-based information literacy units with English classes.

Objective 3e.2C

By June 2017, 100% of elementary students will participate in basic technology skills and information literacy activities through grade leveled standards-based content enhancements requiring the integration of various technologies.

Benchmarks:

- By June 2015, 50% of elementary students will participate in basic technology skills and information literacy activities as defined through grade level Common Core State Standards.

- By June 2016, 75% of elementary students will participate in basic technology skills and information literacy activities as defined through grade level Common Core State Standards.
- By June 2017, 100% of elementary students will participate in basic technology skills and information literacy activities as defined through grade level Common Core State Standards.

Implementation Activities	Date	Target Audience	Responsibility
Implement technology competencies aligned with technology requirements from the Common Core State Standards.	Fall 2014 - implement Ongoing	Teachers Students	Admin Director Tech, ET Coordinator, Curriculum Administrators, Teachers
Investigate and implement new technology programs which reinforce technology skills emphasized in the Common Core Standards.	Fall 2014 Ongoing	Teachers Students	Admin Director Tech, ET Coordinator, IS Director, Curriculum Administrators, Teachers
Continue to integrate Information Literacy units into Freshman Studies, HS English courses, and the computer class for Middle School. Conduct training/awareness sessions at faculty meetings so all content-area teachers can reinforce these concepts.	Fall 2014 Ongoing	Teachers Students	ET Coordinator, Library Media Specialists, HS English Teachers, MS Computer Teachers
Revise and implement Information Literacy units to ensure current tools and technology are incorporated.	Fall 2014 Ongoing	Teachers Students	ET Coordinator, Library Media Specialists
Revise and implement Internet Safety training K-12 as required by CIPA.	Fall 2014, yearly	Teachers Students	ET Coordinator, Library Media Specialists
Build Common Core performance tasks, at each tested grade level, with technology enhanced components to build college and career ready technology skills.	2014 ongoing	Teachers Students	Curriculum Administrators, ET Coordinator
Conduct annual evaluation of online resources to ensure that all students have access to a	Annual	Students	ET Coordinator, ITCs, Curriculum

variety of current, age-appropriate references and electronic media, such as EBSCO, Discovery Education, Virtual Training, and SBAC Digital Library.			Administrators, R&A Coordinator

Evaluation Instrument (s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
HS Librarians and MS Computer Teachers will conduct a survey after the digital literacy units and re-evaluate the effectiveness.	Semi-annually	MS Computer Teachers and HS Librarians assessment and recommendation to ETAC on needed modification.	Existing site funds, IS/ET budget
Project outcomes and teacher feedback on the technology integration into curricular components.	Annually	ITCs will review project outcomes and technology integration into curriculum tied to ISTE and make recommendations.	No additional funds needed
Collect and upload Internet Safety logs to Categorical Program Monitoring The Learning Management System page.	Annually in June	ET Coordinator, ITCs, and site admin will make recommendations for improvement to IS curriculum.	Site Principals, ET Coordinator

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; avoiding plagiarism (AB 307)

3f. GOAL THREE
Every teacher and student in OUSD will be trained on how to distinguish lawful from unlawful uses of copyrighted works including the following topics: The concept and purpose of copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; avoiding plagiarism, as appropriate for their grade levels.

Objective 3f.3A

By June 2017, all students and teachers will engage in lessons about the District's plagiarism policy, Copyright Laws, Fair Use, lawful/unlawful downloading, and peer-to-peer file sharing as part of the required Internet Safety curriculum.

Benchmarks:

- By June 2015, all students and teachers will engage in lessons about the District's plagiarism policy, Copyright Laws, Fair Use, lawful/unlawful downloading, and peer- to-peer file sharing as part of the required Internet Safety curriculum. (Fidelity Logs)
- By June 2016, all students and teachers will engage in lessons about the District's plagiarism policy, Copyright Laws, Fair Use, lawful/unlawful downloading, and peer- to-peer file sharing as part of the required Internet Safety curriculum. (Fidelity Logs)
- By June 2017, all students and teachers will engage in lessons about the District's plagiarism policy, Copyright Laws, Fair Use, lawful/unlawful downloading, and peer- to-peer file sharing as part of the required Internet Safety curriculum. (Fidelity Logs)

Objective 3f.3B

By June 2017, 95% of high school and middle school English/Language Arts teachers will use a plagiarism filter, such as Safe Assign to engage in learning activities about plagiarism and ethical uses of information as measured by the Learning Management System usage statistics. Other subject area teachers will also use one of these tools.

Benchmarks:

- By June 2015, 75% of high school and middle school English/Language Arts teachers will use plagiarism detection software, such as Safe Assign to engage in learning activities about plagiarism and ethical uses of information as measured by the Learning Management System usage statistics.
- By June 2016, 80% of high school and middle school English/Language Arts teachers will use plagiarism detection software, such as Safe Assign to engage in learning activities about plagiarism and ethical uses of information as measured by the Learning Management System usage statistics.
- By June 2017, 95% of high school and middle school English/Language Arts teachers will use plagiarism detection software, such as Safe Assign to engage in learning activities about plagiarism and ethical uses of information as measured by the Learning Management System usage statistics.

Implementation Activities	Date	Target Audience	Responsibility
Publish and implement a District plagiarism policy consistent with the revised OUSD AUP.	Annually In January	Teachers Students	Admin Director Technology, ET Coordinator, ETAC

Teachers will receive professional development on the District plagiarism policy.	Annually	Teachers	ET Coordinator, Instructional Specialists, ITC
Develop high and middle school student unit on plagiarism for English Classes and Freshman Studies class based on the California Model School Library Standard 3. Unit will include the use of Safe Assign plagiarism tool.	Revise annually in June Implement in Fall annually	Teachers Students	Admin Director Technology, ET Coordinator, Library Media Specialists
Develop grade level appropriate lessons for elementary level teachers to instruct students in plagiarism, MLA citation, copyright, and fair use guidelines class based on the California Model School Library Standard 3. Lessons will be shared on eClassroom and grade level pages in The Learning Management System.	Annually	Teachers Students	ET Coordinator, Grade Level Specialists

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
Written District plagiarism policy Librarian and Teacher lesson Plan records on Plagiarism Unit Collect samples of student work	Annual and quarterly on Information Literacy Units	Librarians and Teachers will make recommendations for modifications. As technology changes modifications to units will be incorporated.	Teacher Quality funds, ET Funds

3g. List of goals and an implementation plan that describes how the district will address Internet Safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)

3g. GOAL FOUR
All OUSD students will learn and practice Internet Safety guidelines that include protecting online privacy and avoiding online predators.

Objective 3g.4A

By June 2014, all OUSD teachers and students will engage in lessons on and practice Internet Safety guidelines that include protecting online privacy and avoiding online predators as measured by the completion of grade-appropriate lessons that will be routine components of the required curriculum.

Benchmarks:

By June 2015, all OUSD teachers and students will engage in lessons on and practice Internet Safety guidelines that include protecting online privacy and avoiding online predators as measured by the completion of grade-appropriate lessons that will be routine components of the required curriculum.

- By June 2016, all OUSD teachers and students will engage in lessons on and practice Internet Safety guidelines that include protecting online privacy and avoiding online predators as measured by the completion of grade-appropriate lessons that will be routine components of the required curriculum.
- By June 2017, all OUSD teachers and students will engage in lessons on and practice Internet Safety guidelines that include protecting online privacy and avoiding online predators as measured by the completion of grade-appropriate lessons that will be routine components of the required curriculum.

Implementation Activities	Date	Target Audience	Responsibility
Continue to maintain an active and effective network safety filter to block the use of inappropriate websites.	Ongoing, Evaluated Annually	Students Teachers Administrators	Admin Director Technology, Director IS
Teachers will receive training through a grade level Learning Management System course on Internet Safety and CIPA requirements.	Annually	Teachers	ET Coordinator, Principals, Librarians, ITCs, Teachers
Teachers will teach grade level lessons on Internet Safety annually per CIPA requirements.	Ongoing Programs re-evaluated semi-annually	Students, Teachers	ET Coordinator, Librarians, ITCs, Teachers
The Student Handbook AUP will be updated annually. Publish the updated AUP and secure students' agreement of the Acceptable Use Policy. Students will review and sign the policy yearly.	July 2014 Ongoing Annually	Students Staff Teachers	ET Coordinator, Director School Community Services
Evaluate policies and procedures to address breaches of Internet security and protect students' safety.	July 2014 Ongoing Annually	Students Teachers	ET Coordinator, Director School Community Services

Evaluate and revise programs on Internet Safety for secondary and elementary level students.	Ongoing Programs re-evaluated semi-annually	Students, Teachers	ET Coordinator, Librarians, ITCs, Teachers
Review and communicate Internet safety issues with all administrative staff.	July 2014 Ongoing Annually	Administrators	ET Coordinator

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
Teacher lesson plans, Fidelity logs on Internet Safety Programs	June Annually	Teachers will make recommendations to ITCs/ Principals on needed modifications	ET Budget Categorical Funds for staff development
Signed student and teacher AUP	August Annually	ET Coordinator, HR Director to review AUP for needed modifications	NA
Learning Management System course completion records	Annually	ET Coordinator	NA

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

3h. GOAL FIVE
Students will have access to a district baseline of high ability, age-appropriate instructional resources and technology that supports district curriculum standards in student centered, authentic learning environments.

Objective 3h.5A

By June 2017, all OUSD schools will meet or exceed district technology baseline standards that ensure equitable and appropriate access for all students as measured by site technology inventories.

Benchmarks:

- By June 2015, 85% of OUSD schools will meet or exceed district technology baseline standards that ensure equitable and appropriate access for all students as measured by

site technology inventories.

- By June 2016, 95% of OUSD schools will meet or exceed district technology baseline standards that ensure equitable and appropriate access for all students as measured by site technology inventories.
- By June 2017, all schools will meet or exceed district technology baseline standards that ensure equitable and appropriate access for all students as measured by site technology inventories.

Implementation Activities	Date	Target Audience	Responsible
Review and update baseline technology standards for schools and classrooms. Publish on OUSD Portal.	Annually	Principals Staff	Admin Director Tech, ET Coordinator, ETAC Committee
Identify site technology needs and establish site-based priorities.	Annually	Principal Teachers Staff	Admin Director Tech, ET Coordinator, Principals, ETAC Committee
Review site infrastructure issues by location for capacity and upgrade needs.	Annually	Principal Teachers Staff Students	Admin Director Tech, Director IS
Develop annual installation and technical support plans.	Annually	Principal Teachers Staff Students	Admin Director Tech, Director IS, Principals
School District Technology Survey/Inventory	Annually	Principal Teachers Staff Students	Technology Services Staff

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
Survey sites to collect data on how many schools meet the basic technology standards	Annually	Survey results will be presented to the ETAC so that modification or adjustments can be made.	Site funds, Categorical funds, CCSS Funds, IS/ET budget

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic Needs.

3i. GOAL SIX
All teachers will have online access to the OUSD student system (Aeries) for online grade reporting, online gradebook, online student information, online attendance and disaggregated online local assessments (Aeries Analytics) that provide a broad variety of data elements reflecting general student achievement and build teacher capacity to tailor classroom instruction to meet individual student needs.

Currently, all teachers are required to use the Aeries report card and online attendance reporting. 95% of secondary teachers are using the online gradebook, but use of this gradebook at elementary levels varies. Currently, elementary use is at 22% at the K-3 level and 70% at the 4-6 levels.

Objective 3i.6A

By June 2017, 95% elementary teachers will actively use the online gradebooks through Aeries Student System as measured by usage records posted on the OUSD Portal.

Benchmarks:

- By June 2015, 65% of elementary teachers will actively use the online gradebooks through Aeries Student System as measured by usage records posted on the OUSD Portal.
- By June 2016, 85% of elementary teachers will actively use the online gradebooks through Aeries Student System as measured by usage records posted on the OUSD Portal.
- By June 2017, 95% of elementary teachers will actively use the online gradebooks through Aeries Student System as measured by usage records posted on the OUSD Portal.

Objective 3i.6B

By June 2017, all classroom teachers will consistently use an online student data assessment system (Aeries Analytics or SBAC Digital Library) to view and manipulate classroom assessment data to make data driven decisions on personalizing instruction.

Benchmarks:

- By June 2015, 60% of all classroom teachers will consistently use an online student data assessment system to make data driven decisions on personalizing instruction.
- By June 2016, 85% of all classroom teachers will consistently use an online student data assessment system to make data driven decisions on personalizing instruction.
- By June 2017, all classroom teachers will consistently use an online student data assessment system to make data driven decisions on personalizing instruction.

Implementation Activities	Date	Target Audience	Responsibility
Continue the onsite support training for Aeries.net gradebook with the ITCs. ITC offer training during school and after.	Ongoing	Teachers Administrators	Admin Director Technology, ET Coordinator, Coordinator Research and Assessment, ITCs
Transition all schools to Aeries.net from ABI. Tutorials and handouts for Aeries.net gradebook will be updated.	Ongoing	Teachers Administrators	Admin Director Technology, ET Coordinator, Coordinator Research and Assessment, ITCs
Continue Aeries gradebook listserv for peer-to-peer support in using gradebook and resolving issues.	Ongoing	Teachers	Admin Director Technology, ET Coordinator, Coordinator Research and Assessment
Technology representatives (ITC) from each secondary site meet and train monthly to provide each site with support and up-to-date training on the Aeries.net online gradebook, The Learning Management System and emerging technologies.	Monthly, Ongoing during school year	ITCs Teachers Principal	Admin Director Technology, ET Coordinator, Coordinator Research and Assessment, ITC
Technology representatives from each elementary site meet and train monthly to provide each site with support and up-to-date training on the Aeries.net online gradebook, The Learning Management System and emerging technologies.	Monthly, Ongoing during school year	ITCs Teachers Principal	Admin Director Technology, ET Coordinator, Coordinator Research and Assessment, ITC
Provide current usage reports online on the OUSD Portal to site principals to encourage and reward users who are consistently using the Aeries online gradebook.	Ongoing	Principals ITCs	IS Specialist, ET Coordinator

Identify high priority training needs by site, classroom, and issue related to gradebook or data assessment to assist non-users at any site where services are not being fully utilized.	Ongoing	Teachers	ET Coordinator, Principals, ITCs
Provide orientation and training for the SBAC Digital Library.	Ongoing	Teachers	R & A Coordinator, ITCs
Teachers will meet on a regular basis to review data from the Aeries Analytics data system. Teachers will meet with their grade level and subject area specialists in these meetings. Teachers will make curriculum decisions based on the data review.	Ongoing, Monthly Meetings	Teachers Principals	Principals

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis / Modification Process	Funding Resources
Aeries usage logs	Annually	IS/ET staff will review logs and make recommendations to Principals.	Business Services and Categorical Funds
Online Attendance monitoring by site	Daily	Site Staff will review online attendance and make recommendations for modifications to Principals.	Information Services Funds
Logs from Teacher Meetings on Data Driven Decisions	Ongoing	Principals will review teacher recommendations and make modifications.	Categorical Funds

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

3j. GOAL SEVEN
OUSD will extend school and classroom communication and instruction through online formats and emerging technologies and focus these efforts to ensure equitable two way access to appropriate users.

Objective 3j.7A

By June 2017, 90% of all teachers will use their virtual private classroom provided through the OUSD Learning Management Systems to increase communications with parents and post lessons for their students as measured by the Learning Management System and Edmodo usage statistics.

Benchmarks:

- By June 2015, 70% of all teachers will use their virtual private classroom provided through OUSD Learning Management System to post lessons and increase communications with their students and parents as measured by The Learning Management System and Edmodo usage statistics.
- By June 2016, 85% of all teachers will use their virtual private classroom provided through OUSD Learning Management System to post lessons and increase communications with their students and parents as measured by The Learning Management System and Edmodo usage statistics.
- By June 2017, 90% of all teachers will use their virtual private classroom provided through OUSD Learning Management System to post lessons and increase communications with their students and parents as measured by The Learning Management System and Edmodo usage statistics.

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
Learning Management System courses and teacher Edmodo usage statistics	Annually	ET Coordinator and Admin will review logs to make recommendations to principals for publicity to parents and monitor teacher use.	ET budget

Objective 3j.7B

By June 2017, all District schools will use the OUSD web page, School Listservs, Learning Management System, Parent Portal, Student Portal, Aeries.net Assignment Upload, Blackboard Connect phone communication and email to establish better home to school communications.

Benchmarks:

- By June 2015, 75% of the OUSD schools will use the district web page, School Listservs, Learning Management System, Parent Portal, Student Portal, *Aeries.net Assignment Upload, Blackboard Connect phone communication and email to establish better home to school communications.*
- By June 2016, 90% of the OUSD schools will use the district web page, School Listservs, Learning Management System, Parent Portal, Student Portal, *Aeries.net Assignment Upload, Blackboard Connect phone communication and email to establish*

better home to school communications.

- By June 2017, all of the OUSD schools will use the district web page, School Listservs, Learning Management System, Parent Portal, Student Portal, Aeries.net Assignment Upload, *Blackboard Connect phone communication and email to establish better home to school communications.*

Evaluation Instrument(s): Data To Be Collected	**Evaluation Schedule**	**Program Analysis/ Modification Process**	**Funding Resources**
Listserv, email archives, Blackboard Connect, Edmodo usage reports Surveys of teachers and parents	Annually	ET Coordinator and Admin will review logs to make recommendations to principals for publicity to parents and monitor teacher use.	IS Budget ET Budget

Objective 3j.7C

By June 2017 all schools will show improvement over the baseline year in the percentage of parents and students accessing the Parent Portal, Student Portal and the Learning Management System to view student information, classroom lessons and homework, as measured by usage statistics on The Learning Management System, Parent Portal and Student Portal. Student and Parent Portal are linked to OUSD student system.

Benchmarks:

- By June, 2015 all schools will show improvement over the baseline year (2013-14) in the percentage of parents and students accessing the Parent Portal, Student Portal and The Learning Management System to view student information, classroom lessons and homework, as measured by usage statistics on The Learning Management System, Parent Portal and Student Portal.
- By June, 2016 all schools will show improvement over the 2014-15 school year in the percentage of parents and students accessing the Parent Portal, Student Portal and The Learning Management System to view student information, classroom lessons and homework, as measured by usage statistics on The Learning Management System, Parent Portal and Student Portal.
- By June, 2017 all schools will show improvement over the 2015-16 school year in the percentage of parents and students accessing the Parent Portal, Student Portal and The Learning Management System to view student information, classroom lessons and homework, as measured by usage statistics on The Learning Management System, Parent Portal and Student Portal.

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
ListServ, email archives, Blackboard Connect Ed site usage reports, usage reports from the Parent and Student Portal	Annually	ET Coordinator and Admin will review logs to make recommendations to principals for use.	IS Budget

The following table defines the major activities that will support the attainment of benchmarks defined in Objectives 7A, 7B, 7C.

Implementation Activities	Date	Target Audience	Responsibility
Continue to offer training series and support plan for teacher use of email, Parent Portal, and The Learning Management System. Continue to expand the Ed Tech Professional Development The Learning Management System site to make all technology training information available to all OUSD teachers. All trainings will be posted also on the GoSignMeUp site.	Ongoing	Teachers Principals	Admin Director Technology, ET Coordinator, ITCs
Develop and update online tutorials for parents to demonstrate how to use Parent Portal and post on OUSD webpage.	Annually	Parents	IS Specialist, ET Coordinator, Coordinator R & A
Identify and disseminate Best Practices in the use of The Learning Management System to build motivation and enthusiasm among teachers through their PLC and the Professional Development The Learning Management System sites. Develop award incentives for teachers. Best Practices will be disseminated at Principals' Meetings and through their PLC Learning Management System sites.	Ongoing	Principals Teachers	Admin Director Technology, ET Coordinator, ETAC Committee

Sites to offer parent trainings and information sessions on accessing The Learning Management System and Parent Portal.	Ongoing	Parents	Principal s ITCs Teachers
Instructions in English Acquisition adult classes on how to setup and use Parent Portal accounts.	Ongoing	Parents	Principals, Special Programs Admin, EL Coordinator
Continue to support secretaries and Principals on using the school listserv effectively.	Ongoing	Office Managers Principals	IS Staff
Continue to review Blackboard Connect Ed usage reports to be able to encourage effective usage.	Ongoing	Principals	Admin Director Tech, IS Staff
Continue to develop and expand the District Web Page for communication and learning resources.	Ongoing	Students Parents Community Teachers Staff	Admin Director Tech, Ed. Tech Coordinator

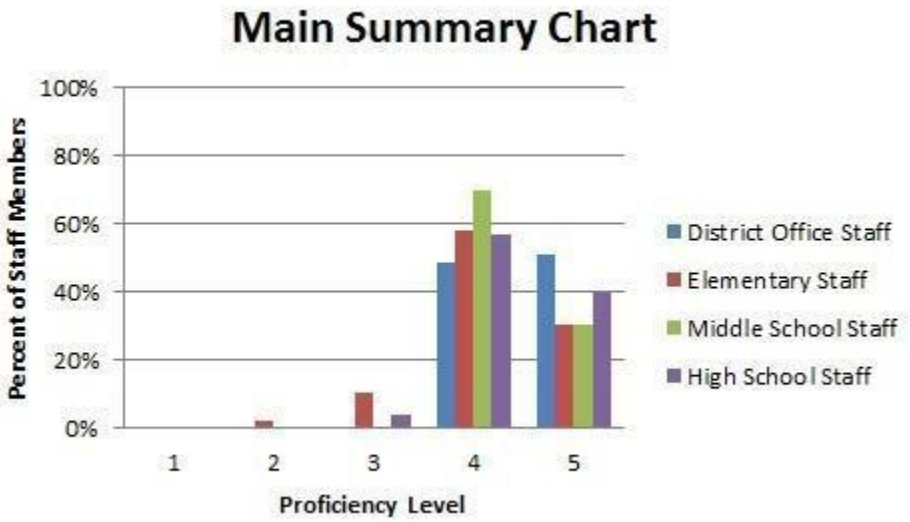
3k. Describe the process that will be used to monitor the Curricular Component (Sections 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The process to modify and/or continue objective targets is included in the charts above, with clear responsibilities assigned, the majority of them assigned to administrators with the Education Services division of OUSD. These objectives and their related benchmarks will be monitored according to the timelines in the charts above, and will be revised or expanded in an annual review of all educational division goals and benchmarks related to student progress by the Educational Technology Advisory Committee (ETAC).

Professional Development

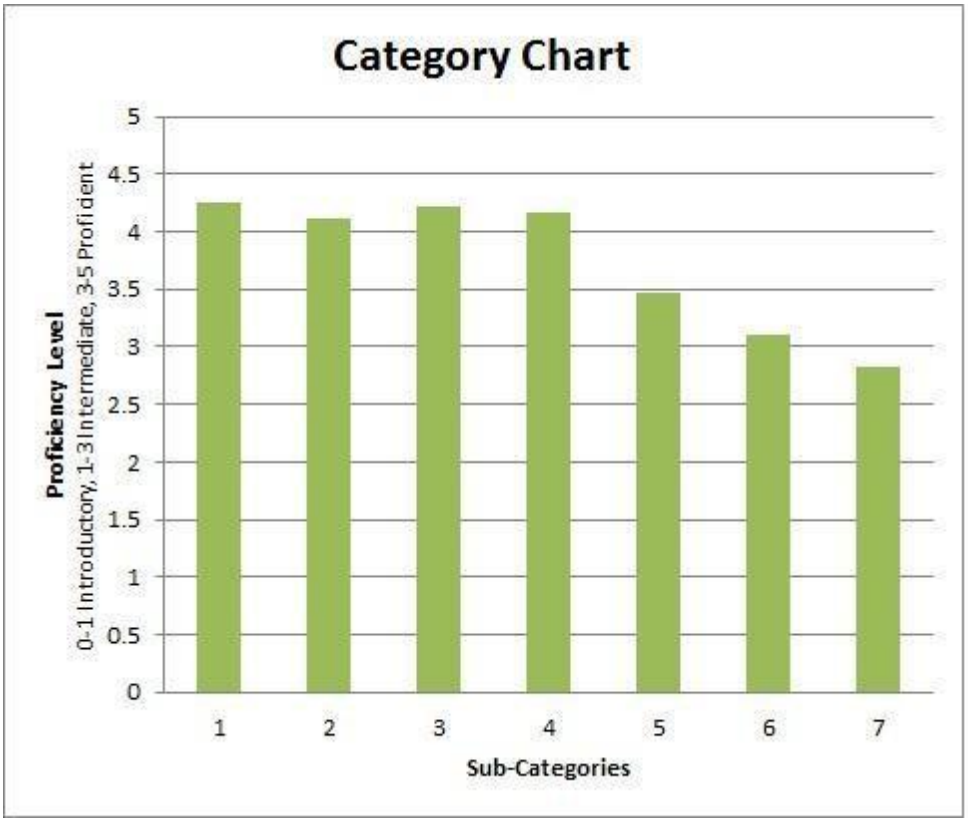
4a. Summary of the teachers' and administrators' current technology skills and needs for professional development.

The following charts summarize the responses to the District's Technology Survey administered in October 2013. 677 OUSD teachers and administrators responded to the online survey. The initial Main Summary Chart shows the self-assessed level of each employee surveyed and their respective role in the district. This graph shows that nearly 90% of those employees who answered the survey report they have competent skills with technology and many are comfortable teaching their colleagues and sharing their technology knowledge.



Proficiency Level Descriptions:
1: No Technology Skill
2: Limited Skill
3: Some Skill and Use It Occasionally
4: Competent Skill and Use It Regularly
5: Competent Skill, Use It Regularly, and Teach it to Colleagues

The Categories Chart below shows a snapshot of district personnel and their proficiency with different software programs and computer usages. Per the graph, it is evident that our district personnel is proficient in General Computer Knowledge, Basic Internet Functions, Email Functions and Word Processing Skills.



Sub-Categories
1. General Computer Knowledge
2. Basic Internet Functions
3. Email Functions
4. Word Processing Skills
5. Presentation Software Skills
6. Spreadsheet Software Skills
7. Database Software Skills

In addition to the technology proficiencies, many teachers are still at the beginning level of using their virtual private classrooms (Learning Management System sites). Over 80% of teachers have been trained to develop and use their Learning Management System sites with their classes. To meet the goals of increasing teachers' use of the Learning Management System and online learning tools, additional and ongoing training is needed.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the curriculum component objectives (sections 3d-3j) of the plan.

4b. GOAL ONE
OUSD will provide teachers and administrators with high quality professional development training in a variety of formats so they are prepared to use digital age technologies to maximize student achievement

Objective 4b.1A (Supports Curriculum Objective 3d 1A)
By June 2017, 95% of OUSD teachers and administrators will receive training and have competent skill in Basic Technology use as measured by the OUSD Technology Survey and staff development records in GoSignMeUp.
Benchmarks:

- By June 2015, 75% of all OUSD teachers and administrators will receive training and be competent in Basic Technology Skills measured by the OUSD Technology Survey and staff development records in GoSignMeUp.
- By June 2016, 85% of OUSD teachers and administrators will receive training and be competent in Basic Technology Skills as measured by the OUSD Technology Survey and staff development records in GoSignMeUp.
- By June 2017, 95% of OUSD teachers and administrators will receive training and be competent in Basic Technology Skills as measured by the *OUSD Technology Survey* and staff development records in GoSignMeUp.

Objective 4b.1B (Supports Curriculum Objective 3d.1A)
By June 2017, 95% of elementary and secondary teachers will be trained to use electronic learning resources that support and enhance student achievement in content areas (such as Learning Management System, Edmodo, Integration of Technology in CCSS curriculum, Discovery United Streaming, Web 2.0 Tools, and Interactive Technologies like Smart Boards, iPads, etc.) as appropriate for their students, as measured by staff development records in GoSignMeUp and usage reports from software.
Benchmarks:

- By June 2015, 75% of elementary and secondary teachers will be trained to use electronic learning resources that support and enhance student achievement in content areas (such as Learning Management System, Edmodo, Integration of Technology in CCSS curriculum, Discovery United Streaming, Web 2.0 Tools, and Interactive Technologies like Smart Boards, iPads, etc.) as appropriate for their students, as measured by staff development records in GoSignMeUp and usage reports from software.
- By June 2016, 85% of elementary and secondary teachers will be trained to use electronic learning resources that support and enhance student achievement in content areas (such as Learning Management System, Edmodo, and Integration of Technology in CCSS curriculum, Discovery United Streaming, Web 2.0 Tools, and

Interactive Technologies like Smart Boards, iPads, etc.) as appropriate for their students, as measured by staff development records in GoSignMeUp, and usage reports from software.

- By June 2017, 95% of elementary and secondary teachers will be trained to use electronic learning resources that support and enhance student achievement in content areas (such as Learning Management System, Edmodo, Integration of Technology in CCSS curriculum, Discovery United Streaming, Web 2.0 Tools, and Interactive Technologies like Smart Boards, iPads, etc.) as appropriate for their students, as measured by staff development records in GoSignMeUp and usage reports from software.

Objective 4b.1C (Supports Curriculum Objective 3d.1A)

By June 2017, 95% of elementary and secondary teachers will be trained to use electronic learning resources that support the acquisition of basic skills in English Language Arts and Math (such as Plato, Envision Math, ST Math, Reading Counts, Read 180, etc.) as appropriate for their students, as shown by staff development records in GoSignMeUp. All teachers of special populations will receive intensive training in these software applications.

Benchmarks:

- By June 2015, 75% of elementary and secondary teachers will be trained to use electronic learning resources that support the acquisition of basic skills in English Language Arts and Math (such as Plato, Envision Math, ST Math, Reading Counts, Read 180, etc.) as appropriate for their students, as shown by staff development records in GoSignMeUp. All teachers of special populations will receive intensive training in these software applications.
- By June 2016, 85% of elementary and secondary teachers will be trained to use electronic learning resources that support the acquisition of basic skills in English Language Arts and Math (such as Plato, Envision Math, ST Math, Reading Counts, Read 180, etc.) as appropriate for their students, as shown by staff development records in GoSignMeUp. All teachers of special populations will receive intensive training in these software applications.
- By June 2017, 95% of elementary and secondary teachers will be trained to use electronic learning resources that support the acquisition of basic skills in English Language Arts and Math (such as Plato, Envision Math, ST Math, Reading Counts, Read 180, etc.) as appropriate for their students, as shown by staff development records in GoSignMeUp. All teachers of special populations will receive intensive training in these software applications.

Objective 4b.1D (Supports Curriculum Objectives 3e.2A, 3e.2B, 3e.3F, 3g.4B)

By June 2017, all librarians, middle school computer teachers, Freshman Seminar and English teachers will be trained and able to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright and Plagiarism as shown by staff development records in GoSignMeUp.

Benchmarks:

- By June 2015, 95% of librarians, middle school computer teachers, Freshman Seminar and English teachers will be trained and able to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright and Plagiarism as shown by staff development records in GoSignMeUp.
- By June 2016, all librarians, middle school computer teachers, Freshman Seminar and English teachers will be trained and able to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright and Plagiarism as shown by staff

development records in GoSignMeUp.

- By June 2017, all librarians, middle school computer teachers, Freshman Seminar and English teachers will be trained and able to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright and Plagiarism as shown by staff development records in GoSignMeUp.

Objective 4b.1E (Supports Curriculum Objectives 3e.2A, 3e.2C, 3g.4A)
By June 2017, all elementary teachers will receive yearly training on how to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright, Plagiarism and Cyberbullying as shown by staff development records in GoSignMeUp and Teacher Fidelity Logs.
Benchmarks:

- By June 2015, 95% of elementary teachers will be trained to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright, Plagiarism and Cyberbullying as shown by staff development records in GoSignMeUp and Teacher Fidelity Logs.
- By June 2016, all elementary teachers will be trained to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright, Plagiarism and Cyberbullying as shown by staff development records in GoSignMeUp and Teacher Fidelity Logs.
- By June 2017, all elementary teachers will receive yearly training on how to teach students about Information Literacy, Internet Safety, Digital Age Literacy, Copyright, Plagiarism and Cyberbullying as shown by staff development records in GoSignMeUp and Teacher Fidelity Logs.

Objective 4b.1F (Supports Curriculum Objective 3f.3C)
By June 2017, all secondary English teachers will be trained to use Safe Assign as shown by Learning Management System use statistics. Upper elementary teachers, library and computer lab staff will also be trained.
Benchmarks:

- By June 2015, 85% of secondary English teachers will be trained to use Safe Assign as measured by Learning Management System use statistics. Upper elementary teachers and library staff will be encouraged to attend trainings.
- By June 2016, 95% of secondary English teachers will be trained to use Safe Assign as measured by Learning Management System use statistics. Upper elementary teachers and library staff will also be trained.
- By June 2017, all secondary English teachers will be trained to use Safe Assign as measured by Learning Management System use statistics. Upper elementary teachers and library staff will also be trained.

Objective 4b.1G (Supports Curriculum Objectives 3i.6A, 3i.6B)
By June 2017, all teachers and administrators will be trained to use the electronic data tools such as Aeries, Aeries.net online Gradebook, Portals, Aeries Analytics, phones, Listservs, OUSD web pages, etc., in order to access data and communicate with parents and students as measured by staff development records in GoSignMeUp.

Benchmarks:

- By June 2015, 85% of teachers and administrators will be trained to use the electronic data tools such as Aeries, Aeries.net online Gradebook, Portals, Aeries Analytics, phones, Listservs, OUSD web pages, etc., in order to access data and communicate with parents and students as measured by staff development records in GoSignMeUp.
- By June 2016, 95% of teachers and administrators will be trained to use the electronic data tools such as Aeries, Aeries.net online Gradebook, Portals, Aeries Analytics, phones, Listservs, OUSD web pages, etc. in order to access data and communicate with parents and students as measured by staff development records in GoSignMeUp.
- By June 2017, all teachers and administrators will be trained to use the electronic data tools such as Aeries, Aeries.net online Gradebook, Portals, Aeries Analytics, phones, Listservs, OUSD web pages, etc., in order to access data and communicate with parents and students as measured by staff development records in GoSignMeUp.

Objective 4b.1H (Supports Curriculum Objectives 3d.1C and 3h.5A)

By June 2017, 80% of teachers will be trained to use emerging technologies, such as iPads, Google Apps, Smart Boards, Smart Devices etc., appropriate to their grade levels as shown by staff development records in GoSignMeUp.

Benchmarks:

- By June 2015, 50% of teachers will be trained to use emerging technologies, such as iPads, Google Apps, Smart Boards, Smart Devices etc., appropriate to their grade levels as shown by staff development records in GoSignMeUp.
- By June 2016, 60% of teachers will be trained to use emerging technologies, such as iPads, Google Apps, Smart Boards, Smart Devices etc., appropriate to their grade levels as shown by staff development records in GoSignMeUp.
- By June 2017, 80% of teachers will be trained to use emerging technologies, such as iPads, Google Apps, Smart Boards, Smart Devices etc., appropriate to their grade levels as shown by staff development records in GoSignMeUp.

Objective 4b.1I (Supports Curriculum Objectives 3d.1B)

By June 2017, all new and existing online teachers from all secondary schools will be trained to use the interactive tools necessary to develop their online courses as measured by staff development records.

Benchmarks:

- By June 2015, all existing online teachers from all secondary schools will be trained to use the interactive tools necessary to develop their online courses as measured by staff development records.
- By June 2016, all existing online teachers from all secondary schools will be trained to use the interactive tools necessary to develop their online courses as measured by staff development records.
- By June 2017, all existing online teachers from all secondary schools will be trained to use the interactive tools necessary to develop their online courses as shown by staff development records.

In order to maximize class time for teachers and their students' achievement, OUSD has incorporated a variety of professional development strategies. With only one professional development day, the district supports after school training sessions, Virtual Training, Learning Management System Teacher Support Site with handouts and short instructional videos, and Online Professional Development classes. Site based Instructional Technology Coaches (ITCs) meet monthly for training and receive a stipend to provide on-campus instruction and support for education technology, including Aeries, Aeries.net Gradebook, Learning Management System, Aeries Analytics, SBAC testing procedures, emerging new technologies etc. For any technologies not specifically addressed by trainings within OUSD, teachers may opt to attend training at the Orange County Department of Education.

Implementation Activities	Date	Target Audience	Responsibility
Identify teachers and administrators who will need technology training in specific areas.	2014 Annually	Teachers Administrators	Admin Director Tech, ET Coordinator, Principals
Provide Basic Technology Skills training through online tutorials, after school sessions and OCDE classes.	Ongoing	Teachers Administrators	Admin Director Tech, ET Coordinator, Principals, ET Instructional Specialist, ITCs
Learning Management System Basics trainings will be offered through a variety of opportunities for example: After school trainings at sites and the district, Summer technology training, online tutorials like Virtual Training, handouts with tutorials posted on the Learning Management System Teacher Support Site.	Ongoing	Teachers	Admin Director Tech, ET Coordinator, Principals, ET Instructional Specialist, ITCs
Provide trainings in Learning Management System Building Blocks, such as SoftChalk, StudyMate, Safe Assign, and Collaborate during after school trainings, Summer training, online tutorials/handouts posted on Learning Management System Teacher Support and eClassroom sites.	Ongoing	Teachers	Tech, ET Coordinator, Principals, ET Instructional Specialist, ITC Teacher Trainers

Provide trainings in Web 2.0 tools such as Glogsters, Edmodo, Blogs, Wikis, and podcasts through after school trainings, Summer training, online tutorials/handouts posted on Learning Management System Teacher Support site.	Ongoing	Teachers	Tech, ET Coordinator, Principals, ET Instructional Specialist, ITC Teacher Trainers
Continue to develop online tutorial units and handouts in Basic Technology Proficiency, including Learning Management System basics and building blocks, Google Apps and Web 2.0 tools available on the Learning Management System Teacher support and eClassroom sites.	Ongoing	Teachers	Tech, ET Coordinator, Principals, ET Instructional Specialist, ITC Teacher Trainers
Continue to update Learning Management System Teacher Support site as a resource for all EdTech professional development activities.	Ongoing	Teachers	Tech, ET Coordinator, Principals, ET Instructional Specialist, ITC Teacher Trainers
Offer training in software that supports and enhances student achievement in all CCSS content areas like Edmodo, Google Apps, Web 2.0 Tools and other relevant software in after school trainings.	Ongoing	Teachers	Tech, ET Coordinator, Principals, ET Instructional Specialist, ITC Teacher Trainers
Train all teachers in software that support acquisition of basic skills in English Language Arts and Math during after school. For example: Read 180, ST Math, Reading Counts, Envision Math, Rosetta Stone, etc.	Annually	Teachers	ET Coordinator, Special Programs Coordinator, ET Instructional Specialist, ITC Teacher Trainers
Train teachers of at-risk classes in specific that support acquisition on basic skills in English Language Arts and Math after school trainings.	Ongoing	Teachers	ET Coordinator, Special Programs Coordinator, ET Instructional Specialist, ITC Teacher Trainers

Train library media specialists, LMTs and other teachers about Information and Digital Literacy, Copyright, and Plagiarism in afternoon trainings.	Sept. 2014, Update and Train Annually	Library Media Specialists, Library Media Techs, ITCs, Teachers	ET Coordinator, ITCs
Train librarians, LMTs, and ITCs about Internet Safety requirements in afternoon trainings. (Using the USA-SOS program and Woogi World CyberHero)	Sept. 2014, Update and Train Annually	Library Media Specialists, Library Media Techs, ITCs, Teachers	ET Coordinator, ITCs
Continue to train and support all teachers and staff to use Aeries, Aeries.net Online Gradebook, and Aeries Analytics on site after school.	Ongoing	Teachers Principals	ET Coordinator, R & A Coordinator, ITCs, Aeries.net Pilot Teachers
Meet monthly with Site ITCs to support Learning Management System, Aeries, Aeries.net Online Gradebook, Aeries Analytics, Internet Safety and emerging technologies.	Ongoing	ITCs	ET Coordinator, R & A Coordinator
ITCs will conduct trainings at their sites as needed to provide information to teachers regarding monthly ITC meetings.	Ongoing	Teachers Principals	ITCs
Train administrators and teachers after school to use Aeries Analytics Data Management System to access and interpret student data and make informed decisions.	Fall 2014, Ongoing	Teacher Principals	Admin Director Tech, R & A Coordinator, ET Coordinator
Continue to train teachers and administrators to show students and parents how to access the portals and be familiar with information that is available there. Train teachers and administrators to use OUSD's website, and Listservs.	Ongoing	Teachers Staff Principals	Admin Director Tech, R & A Coordinator, ET Coordinator

Train teachers in emerging technologies such as iPads, wireless laptop carts, document cameras, Smart Boards, Edmodo, collaboration in Google Apps.	Ongoing	Teachers	Admin Director Tech, R & A Coordinator, ET Coordinator, ET Instructional Specialist
Online teachers will attend at least 10 hours of staff development per summer and 3 hours per month during the school year. New online teachers will attend at least 20 hours for training and course development.	Ongoing	Online Teachers	ET Coordinator
Train online teachers to develop and expand the Online Training Unit for Online Students	July 2014	Online Teachers Online Students	ET Coordinator

Evaluation Instrument(s): Data To Be Collected	**Evaluation Schedule**	**Program Analysis/ Modification Process**	**Funding Resources**
-Annual OUSD Teacher Technology Survey -Go Sign Me Up records -Ed Tech Professional Development Learning Management System site, usage statistics -Online Professional Development course completion records	Semi-Annually	Admin Director Tech, ET Coordinator, and R & A Coordinator will review and make modifications	Existing Site funds, Categorical Funds and ET Department budget
-Staff Development Sign In Sheets and Agendas -Aeries and Aeries Gradebook access statistics -Parent and Student Portal access statistics -OUSD website access statistics -Listserv distribution lists			

4c. 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.

The Administrative Director of Technology and the Education Technology Coordinator are responsible for professional development related to technology in OUSD. They will work closely with principals, technology staff, librarians and instructional technology coaches to plan and deliver staff development sessions needed to meet all Curriculum and Professional Development goals. Education Technology and Information Services staff will be responsible for collecting the evaluation instruments mentioned above. Monitoring sessions will be held semi-annually in conjunction with meetings of the Educational Technology Advisory Committee (ETAC). The ETAC will make recommendations for revisions to the Professional Development Implementation Plans as needed to ensure that the Curriculum and Professional Development goals are met.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet Access, Electronic Learning Resources, and technical support already in the district that will be used to support the curriculum and Professional Development Components (sections 3&4) of the plan.

Information technology, when aligned to educational objectives, driven by institutional needs, and deployed in support of transformative visions can have real, measurable and lasting impact. OUSD is committed to leveraging information technology as a strategic asset, one that helps solve real challenges for educators, students, parents and the administrators responsible for the efficient operation of Orange Unified schools. A robust infrastructure will be maintained to support emerging technologies, curriculum, and the professional development components detailed in this plan.

Network hardware includes routers, switches, and a wireless infrastructure that support high-speed telecommunications links and Internet access. Server hardware and software facilitate communication and support electronic learning resources. Desktops, laptops and handheld devices provide network access to the District's teachers, students, staff, and Administrators. District technicians and systems provide the technical support for this infrastructure.

Hardware

Network Hardware

Network switches and routers from Brocade and Cisco form the District standard for connectivity to the schools and the Internet. Switch models are standardized across all sites to fully support site applications, instructional needs, technology in place, and VOIP (Voice- Over-IP) connectivity. Brocade switches are the district's standard for LAN (Local Area Network) connectivity at each school site. Switch models are standard but configurations vary depending on the school site and building framework (i.e. traditional school with various separate buildings versus a single building campus). All schools are complete with standard network equipment that supports Cisco VOIP. There are eighteen schools with Intercom that utilize network connected loud speakers that connect to the District's VOIP infrastructure.

The OUSD Technology Center is equipped with an upgraded network core that is the central connection point for all the District's schools, servers and services. This core is made up of a

high-speed switching core that connects a robust blade server infrastructure. The blade servers support a high-speed virtualization environment that supplies virtually all of the software applications and services that are utilized by OUSD schools. District technicians and the manufacturer support contracts provide the technical support for this infrastructure.

Servers and Applications

The Technology Department establishes and maintains the standards for all administrative and instructional servers. Server standards are determined by the services the server will be supporting. The OUSD Technology Center has a high-speed virtualization infrastructure that is powered by the blade server core. Most of the enterprise software and services supported by the Technology Department are running on virtual servers.

Desktops/Laptops

In the interest of serving OUSD effectively, the Technology and Educational Technology Departments establish and maintain the standards for all administrative and instructional computers. Standard software is installed on all District administrative and instructional computers, including Microsoft Office. Desktop and laptop workstation standards include a three-year warranty. The warranty is for onsite support and replacement of parts. The equipment standards are posted on the OUSD web page and OUSD Portal. Desktops, laptops, tablets and other devices are purchased as funds become available.

Internet Access

Wide Area Network (WAN)

The following tables reflect the current status of the OUSD Wide Area Network (WAN). The districts WAN utilizes fiber optic connections to all to schools and administrative sites. District schools are connected at speeds of 100 Mbps or higher. The district's Internet connection consists of a 600 Mbps fiber connection to the District's Internet Service Provider.

Elementary Schools				
School Site	**Circuit Type(s)**	**Current Bandwidth**	**Planned Bandwidth**	**Estimated Date for Upgrade**
Anaheim Hills	Fiber	100 Mbps	1 Gbps	2015-16
California	Fiber	100 Mbps	1 Gbps	2015-16
Cambridge	Fiber	100 Mbps	1 Gbps	2015-16
Canyon Rim	Fiber	100 Mbps	1 Gbps	2015-16
Chapman Hills	Fiber	100 Mbps	1 Gbps	2015-16
Crescent Primary	Fiber	100 Mbps	1 Gbps	2015-16
Crescent Intermediate	Fiber	100 Mbps	1 Gbps	2015-16
Esplanade	Fiber	100 Mbps	1 Gbps	2015-16
Fairhaven	Fiber	100 Mbps	1 Gbps	2015-16
Fletcher	Fiber	100 Mbps	1 Gbps	2015-16
Handy	Fiber	100 Mbps	1 Gbps	2015-16
Imperial	Fiber	100 Mbps	1 Gbps	2015-16
Jordan	Fiber	100 Mbps	1 Gbps	2015-16
La Veta	Fiber	100 Mbps	1 Gbps	2015-16
Lampson	Fiber	100 Mbps	1 Gbps	2015-16
Linda Vista	Fiber	100 Mbps	1 Gbps	2015-16
McPherson (K-8)	Fiber	100 Mbps	1 Gbps	2015-16
Nohl Canyon	Fiber	100 Mbps	1 Gbps	2015-16
Olive	Fiber	100 Mbps	1 Gbps	2015-16
Palmyra	Fiber	100 Mbps	1 Gbps	2015-16
Panorama	Fiber	100 Mbps	1 Gbps	2015-16
Prospect	Fiber	100 Mbps	1 Gbps	2015-16
Running Springs	Fiber	100 Mbps	1 Gbps	2015-16
Serrano	Fiber	100 Mbps	1 Gbps	2015-16
Sycamore	Fiber	100 Mbps	1 Gbps	2015-16
Taft	Fiber	100 Mbps	1 Gbps	2015-16

Villa Park Elem.	Fiber	100 Mbps	1 Gbps	2015-16

Elementary Schools

School Site	Circuit Type(s)	Current Bandwidth	Planned Bandwidth	Estimated Date for Upgrade
West Orange	Fiber	100 Mbps	1 Gbps	2015-16

Middle Schools

School Site	Circuit Type(s)	Current Bandwidth	Planned Bandwidth	Estimated Date for Upgrade
Cerro Villa MS	Fiber	100 Mbps	1 Gbps	2015-16
El Rancho MS	Fiber	100 Mbps	1 Gbps	2015-16
Portola MS	Fiber	100 Mbps	1 Gbps	2015-16
Santiago MS	Fiber	100 Mbps	1 Gbps	2015-16
Yorba MS	Fiber	100 Mbps	1 Gbps	2015-16

High Schools

School Site	Circuit Type(s)	Current Bandwidth	Planned Bandwidth	Estimated Date for Upgrade
Canyon HS	Fiber	100 Mbps	1 Gbps	2014-15
El Modena HS	Fiber	100 Mbps	1 Gbps	2014-15
Orange HS	Fiber	100 Mbps	1 Gbps	2014-15
Villa Park HS	Fiber	100 Mbps	1 Gbps	2014-15
Richland Continuation HS	Fiber	100 Mbps	1 Gbps	2015-16

Other Schools

School Site	Circuit Type(s)	Current Bandwidth	Planned Bandwidth	Estimated Date for Upgrade
Alternative Ed	Fiber	100 Mbps	1 Gbps	2015-16

Canyon Hills	T-1 (2)	3 Mbps	100 Mbps	2014-15
Orange Pre-K/SDC	T-1 (2)	3 Mbps	100 Mbps	2014-15

Local Area Network (LAN) Infrastructure: Fiber Optics and Classroom (Work Areas) Connectivity

The district office is currently utilizing Gigabit Ethernet Local Area Network with a Gigabit Ethernet backbone and Category 6 cabling. The district standard for school sites consists of a fiber backbone between buildings and Category 6 cabling within each building. All classrooms in the district are wired for Internet access with 8 connections in most elementary classrooms and 4 connections in most secondary classrooms.

Wireless Connectivity

OUSD was an early adopter of wireless technology in the classrooms. OUSD has continued to add coverage and upgrade the wireless infrastructure. An updated wireless design is being implemented into all schools and provides robust wireless connectivity that supports multiple devices per student. The design consists of one access point per classroom utilizing the latest wireless standards.

Integration of the wired and wireless network is critical for unified network control, scalability, security, and reliability. OUSD has a centralized Wireless Controller for advanced management capabilities and enhanced performance. Brocade access points connect to the controller for configuration and security. Brocade access points are currently being installed at all OUSD sites. E-Rate discounts are utilized for this equipment at E-Rate eligible sites. Common Core funding is currently being utilized for this equipment at non E- Rate sites.

Local and Long Distance Service

Local and long distance services are used to facilitate and enhance communication between district and school staff, teachers, and parents. Utilized services include POTS, Centrex, custom-calling services, DID, directory assistance, fax lines, long distance, calling cards, trunks, and voicemail. Voicemail services are provided through the District's Cisco Unity System. Eight ISDN PRIs support the district's Voice-Over-IP network and provide local off network and long distance calling to all district sites. E-Rate and California Technology Fund discounts are utilized for these services. The entire non-discounted expenditure is budgeted each year to insure that sufficient budget is available.

Cellular/Paging Service

Wireless services are used for fast, on-demand communication services for district administrative, staff, support, and transportation personnel while at school, in transit, on field trips and other educational activities. The services enhance communication, speed up service and tech assistance requests, and enhance school safety. Utilized services include cellular service, data service, and voicemail. The cellular service provider provides Voicemail services. E-Rate discounts are utilized for these services. The entire non- discounted expenditure is budgeted each year to insure that sufficient budget is available.

Telephones (PBX and VOIP)
Voice over IP (VOIP) defines a way to carry voice calls over an IP network. IP Telephony utilizes the VOIP standards to create a converged voice and data network. All school sites have the District standard Cisco VOIP system. Funding for this technology is sought through strategic use of E-Rate funding, Digital Block Grants, facility upgrades, intercom replacements, and site funds. The Technology Department staff provides staff training. The District continues to support existing key systems that include NEC NEAX 2400, Comdial, and Cortelco phone systems.

InformaCast Intercom System
InformaCast is a robust, full-featured intercom, public address, and bell system that allow users to simultaneously push an audio stream and/or text message to multiple IP phones and InformaCast IP Loud Speakers. A centralized server communicates with the IP phone and IP loudspeakers that are installed at the VOIP schools that are equipped with network based intercom. InformaCast is currently installed at nineteen OUSD school sites.

Technology Center
The Technology department has installed and continues to move physical servers to a virtualized server environment. This virtual environment utilizes SAN technologies, enterprise backup, and provides application services such as DNS, DHCP, WINS, E-mail, file sharing, and printing. A significant effort is under way to further increase network performance, scalability, security, reliability and availability. The department is responsible for the backup of all of its administrative mission critical servers. An automated backup system is in place to backup all appropriate servers to disk and then to an offsite location. Servers in the computer room are backed up nightly.

Security
The integrity and security of district electronic data is of the utmost importance to the Technology and Educational Technology departments. To this end, the networking staff is working to increase LAN and WAN security, as well as that of district servers. Various monitoring and security packages are currently installed. As part of the network security process, the following security practices are in process or have been implemented:

- Virtual Local Area Network (VLAN) technology to provide secure and authorized access to necessary resources
- Remote access strategy including VPN to provide secure and safe off-site access
- Internet content filtering via the Lightspeed Rocket content filter
- Firewall using Cisco ASA Firewall hardware
- Palo Alto Intrusion Prevention System (IPS) to provide Internet security
- Cisco Secure ACS software to secure access to all standard LAN and WAN hardware
- Brocade Network Advisor (BNA) to assist in the management of WAN, LAN, and security hardware
- Secure sockets layer protection for Internet accessible services via GoDaddy certificate
- DMZ perimeter to allow public Internet access to selected services
- Anti-Virus, Spyware, and Adware protection through Microsoft Endpoint Protection

- E-mail virus protection through Microsoft Endpoint Protection
- SPAM protection through a Barracuda Networks device
- Brocade Wireless Infrastructure to secure wireless access
- Cisco IP Telephony infrastructure

SPAM Filtering
The Barracuda Spam Firewall is an integrated hardware and software application that is designed to protect from spam, virus, spoofing, phishing and spyware attacks. The Barracuda server evaluates every email that is sent to the District. In a typical month, the spam filter blocks over 90% of all email that is sent to OUSD users.

Content Filtering
The Lightspeed Rocket web filter is a comprehensive security solution that provides content filtering, detailed network traffic and user reports, an additional layer of spam blocking, message journaling, network security and bandwidth management. The district utilizes the Lightspeed Rocket web filter for Internet content filtering, bandwidth management and network and user reporting.

Internet Abuse Reporting
The Lightspeed Rocket web filter reporting solution uses classification technology to accurately classify all Internet-based communication regardless of port or protocol. The district utilizes Lightspeed Rocket web filter to detect violations of the OUSD Acceptable Use Policy.

Pelco Security Camera System
The Pelco Security Camera system has been installed at all secondary schools and several elementary schools. External surveillance camera systems are installed at all secondary school sites and some elementary sites to enhance existing security measures. The Student and Community Services department will also use the surveillance system to provide support to the sites. In addition, security personnel that work after hours will be able to respond quickly to security breaches. This information and remote viewing of camera (video information) systems will impact the existing WAN infrastructure as video will be shared throughout the internal infrastructure to authorized sites.

Anti-Virus Protection
The Microsoft Endpoint Protection provides a unified view of enterprise-wide security and enables administrators to configure, monitor, and maintain Microsoft Endpoint Protection products and services installed on the network from a single console. Multi-tiered active virus defense tools provide virus security for all possible points of entry including desktops, file servers, groupware, and Internet gateways. In addition, Microsoft's Software Update Service (WSUS) automatically installs patch-related security vulnerabilities on all machines within the network.

OUSD Web Server
The OUSD district web page http://www.orangeusd.org has been evolving since 1996. The

district web site hosts a variety of resources for students, teachers, administrators, parents and the community. School web pages are hosted on the district web site and contain information about school goals, events, and activities. Parents and community members can easily access master calendars, district departments, school lunch menus, purchase school lunches, boundary information, board agendas, and press releases, as well as subscribe to school news through a Listserv. Parent Portal and Student Portal are available to all parents and students providing access to attendance, grades, student information, transcripts and more. Job opportunities and information about Human Resources are also available.

Curriculum and administrative resources for teachers, administrators, and students are accessible at school and home from the Resource Tools page on the district web site including the Learning Management System, the online library catalog, which allows students to search their site libraries for books. Information about OUSD Online Classes is also available on the website. Teachers and students can access the instructional help desk for technical support. The Staff page gives teachers access to resources such as payroll information, staff development offerings and other valuable information. The district and state content standards and the alignment with OUSD current textbooks are available on the homepage. State testing scores and information is also available on this site.

E-mail

The district utilizes Microsoft Exchange Enterprise to provide e-mail for district personnel. Several clients are used to access the Exchange server including several versions of Outlook and Outlook Web Access (Webmail). The E-mail system also provides each email account with a personal calendar, contacts and task list. All teachers, administrators and classified staff are provided with an OUSD email account. The OUSD Employee Acceptable Use Agreement must be signed before an account is established. The OUSD email account should be used for all electronic communications with parents. Currently students are not provided with OUSD e-mail accounts. The Technology department is currently evaluating the move to Exchange 2013.

OUSD Portal/Intranet

The OUSD Portal is an intranet site for sharing information within the district. Unlike the Internet, the intranet operates on the internal network and provides speed, security and control to disseminate dynamic information and facilitate better collaboration between sites and departments. The intranet serves as a gateway to resource tools such as a web-based master calendar, online support desk, and equipment standards. All district forms are posted on the Portal. Human Resources, Support Services, Risk Management and Educational Services utilize the portal to post many real time reports/ data through a software package called Crystal Reports. Information Services and Educational Technology will collaborate in extending the portal to support instructional and educational applications.

Listserv

Lyris ListManager is a high-performance application for opt-in email announcements and online discussion groups. ListManager provides web signup forms and makes it simple for

list members to manage their own subscriptions. The OUSD Listserv is available on the OUSD web page. Every school and the district office have a unique Listserv address. Training and support is available upon request.

Employee Information System
EIS is an Orange County Department of Education system that gives all OUSD employees access to payroll pay stubs and Time and Attendance information. Employees have anytime anywhere access to the system.

Video Conferencing
OUSD has standardized on the PolyCom Video Conferencing Units for Video Conferencing. The

District Office, Canyon High School, Orange High School, McPherson Magnet K-8 and Villa Park High School have the large PolyCom Video Conferencing Units installed. OUSD participates in the videoconferences offered through Orange County Department of Education.

District/School Management Systems

Student Information System
Aeries is a Client/Server student application that uses the Microsoft SQL relational database management system to maintain student and other related data for schools including course file information, master scheduling, teacher data, student demographics, grades, attendance, medical, testing, discipline, special education, home language, grades, college entrance requirements, student class schedule, sibling, assessment, counseling, etc. The Aeries Browser Interface (ABI) and Aeries.net allows for real-time access to student data from any web browser. ABI and Aereis.net are used by teachers to update attendance and grades, view student information and test scores. ABI and Aeries.net are also made accessible to parents and students through the Parent Portal and Student Portal for viewing attendance, grades, progress, information, and test scores.

Business System
The OUSD Board of Education approved QSS/OASIS, the district's business system package, on February 8, 2001. It includes modules for financial, personnel, credentials, applicant tracking, position control, benefits management, general ledger, accounts payable, budget development, financial companion, purchasing, and warehouse. The system was installed by June 2001 in order to meet the growing needs of the district and to comply with the California's Standardized Account Code Structure (SACS). As part of this migration effort, the District also adopted the state-mandated Standardized Account Code Structure. Support Services opened the 2001-2002 fiscal year using SACS account codes. The QSS/OASIS system is being migrated from an HP3000 based system to a Linux distributed server system. The Payroll System is provided by Orange County Department of Education.

California Longitudinal Pupil Achievement Data System (CALPADS)
CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for

state and federal reporting. CALPADS facilitates the exchange and transfer of student information electronically for state reporting to the California Department of Education and to districts and public postsecondary institutions. The CALPADS office is committed to assuring the privacy and confidentiality of student records. OUSD successfully submits the required Fall 1, Fall 2 and End of Year Data Submissions through CALPADS. Spring Language Census reports are also submitted through CALPADS.

California School Information Services (CSIS)

UC ELC (eligibility in the local context) reports are submitted through CSIS. CSIS continues to be an important part in the Technology Department.

Sub Finder

The Human Resources department uses an automated teacher substitute-calling system called Sub Finder from the vendor CRS, Inc. Human Resources and Information Services collaborated and implemented a transition from using the social security number for login to utilizing their QSS employer ID to log into the system. Sub Finder Web Connect allows teachers and subs to log in to Sub Finder using the Internet. Sub Finder is one of the district's most critical systems.

PCS System for Nutrition Services

Nutrition Services uses PCS Revenue control system for free/reduced applications, point of sale system at the schools, and inventory system. A program called Lunch Cruncher is used for the meal consolidation and Nutrikids for nutrient analysis. Parents have access to purchase lunch tickets online through Pam's lunchroom. School site workstations are being upgraded to Windows in order to run the latest version of the program. The upgrading of its PCS system is nearly complete at all school sites. The PCS vendor provides application support. Information Services and Nutrition Services have a dedicated position that provides technical PCS support to Nutrition Services. Nutrition Services has updated their network and connect to the District Office through the MOT 100 Mbps fiber connection.

SEIS

The Special Education Information System is an online system for teachers with students with special needs. This provides teachers with an online IEP for students with special needs. This system is available to teachers at school and home.

TransTraks

TransTraks is the Student Transportation Management System that is used by the OUSD Transportation department. The system is used to track bus maintenance, driver training and field and athletic trips. TransTraks also provides computerized routing and mapping.

Learning Resources

Reading Counts and Accelerated Reader

All OUSD schools are utilizing Accelerated Reader or Scholastic Reading counts to encourage students to read more books inside and outside of the classroom. The programs have a

diagnostic component that assesses the student's current reading level and recommends books at that level. Students read the books then take a quiz on the book. Students are reassessed at different times of the school year. This assessment can assist the student, teacher and parent of the student's reading progress throughout the school year.

Student/Teacher Folders

Students and some teachers have access to a folder secured for their individual documents and projects hosted on the school's server. There is a drop box for each teacher, which allows students to electronically send documents or projects to the teachers drop box. Teachers have an out box, which allows the teacher to put documents or projects in a folder digitally so that students can retrieve the documents or projects electronically. There is also a shared folder for collaborative projects, which can be shared by students or teachers. Student and teacher folders are available at all schools but not available outside the school. Students and teachers are beginning to use the Content Collection of Learning Management System to store documents because of the ability to access the information anywhere and anytime.

Fast ForWord

Fast ForWord Language software is a series of computer-delivered exercises for students who are struggling with reading and need to develop the cognitive skills necessary for successful reading and learning. The Fast ForWord program is being used at Canyon Hills.

Web-Based Instructional Applications hosted at the District Office

The Learning Management System

This e-learning software suite powers a total "e-Education Infrastructure" and delivers the promise of the Internet for online teaching and learning in a secure private environment. The Learning Management System provides students and teachers with the ability to have a virtual private classroom available anytime and anywhere. OUSD provides The Learning Management System site for every classroom and course taught in OUSD. This environment is safe and secure. Only students and their parents who are enrolled in the teacher's class can have access to this virtual classroom. Within this virtual classroom, the teacher has access to a variety of online educational tools. Teachers can post announcements, list course documents, provide daily assignments, make available a calendar of events or schedules, post technology rich learning modules with digital video clips, online testing and surveys, online daily grades and more. Student will experience asynchronous learning through the discussion board or participate in learning using synchronous virtual chat with a guest speaker using a virtual white board. The Learning Management System, a virtual private classroom, is available to all teachers and schools. The Learning Management System is also being used for staff development.

The following Learning Management System Building Blocks have been added to assist students with different needs:

- Softchalk: Teachers can design guided readings with a variety of study guide activities.

- StudyMate & Respondus: Teachers can develop online study guide activities that are motivating and easier to post online tests (see list in Curriculum section).
- Collaborate: Teachers and students engage in e-learning through this live virtual classroom software for online meeting and training with 2-way voice, whiteboard, video and chat. Distance learning is rich with opportunities for real-time discussion and dynamic interaction from lectures and presentations to small group discussions and debates. Teachers are using this program for tutorials, virtual book clubs and presentations. This is a growing technology in OUSD.

Destination Math

The Destination Math series is a carefully sequenced, comprehensive math curriculum that demonstrates how mathematical issues arise out of real-life situations. Destination Math Mastering Skills and Concepts courses are correlated to state standards and offer full online teacher support. The program is available to students at school and home.

Discovery Education Streaming

OUSD is a member of Educational Consortium of KOCE, an instructional TV channel which provides schools with Streaming Audio and Digital Video to the classroom to enhance instruction. This streaming Audio and Videos is accessible to teachers and students from home. The services offered by KOCE are Discovery Education Streaming. The services provide students and teachers with over 7,000 digital video and 75,000 pictures accessible online. Students and teachers can log in to the programs from the OUSD web page and select their topic to get available digital video and pictures. This is a nonlinear system so teachers can access the exact part of the digital video they want to use in the classroom and not have to use all the other footage. Teachers and students can stream the video in real-time, download to their desktop or press to a CD. The video can be posted on The Learning Management System sites, placed in PowerPoint presentations, or saved on the desktop or CD for future use. Digital Video staff development is also available.

EBSCO

EBSCO PUBLISHING is the subscription service providing online databases. EBSCO provides over 5500 full text journals and magazines online, 86,000 biographies, over 100,000 primary source documents, 390 national newspapers online and over 400 reference books and encyclopedias and are updated daily. EBSCO provides specialized databases for Advanced Placements Classes. These resources are available at school and from home.

Follett Destiny Library Automation System

This is a web-based Library Management system. It automates library circulation, inventory and produces reports instantaneously. All libraries are fully automated including circulation and cataloging of library books and textbooks. Students use Destiny's online catalog to search for library materials, e-books, and EBSCO database materials. All schools will be connected to the Follett Destiny Library System at the district office. Follett's Destiny Library System is a centralized database for all the library holdings in the district. Students and parents are able to

search school online catalogs from home. Every school site has search stations for student use. Most elementary schools have 2 to 4 student search stations. Middle schools have from 8 to 22 search stations, and high schools have between 15 and 40 student search stations.

Google Apps Domain

The District maintains a Google domain for the students, teachers and administration. Through this domain the students and teachers have access to cloud-based software that provides word processing, presentation, spreadsheets and forms. Teachers and students also have 5GB of storage for documents. Additionally, teachers have access to Gmail. Students have no email accounts.

ST Math

ST Math is part of the MIND Research Institute. This is an online math program available at school and home that engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems. The online program provides language independent software lessons that reduce the language barrier to learning math and is aligned to state standards.

PLATO

Plato is a web based intervention program for high school teachers to use to assist students needing assistance in the core curriculum. The program is used for credit recovery and to review students on math and language arts skills to assist the students in meeting the requirements of the CAHSEE.

Scholastic READ 180

READ 180 is a research-based reading intervention program designed to raise the reading levels and test scores of struggling readers in Grades 4 and up. READ 180 addresses individual needs through adaptive and instructional software, high-interest literature and teacher-led instruction. READ 180 uses the Scholastic Reading Inventory to access beginning levels and measure growth. It is currently installed at thirteen schools.

Virtual Training

Virtual Training is available online through the OUSD Web Site to OUSD Students, Teachers, Classified Staff and Administrators anytime and anywhere. Virtual Training provides comprehensive online training/tutorials on over 100 technology applications like MS Office, PowerPoint, Photoshop, Flash, etc. The trainings can be an introduction to a new software application or as a problem solving quick answer to refresh how a task is done in a certain application. An example might be how to create columns in MS Word.

Technology Support

Computer Repairs

All new equipment is purchased with a minimum three-year onsite/warranty for desktops and laptops. Older systems in need of repair are sent to Information Services where one full-time repair technician manages the workflow. Sites fund the cost for parts. Labor costs are typically absorbed unless the unit needs outsourcing.

Microsoft System Center Solution

Microsoft System Center is a complete system deployment solution that clones, deploys, installs, configures, backs up, restores, updates and manages changes on administrative handhelds, desktop and mobile computers, as well as servers. District technicians use this solution.

IS/Ed Tech Helpdesk Solution

Altiris Helpdesk is a work order system that allows District staff to process, identify, report, and solve system (software, hardware, and application) problems. As a result, the Helpdesk system helps increase productivity by routing work orders to appropriate staff. End users are provided with status information on their work items via email notification. Site technicians also receive helpdesk requests for their site to help prioritize technical needs. Classified and certificated staffs have access to enter helpdesk requests.

Maintenance & Operation Work Order System

The Maintenance Work Order system has a web browser interface and is easy to use.

Technology Services and Ed Tech Departments Technical Support

The TS and ET Departments support twenty-seven full-time employees (FTEs) including 1 Information Services Specialist funded through Special Programs that support the district office and school sites. Each site has an Instructional Technology Coaches (ITC) to support teachers with technology issues. The ITCs meet monthly with the Ed Tech Coordinator for training and support. A Technology Support Specialist supports each site.

The district's network, (Internet, district applications, and Email), and security (firewall) are supported by a Network Systems Manager. The site networks, security cameras and IP phones are supported by one Informational Services Specialist. Phone support and Altiris helpdesk requests are supported by all personnel in the department. Aeries and QSS support are also available through phone support, Altiris helpdesk and on-site support as needed.

The district supports two training facilities at the district office. The training lab located in the Building J has 24 workstations. The training lab located in the adjacent room has 10 workstations. The district also has an iPad training lab, which has 16 iPads and 15 Windows 8 Touch Screen laptops. Schools and departments can reserve these labs for trainings.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the curriculum and Professional Development Components of the plan.

The technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed are listed under each category.

Hardware

The areas of need in hardware include desktop and laptop computers, tablets, Chromebooks, Smart Boards, student systems upgrade, firewall, and web filtering. In light of the Smarter Balanced computerized testing, there is a continuing need to evaluate the status of desktop and laptop computers at each school site. The current district standards posted on the OUSD Portal are used for ordering.

Electronic Learning Resources

As technologies and needs change, all online databases and streaming video services need to be reviewed to ensure they are aligned with curricular and professional development goals.

Networking and Telecommunications Infrastructure

Networking and telecommunication needs include bandwidth upgrades for the WAN and Internet connections. The bandwidth at all schools will need to be upgraded as usage and device counts grow. VOIP phones are currently installed at all sites and InformaCast IP Intercom is installed at nineteen schools. As funds become available or as older equipment fails, new sites are added.

Physical Plant Modifications

Needs in this area include review of modernization plans and the review of cabling needs at each site. During modernization, technology services staff need to meet with the business department to ensure that the current plans meet the needs of the current and emerging technologies. Staff also needs to review the cabling infrastructure at the sites to determine if upgrades or changes are needed. Currently all district sites are cabled and are working effectively.

Technical Support

The effectiveness and responsiveness of the technical support to the school sites and district departments are continuously evaluated. Changes or additional staff recommendations if required are made to improve the service level to the schools.

5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components in section 5b.

Benchmark	Date	Action	Responsibility
District technology equipment standards are up to date and meet the latest requirements for classroom and admin use.	Quarterly, ongoing	Evaluate and update district standards for ordering desktops and laptops and post on the district web site.	Director Admin Director Tech, Ed. Tech Coordinator, Director IS
School sites and Technology Services continue to support the integration of technology programs by purchasing updated technology when funds are available.	Quarterly, ongoing	Replace desktop and laptop computers when funds are available at each site as measured by CTAP Technology Site Inventories.	Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals
Maintain a network infrastructure to support web-based technology applications.	June 2016	All elementary sites will have a 1 Gbps Internet connection.	Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals
School sites and Technology Services continue to support the integration of technology programs by purchasing updated technology when funds are available.	June 2017	All elementary schools will have a minimum of one Smart Board and one document camera installed in each classroom as measured by site tech inventory.	Site Principals
Online databases and streaming video services are aligned with curricular and professional development goals.	Annually, ongoing	Online databases and streaming video services will be reviewed and evaluated to ensure that the online databases and streaming videos that are purchased are aligned with curricular and professional development goals.	Coordinator Educational Technology, Educational Services Leadership
All schools will have upgraded fiber connections at a speed of 100 Mbps to better support services for the curricular and professional development goals.	August 2014		Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals

All sites will have a wireless network capable of supporting multiple wireless devices per student to better support services for the curricular and professional development goals.	July 2015		Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals
Maintain up to date VOIP telephone and intercom system.	Annually, ongoing	Review and evaluate phone/intercom systems that need to be replaced and seek out funds for replacement of systems to VOIP/intercom system.	Director Admin Director Tech, Director IS, Site Principals
Maintain updated cabling at all sites.	Annually, ongoing	Review and update cabling needs at sites and plan for needed upgrades. Currently all sites are cabled and working effectively.	Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals
Continue to support the school sites with tech support staff. Make recommendations to add additional staff if needed to support the curriculum and Professional Development goals.	Ongoing	Review and evaluate the need for additional tech support at the district office and make recommendations to add additional staff if needed.	Director Admin Director Tech, Ed. Tech Coordinator, Director IS, Site Principals

5d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.

Evaluation Instrument(s): Data To Be Collected	Evaluation Schedule	Program Analysis/ Modification Process	Funding Resources
Department reports; Helpdesk requests; Librarian and teacher input on online services and usage; Usage reports; Annual District Technology Survey, Site Technology Inventories; Purchase Order records	Quarterly	Each Department will evaluate reports and progress toward goals and recommend modifications/adjustments to the ETAC. The Administrative Director of Information Services, Network Manager, and Facilities and Planning Director will collect the needed data to be presented to ETAC.	Categorical Funds, Lottery, SLIP, Site Funds, Common Core Funding, Grants, E-rate, Deferred Maintenance Funds, Modernization Funds, Title II, Title V, Information Services, Educational Technology, Facilities/Planning and Support Operations budgets.

6. Funding and Budget

6a. List established and potential funding sources.

Most of the goals and objectives that provide the foundation of this plan are being funded from existing sources or from anticipated funding connected to categorical programs and other restricted budgets. Details covering these anticipated expenses appear with the individual goals and objectives in the Curriculum, Professional Development and Infrastructure components in the table defining Funding Resources.

In addition, the District will pursue grant opportunities that offer additional resources for technology purchases, technology staff development and evaluation components related to technology. These will include grant entitlements requiring specific applications for eligibility, competitive proposals to state and federal funding sources, and local applications to non-profit and philanthropic education supporters. Proposals also allow OUSD to extend existing human capital through additional raining opportunities, as well as those that match dollars for hardware and software purchases will also be researched and pursued as appropriate. This budget is based on the projected 2014-15 budget. Funds from General Fund, Common Core programs, Supplementary Grant, SLIP, Title II, Information Services, Educational Technology, Modernization, Deferred Maintenance, Lottery, Teacher Quality, Site Funds, Title V, Voc.-Ed, competitive grants and other categorical funds are included in this budget that supports the Technology Plan.

6b. Estimate annual implementation costs for the term of the plan.

BUDGET CODE	YEAR 1	YEAR 2	YEAR 3	DESCRIPTION
1000 Certificated Employees	292,211 13,729 39,336	298,056 13,729 39,336	304,017 13,729 39,336	Salary for Certificated Staff - Technology Stipends for Teacher Tech Trainers (ITC) Sub days for Technology Training Extra Earnings for Teachers
2000 Classified Employees	1,207,226 26,845	1,231,371 26,845	1,255,999 26,845	Salaries for Classified Staff assigned to Technology Extra Earnings for Technology Staff
3000 Employee Benefits	541,943	541,943	541,943	Certificated and Classified Benefits, Health and Welfare, PERS
4000 Materials and Supplies	206,871 38,152 218,882	206,871 38,152 218,882	206,871 38,152 218,882	Desktops, Laptops, Printers Tablets, Apps, Carts and Accessories Upgrade Routers, Switches, VOIP phones, Brocade Access Points and Security Cameras Servers

5000 Other Services and Operating Expenses	6,000 6,600 81,620 704,630 33,000 4,000	6,000 6,600 81,620 739,862 33,000 4,000	6,000 6,600 81,620 776,855 33,000 4,000	Conferences Mileage Maintenance Contracts/Repairs/Xerox Lease Software Support and Maintenance - *see list at bottom of chart of services Outside Services Cell Phones Voice Phones/ Data lines for Internet Access (ERATE Reimbursed)
6000 Capital Outlay	71,246 310,374	71,246 310,374	71,246 310,374	New Equipment Equipment Replacement
TOTAL	3,802,665	3,867,887	3,935,469	
				*Aeries, Aeries Analytics, QSS, Learning Management System, Destiny, Online Database (EBSCO), Discovery Streaming, Lightspeed, eTrust, Cisco Equipment Maintenance, HP3000 Maintenance, AS400 Maintenance, Printer Maintenance, Altiris Support, SoftChalk, Collaborate, StudyMate, Respondus, Virtual Training, Sub Finder, SEIS

6c. Describe the district's replacement policy for obsolete equipment.

OUSD purchases desktop computers with a five-year onsite warranty and a three-year onsite warranty for laptops. The extended warranties offer better support for district schools in a timely matter. Computer repair at the district office is described in Section 5a. For machines over five years old, the district policy is to recommend replacement. Currently there is no district budget for computer replacement, however, each site and department purchases replacements and new computers as the site budgets and grants allow. Many schools have participated in a five- year lease program where funds are loaned to purchase new technology and software.

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

The monitoring process is described in detail in curriculum section charts outlining the Goals, Objectives and Benchmarks in the Curriculum, Professional Development and Infrastructure components in the Technology Plan. The Administrative Director of Information and Educational Technology, Coordinator Educational Technology, Director of Information Services, and the Educational Technology Advisory Committee will oversee all monitoring efforts. Monitoring will be done on an ongoing basis depending on the program need.

7. Monitoring and Evaluation

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

Monitoring and evaluation of the following components of this plan will be the responsibility of the Administrative Director of Information and Educational Technology and the Educational Technology Coordinator along with the Assistant Superintendent of Educational Services, and Site Administrators. They will meet annually to share data related to progress toward goals. The Administrative Director of Information and Educational Technology chairs the Educational Technology Advisory Committee (ETAC) meetings. The ETAC is an advisory committee composed of Elementary, Middle and High School Principals, Elementary, Middle, and High School Teachers, a Library Media Specialist, Coordinator of Educational Technology, Coordinator Research and Assessment, Network Systems Manager, Special Programs Administrators, Instructional Specialists, a parent, and the OUEA President. It is responsible for the ongoing task of reviewing, advising, and suggesting modifications on the implementation of the OUSD Technology Plan. The committee meets quarterly and members serve as the representative of their individual group. Those responsible for meeting or delivering planned benchmarks will develop measurable data for the following elements of the overall plan on the timeline.

7b. Schedule for evaluating the effect of plan implementation

Monitoring sessions will be held quarterly in conjunction with meetings of the ETAC. A compilation of data will be presented in an annual report of progress. The process that will be used to monitor overall success will be formal data analysis of the major outcome areas using surveys, site records, test results, usage reports and other relevant data that relate to:

Curriculum

SBAC, CAHSEE, CAPA, DIBELS Next, Universal Screening, and District Benchmark Assessments (PSA) and other site and classroom measurements will be analyzed to identify sites and classrooms where integration of various technologies is improving school results. Best practices will be disseminated through a dedicated Learning Management System space, eClassroom and Teacher Resource webpage links, in addition to staff development activities. Under the direction of the Education Services Division and in conjunction with site administrators and teachers, the Administrative Director of Information and Educational Technology will intervene where technology is not improving measurable results and identify and remedy technology issues that can be addressed. Working with the District Research and Assessment Coordinator, student test data will be analyzed by content area and grade level to identify effective software support that is contributing to achievement, specifically Read 180, Reading Counts and other software, and make that information available to all staff though established channels.

Professional Development

Teacher technology proficiency information will be gathered through tools identified in prior

sections including the yearly Teacher Technology Survey. This data will be disaggregated by grade level and other demographic details to ensure that staff development opportunities are relevant and effective to OUSD teachers. Overall proficiency level changes will be monitored to ensure that all teachers are progressing towards proficiency in individual application and integration. Under the guidance of the Research and Assessment Coordinator, teacher proficiency levels will be cross-referenced with student test scores to identify classroom practices and strategies to improve best practices district wide.

Student Technology Skills and Digital Literacy

The rubrics for tech skills and information literacy that will be developed under this plan will both guide the integration of technology skills into curriculum and define its assessment by grade level. These measurements, combined with site reports and the increased access to technology that is planned for each classroom, are expected to show that students are learning discrete technology skills as a seamless component of content-area learning. Interventions will be addressed as data and reports suggest, by the refinement or modification of staff development and support.

Major Plan Focus Area	Data Elements	Submission Dates	Responsibility
Curriculum/Student Achievement	Local standards-based assessment (PSA), retention rates, SBAC Assessments (2015)	Trimester, Semester	Educational Services
Professional Development	Annual Educational Technology teacher technology survey, Professional Development Attendance as recorded in Go Sign Me Up, ITC Rep Reports	Annual	Educational Technology Coordinator, Principals
Student Technology Skills/Digital Literacy	Annual survey, course completion records, graduation requirements, site surveys	Annual	Principals, Curriculum Coordinators, Ed Technology Coordinator

Equity of Access	Site inventories and purchasing/installation records	Annual	Principals, Technology Staff
Infrastructure	Operational school network connections	Ongoing	Principals, Technology Staff

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

Evaluation of the technology plan is done quarterly by the Educational Technology Advisory Committee (ETAC). All collected data will be presented to ETAC and evaluations against the Curriculum and Professional Development goals. Results and recommended modifications will be shared with all stakeholders. Annual roundtable discussions with stakeholders will be held for input and to share recommended modifications.

8. Adult Literacy Providers

8a. Effective collaborative strategies with Adult Literacy providers to maximize the use of technology

This technology plan incorporates multiple strategies that use technology to support student success, including programs that support adult literacy. The District, in addition to community-based providers for adult learning, offers adult English language learners opportunities to acquire a High School Diploma or General Educational Development (GED) certificate for a high school graduation equivalency.

The district has a long history of collaboration with and/or referrals to other locally based adult education programs. The District partners with Central Orange County CTEp (Career Technical Education Partnership) that includes shared instructors and classrooms. CTEp places particular emphasis on adult literacy and skill building for industry certification in technology-based job preparation. Content-based instruction focuses on addressing State content standards in language arts and mathematics using computer applications. Instructional methodology is based upon achieving real world outcomes that are determined to be necessary for industry demanded skills.

District staff members frequently refer young and older adults to other adult literacy programs within CTEp and other funded programs through resources other than District funds. Santiago Canyon College's (SCC) Division on Continuing Education, which is part of Santiago Canyon Community College, provides free education programs, with a child development center on-site. These programs include adult education for students to make up credits toward a high school diploma and English Language programs that are technology based and individualized with the help of technology.

SCC's Interactive Language Training Center provides teacher-directed, independent study

using computer software to practice English skills, conversation, citizenship preparation, pronunciation, grammar, reading, writing and math. The College' “High School Program” includes Adult Basic Education (basic skills in reading, writing, grammar, vocabulary, spelling, and mathematics), Individualized Instruction in Reading, Citizenship Classes, GED Test Preparation, and high school subjects. Santiago Community College also offers a wide variety of adult education programs that are technology-based.

The nearby California State University, Fullerton, offers adult extension courses that include English as a second language courses (Specially Designed Academic Instruction in English [SDAIE]) and GED preparation programs for adults. Many instructors of these courses use technology-based tools to assist student learning.

The District's Technology Plan takes into consideration the fact that there are many adult literacy providers providing adult literacy programs within the District's attendance area and that community adults are regularly referred to those programs. In doing so, the District assists adults within OUSD’s attendance areas to support the needs of students, utilizing research- based curricula and technology wherever and whenever possible. Further collaboration with

these existing programs will continue to maximize funding resources and the use of technology.

9. Effective research-based methods, strategies and criteria

9a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.

This plan is both policy-driven and curriculum aligned, with a major focus on the changes anticipated not only in technology, but also in how it will be used to improve instruction in OUSD in the future. In a report written by the Alliance for Excellent Education in 2010 it was stated that, “Technology can no longer be thought of simply as an “add-on” tool in education, but rather an integral part of the total educational environment.” Tony Wagner speaks to the need for our children to be exposed to a rigor making them competitive in the new global economy.

Additionally, our students must be educated in a way that prepares them to be global citizens and teaching must undergo a dramatic transformation infusing technology into the curriculum.

Additionally, In *Rigor Redefined* (2008), Tony Wagner identifies seven skills that our students will need to be successful and productive citizens. These skills are:

- Critical Thinking and Problem Solving
- Collaboration and Leadership
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication

- Accessing and Analyzing Information
- Curiosity and Imagination

As the goals in sections three and four attest, and with the broad professional development opportunities and strong elements of infrastructure and resource support, OUSD strives to support our students and help teachers transform their teaching as Tony Wagner advises. Technology is the tool that will allow us to accomplish this transformation in our schools.

As noted in Section Three, the K-12 curricula and Common Core State Standards have set goals for student learning which integrates technology into the curriculum as a tool to develop higher level thinking skills. We believe that integration of technology is key to helping students become twenty-first century learners, imparting the knowledge base and problem solving skills that are in demand in an increasingly technology-dependent marketplace. Furthermore, making technology part of the District's already outstanding curriculum as a tool to improve student learning (not just an end in itself) it also allows teachers to foster the creativity, critical thinking, and resourcefulness that their students will need to adapt to a changing world.

In the report *A Blueprint for Great Schools,* written by the Transition Team for the California State Superintendent, it is recommended that technology be incorporated "as a key component of teaching, learning and assessment." (CDE 2011, 5) and that digital technology be utilized by schools as an effective tool as it is in the workplace beyond schools. The vision of technology implementation presented in this plan strives for the integration and use of technology to improve teaching and learning throughout the curriculum. The goals, strategies and methods used are based on current, relevant research related to technology integration and improving student outcomes and achievement. This is further supported by the *Partnership for 21st Century Skills* (P21) framework for learning illustrating the positive relationship between technology and academic performance in the core curriculum areas of language arts, math, and reading.

Student-centered projects such as those required in 3e, Goal Two and related objectives reflect the research showing that the development of a broad, overall conceptual understanding of subject matter is enhanced with the integration of technology. Students who "formulate and represent their own understanding by manipulating and connecting concepts and relationships in order to construct a model, instead of just telling about the concept" show higher levels of understanding and increased achievement that is qualitatively different from the learning typically associated with simple classroom presentations of learned concepts (Bozeman, 1999, pp. 233-240).

The digital literacy skills mentioned in 3e, Goal Two and 3f, Goal Three address our needs to engage students in learning activities about digital citizenship and Internet Safety. Digital citizenship or the responsible and appropriate use of technology by our students and teachers addressed in these goals is supported by the recently released *Model School Library Standards* (CDE 2010). In this document the CDE includes standards regarding the

evaluation of sources and the ethical, legal, and safe use of information in print, media and online resources for every grade.

A recent report released by the National Education Association (NEA) asserts that, even in districts where technology is prevalent, "many teachers don't feel adequately prepared to use technology to enhance their lessons." The 2008 policy brief, titled "Technology in Schools: The Ongoing Challenge of Access, Adequacy, and Equity," shows that "although educators get technology training, most do not feel prepared to use technology for instructional purposes, especially for individualized instruction." The goals of the professional development component of the plan to meet the objectives detailed in Section Four focus on the primary strategy of preparing teachers to integrate technology and information literacy as part of the core curriculum. Among the strategies in place for staff development are commitments to long –term learning, on-site guidance, peer collaboration, and involvement of teachers in planning their own learning of technology integration. OUSD will offer trainings both face to face and online, through Learning Management System Building Blocks, including the components of online learning for students – i.e. SoftChalk, Study Mate, Web 2.0 tools, Edmodo, and more, during full day trainings on designated staff development days, after school sessions, Virtual Training, tutorials/handouts posted on Learning Management System, and Online Professional Development classes conducted through the Ed Tech Professional Development Learning Management System site.

In formulating the objectives for staff development in the Technology Plan, our focus is especially on the following recommended goals based on the NEA policy mentioned above:

1. To improve students' and educators' access to technology in the classroom (or primary work place), as well as outside of the school, by providing more wireless and portable technology.
2. To increase educators' and students' access to high-speed Internet services and more appropriate instructional software. In addition, to increase access to technical assistance and maintenance support for using technology.
3. To expand professional development in technology by providing more appropriate training for educators to use technology.
4. To integrate technology deeper in to the school curriculum by establishing standards for student usage.
5. To capitalize on the positive perceptions and enthusiasm that educators and students have for education technology to help increase student achievement.

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.

Online education, where instruction and content are delivered through the Internet, has ushered in the digital era of anytime, anywhere learning. Through online learning, students are no longer bound by the obstacles of time and place to broaden and enhance their educational experience. Orange Unified has been on the frontier of this voyage since it began, and it continues to push the envelope in this Technology Plan. Specifically, the objective in section 3 related to online learning is an ambitious one that reflects OUSD's

current position as a statewide leader in online coursework:

> *By June 2017, 25% of high school students will participate in at least one Orange Live! online class that fulfills district expectations for academic content rigor and alignment to curricular standards, as evidenced in student transcripts and/or attendance records before their graduation.*

The Orange Live! Program offers the 9th-12th grade students in OUSD opportunities to complete full credit courses online. Orange LIVE! courses are taught by OUSD-credentialed teachers, follow the same board-adopted curriculum and textbooks as their traditional counterparts, and are delivered through the district's learning management system. The classes meet state standards, and comply with state reporting and auditing guidelines. In the schools' master schedules, the online classes are scheduled at seventh and eighth periods, but students and teachers are not required to be at school at those times. Students are required to take all tests face-to-face. Teachers publish a weekly pacing guide and students complete the work at their own pace during the week.

The success of any online program hinges on engaging students and applying technology tools they use daily. Information is no longer found in textbooks alone. The Internet is a virtual textbook, one that can produce a new edition every nanosecond. The availability of information is shaping the direction and focus of K-12 education and causing a shift from passing along information to students, to helping students use it to inform their critical thinking and literacy skills. Learning then takes on a social context as well as an academic one, and students are empowered to learn through a structured and, yet personalized, mode of instruction as members of a learning community.

The current direction of the online coursework in OUSD uses a variety of software and technologies to extend and supplement the district's curriculum with the expectation that each class meets or exceeds the rigorous academic standards to be found in face-to-face classrooms. As this program expands over the life of this plan, OUSD expects to see wider acceptance of the online option, burgeoning enrollments, more involved schools, greater enthusiasm to teach within it, high parental acceptance levels, and increasing levels of academic achievement for students.

2011-2014 Technology Plan

Appendices

Appendix A: ISTE National Educational Technology Standards for Students

Appendix B: Recommended Technology Standards for Classrooms

Appendix C: Criteria for EETT Funded Technology Plans

Appendix J: Technology Plan Contact Information

Appendix A

National Educational Technology Standards for Students: The Next Generation

"What students should know and be able to do to learn effectively and live productively in an increasingly digital world …"

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital
b. environments and media.
c. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
d. develop cultural understanding and global awareness by engaging with learners of other cultures.
e. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

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

4. Critical Thinking, Problem-Solving & Decision-Making

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

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Appendix B

Elementary Technology Standards

Recommended Technology Standards for Elementary Schools:

1. One lab of thirty-six computers with headsets and microphone
2. Each classroom will have a ceiling mounted LCD Projector, sound system, and Interactive Board or interactive short throw projector
3. Automated Library and Textbook system (Destiny) with four computer search stations providing Internet access and a networked printer
4. Four computer workstations with Internet access and a networked printer in every K-6 classroom
5. One portable wireless laptop cart with 36 laptops per grades 4-6
6. Eight tablets (iPads) per classroom
7. Teacher computer workstation (a laptop with lockdown) for all teachers
8. Campus-wide wireless network access
9. Fiber connection between Elementary School and District Office 100 Mbps
10. Campus-wide fiber (12mm/6sm) infrastructure with 8 CAT6 connections in every K-6 grade classroom (older infrastructure is 12mm fiber with 8 CAT5E)
11. VOIP Phones and IP intercoms in all classrooms
12. Network Hardware – Cisco Gbps over fiber and 100 Mbps to the desktop
13. Recommended Software: Scholastic Reading Counts, READ 180, ST Math, Destination Math, Microsoft Office, Open Office, OUSD Google Apps, Learning Management System, Aeries.net, Student Portal, Parent Portal, Discovery Streaming, EBSCO Online, Library Online Catalog (Destiny) and Virtual Training.
14. Library opened before, after, and during school hours
15. Technical support during school hours
16. Recommended that all teachers will have an active Learning Management System site
17. Recommended that all teachers actively use the Aeries Online Gradebook (Aeries.net)
18. All parents will have access to the Parent Portal and Learning Management System

Minimum level of technology access should be available to all OUSD elementary students:

1. One lab of thirty-three networked computers
2. LCD Projector in every classroom
3. Automated Library and Textbook system (Destiny) with four computer search stations providing Internet access and a networked printer
4. One multimedia computer workstation in every K-6 grade classroom
5. Campus-wide fiber (12mm/6sm) infrastructure with 8 CAT6 connections in every K-6 grade classroom (older infrastructure is 12mm fiber with 8 CAT5E)
6. Network Hardware – Cisco Gbps over fiber and 100 Mbps to all desktop
7. Technology training for all teachers
8. Software recommended in the Technology standards should be available in all labs
9. Online resources: Learning Management System, Discovery Education, Aeries.net, EBSCO Online, and Library Online Catalog.
10. All computers will have Microsoft Office and access to OUSD Google Apps

Middle School Technology Standards

Recommended Technology Standards for all OUSD Digital Middle Schools:

1. One lab with forty networked computers with headset and microphone available on a sign up basis
2. One lab with forty networked computers with headsets and microphones for required computer classes
3. Each classroom will have a ceiling mounted LCD Projector or interactive short-throw projector, sound system, Response Systems, and document camera
4. Automated Library and Textbook system (Destiny) with 10 computer search stations with Internet access and a networked printer
5. One student computer with Internet access and a printer in each classroom
6. Teacher laptop with lockdown and access to a printer for all teachers
7. Campus-wide fiber (12 mm/6sm) infrastructure with 6 CAT6 connections per classroom (Older infrastructure is 12mm fiber with 4 CAT5E)
8. Campus wide Wireless Access
9. Fiber connection between Middle School and District Office 100 Mbps
10. VOIP Phones and IP Intercoms in each classroom
11. Network Hardware – Gbps over fiber and 100 Mbps to the desktop
12. A portable wireless laptop or tablet cart with 40 devices per core subject
13. The following software is also purchased: Scholastic Reading Counts, Microsoft Office, Open Office, OUSD Google Apps, and READ 180
14. Online Resources: Learning Management System, Aeries.net, Aeries Analytics, Collaborate, EBSCO Online, Discovery Education, Plato, Destination Math, and Library Online Catalog (Destiny),
15. Computer Lab and Library open before, after and during school hours
16. Technical support during school hours
17. Technology training for all teachers
18. Recommended that all teachers will have an active Learning Management System site
19. Recommended that all teachers actively use the Aeries Online Gradebook
20. All parents will have access to the Parent Portal and Learning Management System

Minimum level of technology access should be available to all OUSD middle students:

1. Forty networked computer lab for sign up
2. Forty networked computers for required computer classes
3. LCD Projector in every classroom
4. Automated Library and Textbook system (Destiny) with 10 computer search stations providing Internet access and a networked printer
5. One student computer workstation with Internet access and a printer in each classroom
6. Teacher laptop/workstation with lockdown and access to printers for each teacher
7. Campus-wide fiber (12 mm/6sm) infrastructure with 4CAT6 connections per classroom (Older infrastructure is 12mm fiber with 4 CAT5E)
8. Network Hardware – Gbps over fiber and 100 Mbps to the desktop

9. Technology training for all teachers
10. Online Resources: Learning Management System, Aeries Browser Interface, Aeries Analytics, Collaborate, EBSCO Online, Library Online Catalog, and Discovery Streaming
11. Computer Lab and Library open before, after and during school hours
12. Technical assistance during school hours
13. All computers will have Microsoft Office and access to OUSD Google Apps

High School Technology Standards

Recommended Technology Standards for all OUSD High Schools:

1. Two labs of forty networked computers with headsets and microphones scheduled on a sign up basis
2. Each classroom will have a ceiling mounted LCD Projector, sound system, Interactive Board, Response System, and DVD with wall mounted controls.
3. Automated Library and Textbook system (Destiny) with 10 computer search stations with Internet access and a networked printer
4. One student computer workstation with Internet access and a printer in each classroom
5. Teacher laptop with lockdown and access to printers for all teachers
6. Campus-wide fiber (12 mm/6sm) infrastructure with 6 CAT6 connections per classroom (older infrastructure is 12mm fiber with 4 CAT5E)
7. Campus wide Wireless Access
8. Fiber connection between High School and District Office 100 Mbps
9. VOIP Phones and IP intercoms in each classroom
10. Network Hardware – Cisco Gbps over fiber and 100 Mbps to the desktop
11. The following software is recommended: Scholastic Reading Counts, Read 180 Microsoft Office, OUSD Google Apps, Photoshop, and 3D Studio Max
12. Online Resources: Online Resources: Learning Management System, Aeries Browser Interface (ABI/Aereis.net), Student Portal, Parent Portal, Collaborate, EBSCO Online, Library Online Catalog (Destiny), Destination Math, Plato, and Discovery Streaming,
13. Computer Lab and Library open before, after and during school hours
14. A video production lab
15. Online Courses will be available to all 9-12 grade students
16. A Portable wireless laptop cart with 40 laptops and per core subject
17. Technical support on site during school hours
18. Technology training for all teachers
19. Recommended that all teachers will have an active Learning Management System site
20. Recommended that all teachers actively use the Aeries Online Gradebook
21. All parents will have access to the Parent Portal and Learning Management System

Minimum level of technology access should be available to all OUSD high school students:

1. One lab of forty networked computers scheduled on a sign up basis
2. LCD Projector in every classroom
3. Automated Library and Textbook system (Destiny) with 10 computer search stations providing Internet access with a networked printer
4. One student computer workstation with Internet access and a printer in each classroom
5. A laptop with lockdown and access to a printer for all teachers
6. Campus-wide fiber (12 mm/6sm) infrastructure with 4 CAT6 connections per classroom

   (Older infrastructure is 12mm fiber with 4 CAT5E)
7. Network Hardware – Cisco Gbps over fiber and 100 Mbps to the desktop
8. Technology training for all teachers
9. Online Resources: Learning Management System, DataDirector, Aeries Browser Interface, Collaborate, EBSCO Online, Library Online Catalog (Destiny), Plato, and Discovery Streaming
10. Computer Lab and Library opened during school hours
11. Technical assistance on site during school hours
12. All computers will have the software Microsoft Office and access to OUSD Google Apps

Appendix C – Criteria for EETT Technology Plans

A technology plan needs to "Adequately Address" each of the following criteria:

- Appendix C must be attached to the technology plan with "Page in District Plan" properly cross-referenced and completed.

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	4, 5	The technology plan describes the LEA 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). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.
3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**5-7**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	**7-11**	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.
c. Summary of the district's curricular goals that are supported by this tech plan.	**11-12**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	**12-16**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	**16-19**	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.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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	**19-21**	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.	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.
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.	**21-23**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	23-25	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	25-28	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.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**28-31**	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.	**31**	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).			

a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	32-34	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 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	34-42	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.
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.	42	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	**42-55**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	55-56	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	**56-58**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	58	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
a. List established and potential funding sources.	58-59	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	58-60	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 ar, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.

c. Describe the district's replacement policy for obsolete equipment.	60	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	60	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	61	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	61-63	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	63	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).			
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.)	63-64	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	64-66	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or	66-67	The plan describes the process the district will use to extend or supplement	There is no plan to use technology to extend or supplement the district's

supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		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).	curriculum offerings.

Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)

Contact Information

County & District Code: 30 - 66621

School Code (Direct-funded charters only): _____

LEA Name: Orange Unified School District

*Salutation: Ms.

*First Name: Pam

*Last Name:Quiros

*Job Title: Coordinator Educational Technology

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*Zip Code:92869

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Please provide backup contact information.

1st Backup Name: Christina Lin

E-mail: shaol@orangeusd.org

2nd Backup Name: Dr. Gunn Marie Hansen

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*Required information in the ETPRS