

**Huntington Beach Union High School
District
District Technology Plan**

July 1, 2010

through

June 30, 2013

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Strategic Plan

Mission

Our mission is to ensure all students learn and achieve to their maximum potential in a supportive and innovative environment that develops creative, responsible and productive individuals prepared to meet the challenges of the future.

Beliefs

WE BELIEVE the student is our highest priority.

WE BELIEVE literacy is fundamental to our society.

WE BELIEVE learning has intrinsic value that offers life-long opportunities.

WE BELIEVE excellent teaching is the key to student learning.

WE BELIEVE the education of our students requires a partnership with families and the community.

WE BELIEVE we should constantly measure our effectiveness and base our decisions on research and data to ensure a culture of continuous improvement.

WE BELIEVE effective communication improves decision-making and promotes community support of our educational programs.

WE BELIEVE students' social and emotional well-being has a profound impact on their learning.

WE BELIEVE students should participate in a comprehensive well-balanced high school experience that promotes their development through curricular and co-curricular activities.

WE BELIEVE we should provide options for students whose needs are best served in an alternative setting.

WE BELIEVE in providing guidance to students in their educational planning.

WE BELIEVE education is a people-centered enterprise that derives its strength from the quality of its employees.

WE BELIEVE employees should be valued and evaluated.

WE BELIEVE all students and staff deserve to learn and work in a safe, well-maintained environment.

WE BELIEVE careful financial planning and well-managed resources are critical to the educational program.

WE BELIEVE student learning should drive decision-making when allocating resources.

WE BELIEVE diversity is a strength that enhances the growth and development of the individual and society.

WE BELIEVE all members of our school community should demonstrate and promote responsibility, honesty, integrity and respect.

WE BELIEVE creativity and risk taking are valuable to the organization.

WE BELIEVE individuals affected by decisions should be involved in the decision-making process.

Parameters

1. We will treat everyone with respect.
2. We will not tolerate discrimination.
3. We will not tolerate harassment.
4. We will be hard on issues and soft on people.
5. We will practice shared decision making at all levels of the organization.
6. We will not tolerate unsatisfactory employee performance.
7. We will not tolerate disruptive behavior.
8. We will be environmentally responsible.
9. We will be prepared to respond to emergency situations.
10. We will not tolerate unsafe conditions in the district.
11. We will not jeopardize fiscal integrity.
12. We will not tolerate threats or acts of violence.

i. DISTRICT PROFILE

Located in western Orange County, the Huntington Beach Union High School district serves grades 9 – 12 and adult students in the cities of Huntington Beach, Fountain Valley, and Westminster. The district operates six comprehensive high schools, an independent study high school (Coast), a continuation high school (Valley Vista), and an adult school. A Community Day School program offers a school-to-work opportunity for at-risk students. The district offers three magnet programs: the Huntington Beach Academy for the Performing Arts at Huntington Beach High School, the International Baccalaureate program at Ocean View High School, and the Math Educational Resources Integrated with Technology and Science (MERITS) program at Westminster High School. The district offers three California Partnership Academies: Health Science Careers at Westminster, Entertainment and Tourism at Huntington Beach, and Business at Ocean View. Feeder elementary districts are Fountain Valley, Huntington Beach, Ocean View, and Westminster.

In October 2008, grade 9-12 student population is approximately 16,125. The Adult School serves 14,645 students. The following chart shows the district’s population percentages by ethnicity as taken from CBEDS data from 2008-2009.

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Other
Students	6.8%	22.5%	1.0%	1.3%	21.7%	1.3%	45.1%	0.3%
Teachers	0.5%	6.4%	0.2%	0.9%	8.4%	0.3%	83.2%	0.2%

In Spring 2009, about 10.2% of district students were considered English Learners; per-school percentages ranged from 1.8% at Edison High to 30% at Westminster High. The district percentage of students receiving free and reduced lunch is 23.4%; individual school percentages range from 5.3% at Edison High to 71.3% at Westminster High. Special education students comprise 10.1% of the total; GATE students comprise 19.9% of the total. In 2008-2009, teachers had served an average of 11.6 years in the district (14.1 years total in education); 28 (4.3%) were in their first year of teaching and 36 (5.5%) in their second year; 57.9% held a master’s degree or better; 100% were fully credentialed.

Student Achievement:

The following chart shows per-school data from the 2009 Accountability Progress Report:

	2008 API	2009 API	API Growth	AYP Met?	AYP Eng/LA	AYP Math	API Req.	Grad. Rate	PI Status
Hunt. Beach UHSD	795	807	12	No	No	No	Yes	Yes	Year 2
High Schools									
Edison	835	833	-2	Yes	Yes	Yes	Yes	Yes	Not T1
Fountain Valley	854	868	14	Yes	Yes	Yes	Yes	Yes	Not T1
Huntington Beach	823	835	12	Yes	Yes	Yes	Yes	Yes	Not T1
Marina	812	821	9	Yes	Yes	Yes	Yes	Yes	Not T1
Ocean View	739	754	15	No	No	No	Yes	Yes	Year 1
Westminster	731	747	16	No	No	No	Yes	Yes	Year 1

	2008 API	2009 API	API Growth	AYP Met?	AYP Eng/LA	AYP Math	API Req.	Grad. Rate	PI Status
Small Schools									
Coast	662	687	25	Yes	Yes	Yes	Yes	Yes	Not T1
ASAM (Alternative Schools Assessment Model) Schools									
HBUHSD Com. Day	628	485	-143	No	No	No	No	Yes	Not T1
Valley Vista (Cont.)	579	579	0	No	No	No	No	Yes	Not T1

The following chart shows selected results from the 2009 California Standards Tests.

	9	10	11
CST English-Language Arts			
% Basic or above	88%	86%	77%
CST Algebra I			
% Basic or above	60%	46%	34%
CST Geometry			
% Basic or above	97%	78%	45%
CST Algebra II			
% Basic or above	100%	94%	63%
CST Summative HS Math			
% Basic or above		99%	94%
CST World History			
% Basic or above		79%	11%
CST U.S. History			
% Basic or above			81%
CST Science (Gr. 10, Life Science)			
% Basic or above		85%	
CST Biology/Life Sciences (EOC)			
% Basic or above	91%	84%	88%
CST Chemistry			
% Basic or above		97%	86%
CST Earth Science			
% Basic or above	83%	70%	77%
CST Physics			
% Basic or above			98%
CST Integrated/Coord. Science I			
% Basic or above	76%	43%	68%

According to DataQuest, in the 2007-2008 school year, for 12th graders, 40.1% took the SAT, with an average Writing score of 520 and an average Math score of 557; 27% of 11th and 12th graders took at least one Advanced Placement test, with 64% of exams scoring 3 or better; about 57.1% of seniors were UC/CSU eligible graduates. The 4-year dropout rate was 3.7%. For 2007-2008, the graduation rate was 94.4%. In 2009, the CAHSEE pass rate for sophomores was 90% in Math and 90% in English Language Arts. The combined pass rates in 2008-2009 were 90% in Math and 89% in ELA.

1. PLAN DURATION

This plan will guide Huntington Beach Union High School District’s use of technology for the three-year period from July 1, 2010, through June 30, 2013. It serves as both the Enhancing Education Through Technology (EETT) education technology plan and the E-rate plan for the district. It will be approved by the district Board of Trustees.

2. STAKEHOLDERS INVOLVEMENT

The District’s Technology Council worked to gather information and stakeholder input, make recommendations, and develop this Technology Plan. This committee meets 6 times a year to both monitor, evaluate and develop the Technology Plan. During the planning process, committee members sought comments and concerns from a variety of stakeholders, including those who will implement the Plan (staff and administrators from all schools, including special programs, district administrators, parents, and students) and members of the community-at-large (alumni, an educational foundation, a business representative, Site Councils, and DELAC).

The following chart lists committee members’ names, titles and affiliations.

Name	Title	Affiliation
Chris Long	Ed. Tech. Coordinator / Science Teacher	HBUHSD / Marina High School
Carol Osbrink	Asst. Supt. of Educational Services	HBUHSD
Connie Mayhugh	Director of Curriculum, Instruction, Assess	HBUHSD
Wray Miller	Director of Information Services	HBUHSD
Carole Maken	Teacher, Mathematics / TRT	Coast High School, Adult School
Brian Boone	Teacher, Social Studies / TRT	Edison High School
Scott Ragan	Teacher, Language Arts / TRT	Fountain Valley High School
Art Long	Network Technician	Huntington Beach High School
Gina Broesamle	Teacher, Business Ed. / TRT	Huntington Beach High School
Brandon Knight	Teacher, Language Arts / TRT	Ocean View High School
Danny Cash	Teacher, Mathematics / TRT	Ocean View High School
Roger Holmes	Special Education	Valley Vista High School
Greg Berger	Teacher, Business Ed. / Webmaster	Westminster High School
Todd Shafer	Teacher, Career & Technical Ed.. / TRT	Westminster High School
Dago Hidalgo	Network Technician	Westminster High School
Stephanie Taylor	Library Media Teacher / Webmaster	Ocean View, Fountain Valley HS

The following chart shows individuals and groups who were also consulted. The need for an LCD projector and screen in every classroom was widely expressed as well as a campus-wide wireless network. Parents emphasized a desire for various means of communication, including training on use of the new Parent/Student Portal.

Name	Title	Affiliation
	School Site Councils	Fountain Valley HS, Marina HS, Ocean View HS
	Teachers, Department Coordinators and Administrators (meetings & response to email)	Fountain Valley HS, Edison HS, Huntington Beach HS, Westminster HS, Marina HS, Ocean View HS, Coast HS, Adult School
	District English Learner Advisory Council; Ocean View ELAC	HBUHSD
	Alumni (response to email questions)	Fountain Valley High School
	Students (discussions & response to online forum questions)	Fountain Valley HS, Huntington Beach HS, Marina HS
	Educational Foundation	Marina High School
Mark Ford	Senior Systems Analyst	HBUHSD
Nelson Cayabyab	CFO	HBUHSD
Kathleen Lommen	Director of Pupil Personnel Services	HBUHSD
Josh Lamar	Teacher	Community Day School
Stephanie Palmer	EL Facilitator / Teacher, Lang. Arts	HBUHSD / Fountain Valley HS
Andy Brown	Mathematics Facilitator / Teacher, Math	HBUHSD / Westminster HS
Doris Longmead	Principal	Coast High School, Huntington Beach Adult School, Community Day School
Jolynne Koch		Boeing Company
Kathi Koch	K-12 Account Executive	Apple Inc.

3. CURRICULUM COMPONENT

Technology supports or enables a number of major district and school site initiatives that began with the implementation of the District’s 2010-2013 Technology Plan. These initiatives will continue and expand in the period of this Technology Plan. Foremost is the online Parent/Student Portal, which allows access to a wide variety of student information. In addition, the district is emphasizing the use of technology for data-driven decision-making and development of standards-based tests. Schools are piloting the use of technology tools and services that allow students to learn on their own, or alternatively, to collaborate with others on projects.

3a. Teachers’ and students’ current access to technology tools both during the school day and outside of school hours.

It is the goal of the Huntington Beach Union High School District to provide equal access to high quality instruction and instructional materials for all district students. Students and teachers have access to technology in classrooms, labs, and library media centers. All classrooms are connected to the Internet. In most cases, teachers have a computer dedicated to their use (some share classroom computers with students at Valley Vista and Edison). Classroom computers are available to students during the school day as well as before and after school depending on teacher’s schedules. The number of computers in classrooms varies widely.

All school libraries have computers, including some with full labs that are available to individual students (before and after school and on passes from teachers) and to classes on a sign-up basis. The libraries are open an average of 30 to 60 minutes before and after school.

All schools have at least one open-access lab available for teacher sign-up. Coast, an independent study school, has 17 laptops available for checkout and computers in the classroom for individual students who do not have computer access at home. In reading intervention classrooms in which READ 180 is used, six to eight computers are available for student use. Most schools have laptop carts, which circulate, between classrooms, but the equipment is old and much of it is inoperative.

School	Open access labs	Special labs	Laptop Carts
Coast	1	1 (READ 180)	0
Edison	2	2 (Reading, Business / Multimedia)	1
Fountain Valley	2	7 (Business, Visual Imagery, ROP, Read 180)	3
Huntington Beach	4	10 (Business, Career Center, Read180, Paxton Patterson, Digital Performing Arts, Photo, Graphic Arts.)	2
Marina	2	4 (Business, Graphic Arts, Read 180)	4
Ocean View	1	4 (Business, Title I, Read 180)	3
Valley Vista	0	2 (Read 180, Computers)	0
Westminster	1	12 (Health, Visual Arts, Career Center, Government/ Economics, Business Math, Language Arts)	10

Per-school ratios of students to total computers and to “multimedia computers” (defined as 48 months old or less) as per October 2009 district enrollment data are shown below. *Ratios reflect the fact that at most 102 students are physically present at Coast, an independent study school, at any time.

School	Student Enrollment	Total Computers	Stdnt: Comp Ratio	Multi-media Comp. (<4 yr)	Stdnt: MM Comp. Ratio	# in class-rooms	# in libra-ries	# in labs	# of laptops on carts
CDS	27	45	0.6	18	1.5	41	0	41	0
Coast	*211	50	*2.0	1	*102	40	10	0	0
Edison	2611	458	5.7	125	20.8	221	18	195	0
Fountain Val	3245	567	5.7	492	6.6	249	59	171	88
Huntingtn Bch	2577	697	3.7	424	6.1	444	41	96	40
Marina	2826	652	4.3	356	7.9	308	44	152	148
Ocean View	1549	572	2.7	117	13.2	328	18	126	100
Valley Vista	301	79	3.8	0	0	0	0	0	0
Westminster	2733	1,153	2.4	516	5.3	721	22	332	224
District Total	16,080	4,273	3.8	2,049	7.8	2,352	212	1,113	600

3b. District’s current use of hardware and software to support teaching and learning.

According to the district Strategic Plan, Huntington Beach Union High School District aims to use technology to optimize learning, increase efficiency of operations, enhance communication, promote collaboration, and increase parent participation and influence.

SB2000 is the student information system; it has several components to which staff have varying degrees of access. The component for teachers, SB2000 Classroom, is web-based; it provides teachers with information on their own students, such as schedules, contact information, demographics, assessment data, and grades; teachers use it to record attendance. Administrators and guidance staff also have access to discipline records. Some 5% of teachers in special programs have read-only access to the entire program.

The web-based data warehouse and management program Data Director contains grades and assessment data, including CST cluster scores, reflected from state reports. All teachers have access to their own students’ information and are receiving training on use of the program.

Easy Grade Pro is the standard gradebook program for the district, but its use is not mandatory. The program can export a grade report, which can be posted for online access in the Parent/Student Portal.

The district website has been recently revised. All teachers, administrators, and support staff have access to their own webpage, and can use ECS (Educational Collaborative System), a content management system front end that allows staff to easily post information to websites. All teachers and administrators have district email (both POP and webmail), and all other staff have accounts if needed.

In the fall of 2006, the Parent/Student Portal was rolled out to provide parents and students with online access to information from SB2000, grades from Easy Grade Pro, and materials teachers have uploaded using ECS.

Some teachers use Turnitin.com to check student work. Libraries use Follett automation software, including Web Collection; students at one school can view the other schools' collections online and request interlibrary loans for needed materials. ASB organizations use Bluebear financial software. Vision software assists with computer lab management. Special education teachers develop IEPs online using SEIS.

Microsoft Office is the standard productivity suite. The current working version (2003) will be upgraded to a current version within the life of this Plan.

The Adobe Creative Suite is the standard design software that is used for graphics, illustrations, photo editing and web design. Most schools are using the CS3 version and a couple have upgraded to CS4. Upgrades will be purchased based on the need for the new features offered in the product.

Students do not have district email accounts, but may use their own private webmail accounts at school. The district has been able to provide publication space for student work, including portfolios and movies. Some campuses will be piloting providing all students with personal storage space for their files during the span of this plan.

Online collaboration tools such as forums and blogs have used specific software in the recent past; however, with the upgrading of SB2000 portal, these will be integrated into the existing system.

At-risk students have many technology tools at their disposal. All schools use READ 180 for reading intervention and PLATO for math and English language arts credit recovery, intervention and CAHSEE preparation. Some schools have SuccessMaker for math and English. MathMinds, for basic computation and math readiness, helps students develop the ability to learn math. All schools use Accelerated Reader and STAR Reading to some extent, typically in Reading classes and ninth grade English classes. System 44 is being introduced to the ELD-3 students in all the comprehensive high schools to help them build a solid reading foundation. ALEKS is a new Web-based, artificially intelligent assessment and learning system that is being piloted at Westminster High School to increase student performance and retention with individualized assessment and learning.

The libraries subscribe to a number of online reference databases, including Encyclopedia Britannica in English and Spanish, Opposing Viewpoints, ABC Clio's World Geography, and Gale's Student Resource Center.

Much subject-specific software is used in core and specialty classes, including simulations for consumer math and economics, multi-media production software, and web design tools.

Huntington Beach Adult School makes extensive use of technology in its diploma, ESL, older adult, and vocational programs. Three computer labs are located on its main campus at Park View; one lab for ESL students is at the Oak View Preschool and Education Center for ESL students; a lab at Founders Village (Senior Center), run in cooperation with the city of Fountain Valley, is used for older adults during the day and vocational students at night. The Computer Training Center houses the Adult School's largest vocational program, with two classrooms and a total of 72 workstations with two servers. The center also has two LCD projectors, two black and white laser printers and one color laser printer. The labs use the following software: Office XP in the large lab, Office 2003 in the small lab; Photoshop, Adobe Premier, Publisher XP, Quick Books, Quicken, and Dreamweaver. The ESL labs at the main campus and at Oak View

use ELLIS, Side by Side Interactive, Rosetta Stone, Oxford Interactive Dictionary, CCC SuccessMaker, Easy Writer, Microsoft Office, Print Shop Deluxe, and Microtype Pro.

HBUHSD students desiring formal instruction to increase their technology skills take basic computer applications classes (which use Microsoft Office) and a variety of advanced technology training courses or career exploration/experience involving the use of technology (using various business applications, programming language, multimedia design software, and/or media production equipment).

Students use technology in school libraries to increase their information literacy skills, taught by their core subject teachers and Library Media Teachers. Students use the Internet and district-licensed online databases to practice research skills and Microsoft Office applications to plan, produce, and present finished products. The chart on page 14 shows how often students are given various types of assignments through which they learn, practice, and demonstrate technology and information literacy skills.

Data for Table 1, Classroom Teacher Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as reported in November 2009. Data is included for 543 teachers, or 83%. According to the report, computers and peripherals are the forms of technology most commonly used for classroom management (record-keeping, home/school communication, etc.), with 97% of respondents using them at least twice a week. Internet (95%) and email (96%) are close behind. Computers/peripherals are also the most commonly used forms of technology for classroom instruction, with 84% saying they use them for this purpose at least twice a week. The most common teacher uses of technology tools at school (at least two days a week) are to communicate with colleagues (96% of respondents), manage student grades and attendance (93%), communicate with parents or students (87%), and create instructional materials (78%). Technology is used most often for English language arts, history/social science, science, and mathematics.

Data for Table 2, Site Administrator Technology Use, was collected using questions from the 2009 EdTechProfile Technology Assessment Profile. Almost all school administrators regularly use technology as a tool for school financial and/or personnel management, for analyzing and monitoring student achievement data, and to communicate with parents and the district office or other sites via email. In overall computer knowledge and skills, 100% of administrators scored as experienced computer users (Intermediate or Proficient), with strengths in word processing, email, and general computer skills. Skills appear to be slightly less strong in spreadsheet and database applications. Slightly less universal is use of technology to monitor staff professional development needs and to assist with instructional leadership and management strategies regarding using instructional technology to improve pupil performance.

Data for Table 3, Student Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as reported in November 2009. Of respondents, 37% said that they assigned their students work requiring the use of computers at least two days a week; 72% made assignments at least once a month, including word processing (77%), research (64%), reinforcement and practice (65%), and creating reports or projects (59%).

**Table 1: Classroom Teacher Technology Use, November 2009
(EdTechProfile Technology Assessment Profile Personal Use Section)**

Technology used for classroom management (record-keeping, home/school communication)	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Available, don't use	Not available
Computers/peripherals	91%	6%	2%	1%	0%	1%
Internet	90%	5%	3%	1%	0%	1%
Email	91%	5%	2%	1%	0%	1%
Handheld electronic devices	18%	6%	11%	7%	8%	50%

Technology tools used for classroom instruction						
Computers/peripherals	68%	16%	10%	2%	3%	1%
Video-based presentation device	30%	32%	25%	7%	3%	2%
Video-based creation tools (video or digital camera)	9%	8%	19%	19%	21%	27%
Internet	46%	19%	21%	8%	4%	2%
Email	51%	12%	13%	8%	13%	3%
Handheld electronic devices	9%	4%	11%	9%	10%	56%

In what subjects are technology tools used for instruction? (# of teachers responding)	Daily	2-4 days/ week	Once a week to monthly	Less than monthly
Reading/language arts	100	54	36	17
Mathematics	62	23	51	15
Science	54	22	25	7
History/social science	51	32	22	12
PE/Health	18	10	23	16
Fine Arts	29	12	22	12
Business/computer science	17	6	8	6
Foreign language	33	11	11	9
Home economics	10	8	8	7

In what subjects are technology tools used for instruction? (# of teachers responding)	Daily	2-4 days/ week	Once a week to monthly	Less than monthly
Industrial arts	12	3	5	7
Careers	17	18	23	28

How do teachers use technology tools at schools?	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never
Create instructional materials	51%	27%	16%	3%	2%
Deliver classroom instruction	42%	30%	18%	6%	4%
Manage student grades & attendance	88%	5%	3%	1%	2%
Communicate with colleagues	82%	14%	4%	0%	0%
Communicate with parents or students	59%	28%	12%	1%	1%
Gather info for lesson planning	43%	30%	19%	6%	2%
Access model lesson plans and best practices	29%	21%	29%	15%	7%

Do you use an electronic student information system to make decisions in lesson design and implementation to improve student academic achievement?	Yes	No	No access
	29%	45%	26%

Use of technology tools to support & improve home/school communication	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never
Voice mail	39%	23%	25%	6%	8%
School web site	64%	15%	11%	4%	5%
Video conferencing	1%	1%	2%	7%	89%
Electronic grading system	67%	11%	9%	2%	11%
Online student assessments	13%	9%	18%	16%	43%

Level of teacher familiarity with assistive technologies	Didn't realize these are AT	Familiar, but haven't used	Use/have used in classroom	Can identify student's need for levels of AT
Low-level technologies	21%	47%	16%	16%
Medium-level technologies	12%	57%	17%	14%
High-level technologies	13%	62%	13%	12%

**TABLE 2 : Administrator Computer Knowledge and Skills, November 2009
(EdTechProfile Technology Assessment Profile)**

	Not applicable (non-user)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	%	%	%	%
General computer knowledge & skills	0%	0%	60%	40%
Internet skills	0%	20%	50%	30%
Email skills	0%	0%	30%	70%
Word processing skills	0%	0%	35%	75%
Presentation software skills	0%	25%	30%	45%
Spreadsheet software skills	0%	45%	20%	35%
Database software skills	15%	35%	20%	30%

**Table 3: Student Technology Use , November 2009
(EdTechProfile Technology Assessment Profile Student Use Section)**

Where do students use technology tools for classroom assignments?	Library	Computer lab	Class-room
	32%	34%	35%

How often do assignments require students to use technology tools?						
	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Available, don't use	No access
Computers/peripherals	18%	19%	37%	11%	10%	5%
Video-based presentations	10%	13%	26%	27%	15%	9%

Video-based creation tools	5%	3%	13%	28%	21%	31%
Internet	20%	21%	31%	15%	9%	4%
Email	16%	13%	26%	21%	19%	6%
Hand-held electronic devices	6%	3%	6%	10%	16%	60%

How often are students assigned work that involves technology?					
	Daily	2-4 days/ week	Once a week to monthly	Less than monthly	Never
Word processing	10%	21%	36%	19%	14%
Reinforcement & practice	14%	18%	33%	18%	18%
Research	7%	15%	42%	24%	14%
Creating reports or projects	6%	11%	42%	27%	14%
Demonstrations/simulations	5%	9%	30%	29%	27%
Correspondence with experts, other schools, etc.	4%	6%	12%	27%	51%
Solving problems or analyzing data	7%	10%	25%	24%	34%
Graphically presenting information	6%	10%	26%	27%	32%

3c. District’s curricular goals and academic content standards in district and site comprehensive planning documents

This Technology Plan will be aligned to district curricular goals and academic content standards for student achievement, based on the California State Content Standards.

District Strategic Plan

The District’s Strategic Plan is updated annually and presented to the Board of Trustees each year, with progress on focus areas noted and new focus areas for the upcoming year identified for each of five Strategies.

Objectives

1. All students and staff will have access to, be proficient in, and utilize evolving technology to maximize student learning. (communication and embedding in curriculum)
2. We will increase student learning by providing challenging, innovative and relevant curriculum.
3. We will build and strengthen relationships within the district and throughout the community.
4. We will manage district resources to ensure organizational stability and effectiveness.

5. All district facilities/campuses will be safe, secure and conducive to learning and working.

Strategies

1. We will implement the Technology Plan and modify it as needed to ensure access, proficiency and effective use of technology.
2. We will examine instructional practices, work-force needs and student performance data to create and adapt curriculum options, instructional delivery systems and support strategies to ensure improved student learning and success.
3. We will engage all members of the school community, both internal and external, to strengthen communication, expand positive relationships and improve customer service.
4. We will continually monitor our fiscal condition through the evaluation of budget and interim reports to maintain organizational stability and address changing conditions.
5. We will evaluate and modify safety plans and practices for students and staff.

With NCLB/ESEA reauthorization pending, the current Local Educational Agency (LEA) Plan remains the same. The LEA plan's five performance goals are:

1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficiency students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning .
5. All students will graduate from high school.

The district continues to focus efforts on curriculum alignment. Textbook adoptions in 9th/10th grade English Language Arts; English Language Development; Science (Life/Biology, Physical/Earth, Oceanography, and Chemistry in the Community); World Languages; History/Social Sciences; and Mathematics (Algebra and Geometry for implementation 2010/2011 school year) will require a review of pacing guides and the development/revision of benchmark assessments.

The WASC focus on continuous improvement and addressing the needs of underperforming and English Language Learners through categorical funds in the Single Plan for Student Achievement support school wide improvement efforts

3d. Clear goals, measurable objectives, annual benchmarks and implementation plan for using technology use to improve teaching and learning by supporting the district curricular goals

Huntington Beach Union High School District will use technology to optimize learning, promote collaboration, and create opportunities for all students to actively participate in enriched curriculum, enhanced classroom experiences, and expanded curricular programs that meet their needs and interests. Technology will support all types of learning, including projects over time,

portfolios, cross-curricular study and activities, magnet programs, elective courses, and technical courses.

Established uses of technology for development of content literacy, reading, writing, and mathematics skills will continue. Emphasis will be placed on steadily lowering the percentage of students scoring Below Basic or Far Below Basic on the California Standards Tests. In addition, all students will be provided with access to technology tools for both independent and cooperative learning.

A Technology Resource Teacher (TRT), a classroom teacher who receives a stipend for additional duties, provides assistance at all high schools with technology training, administration of teacher accounts, and support for integrating technology into the curriculum will be available at all sites. TRTs also serve as each school’s representative to the District Technology Council. All teachers new to the District attend a mandatory technology training (New Teacher Technology Institute) that covers all elements (software and hardware) within this plan that are fully supported by the District.

GOAL 3d.1: Student learning and academic achievement will improve through increased use of technology for instruction/learning by teachers and students.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3d.1	All schools (including all subgroups) will meet their API targets each year.	100%	100%	100%
3d.2	By June 2013, students of 70% of teachers will be assigned work at least monthly that involves the use of technology for creating reports or projects (as reported in the Student Use section of the Technology Assessment Profile).	62%	66%	70%
3d.3	By June 2013, students of 70% of teachers will be assigned work at least monthly that involves the use of technology for solving problems or analyzing data (as reported in the Student Use section of the Technology Assessment Profile).	50%	60%	70%
3d.4	By June 2013, students of 70% of teachers will be assigned work at least monthly that involves graphically/visually presenting information using tools such as PowerPoint, Excel, video, or websites (as reported in the Student Use section of the Technology Assessment Profile).	50%	60%	70%

Action Plan:

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a Students will learn independently through the use of technology, including online class materials and assignments provided by teachers.	Aug.- June each year	Teachers monitor use of online resources by students via class discussion, quizzes, forum comments, and evaluation of work.	3d.1
b Students will work collaboratively aided by the use of technology such as email, blogs, online forums, and other online collaboration tools.	Online forum at each site by spring 2010; teachers/students/organizations set up forums as needed; use will grow as teachers are trained	District will provide the online forum tool. Teachers using the system monitor their own projects; TRTs examine usage statistics twice a year.	3d.1
c Students will continue to use productivity software to complete assignments, including (but not limited to) Word for essays, reports, and research projects; Excel for data analysis and graphing of information; PowerPoint for presentations; video and graphics editing software for projects; and web browsers to access information over the Internet.	Aug. – June each year Video and graphics editing software upgrades as needed	Classroom teachers will assess student products. Annual Senior Survey will be used to monitor how students have actually used productivity software.	3d.1.2 3d.1.3 3d.1.4
d At each comprehensive high school, students will have access to an upgraded media production center, which will include equipment and software for audio, video, and computer art production.	Needs analysis & planning will occur annually to ensure relevant versions of all software and equipment	Each school and the District Technology Council will investigate needs (staff, equipment, software, procedures), develop plans specific to each site, and add to resources available to students over 3 years. Usage will be observed and noted by staff.	3d.1.2 3d.1.4
e Students will have access to web-based, Internet-accessible storage space, for files or portfolios/projects developed over time.	Schools pilot in 10-11; expand access in 11-12	Senior Systems Analyst monitors use and capacity on technical side; TRTs monitor and encourage use at sites.	3d.1.2 3d.1.3 3d.1.4
f Students will have access to district-provided webspace for online publication/ presentation of their work.	Ongoing, as needed	Use of webspace determined and monitored by site webmaster. Teachers and webmasters work together to	3d.1

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
		accomplish publication of student work.	
g At-risk students will continue to use programs such as READ 180, PLATO, Success Maker, MathMinds and Accelerated Reader to improve academic achievement, assist with credit recovery, and prepare for the CAHSEE.	Aug. – June each year	Incoming students take placement tests; students take periodic assessments to test out of remediation programs. Classroom teachers monitor reports provided by the software.	3d.1
h Students will continue to conduct research using district-provided online databases such as Encyclopedia Britannica, Opposing Viewpoints, ABC Clio’s World Geography, and Gale’s Student Resource Center.	Aug. – June each year	Library Media Teachers review monthly usage reports from Gale. Classroom teachers and Lib/Media Teachers monitor quality and quantity of student research.	3d.1
i Students will continue to use subject-specific software and technology devices in core and specialty classes.	Aug. – June each year	Department Coordinators and site administrators monitor teacher use. Teachers assign and monitor student use.	3d.1
j Teachers and students will engage in a coherent, systematic implementation of research-based, State Board of Education-approved core text programs that include technology components such as audio, tutorials, exam-builders, lesson planners, e-textbooks, and web resources, student response systems, interactive whiteboards, interactive slates, scientific probeware, podcasting and webcasting, virtual field trips and classroom access to touch-based resources. Technology components will be a major consideration during the textbook adoption process.	Aug. – June each year. Adoptions: Advanced Science, Algebra & Geometry (2010-11)	Site administrators monitor classroom instruction via multiple informal and formal observations.	3d.1
k Teachers will increasingly place course materials and assignments online using SB2000 Classroom.	Aug. – June each year , % of teachers using rising, checked twice a year	IT Dept. will construct a report showing numbers of teachers posting; results shared with District Technology Council twice a year.	3d.1

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
l The district will facilitate teacher development of cross-curricular, long-term projects and common assessments that will be supported by the use of technology, through such means as inclusion in the curricular mapping process, best practices links on webpages, etc.	Planning during 10-11; projects piloted beginning Fall 2012; projects adopted by other teachers & schools 12-13	Director of Curriculum will oversee the process. Suggestions collected from schools, developed during curricular mapping process.	3d.1
m The district will facilitate development of electronic means of collaboration among individual teachers and departments among schools across the district for sharing ideas and best practices in the use of technology for instruction. Could include email groups, online forums, and website links.	Ongoing	Process overseen by Director of Curriculum, Technology Coordinator, and subject area Facilitators.	3d.1
n The district will fund and support elective courses including technology use that address student interests; course decisions will be made on a school by school basis.	Twice a year	New courses approved at site level, then by district Instructional Council; students register in fall/spring; Dept. Coordinators decide from registration figures and academic needs what will be offered.	3d.1
o Teachers will take the EdTechProfile Technology Assessment Profile annually. Personal Use and Student Use sections will be used to monitor use of technology by teachers and students. Teachers will be given instructions to enable common interpretation of key questions and to explain how the data from the TAP will be used.	Aug- Sept. of each year	TRTs monitor and facilitate at the school level, with support from site administration. Technology Coordinator develops instructions, facilitates at district level. District Technology Council examines results.	3d.1.2 3d.1.3 3d.1.4
p District-wide Senior Survey will be revised to include several technology-use-related questions.	Seniors fill out in Feb., annually	Assistant Supt., Ed. Services, supervises. An annual report will be shared with school sites; tech questions will be shared with District Technology Council.	3d.1
q Students in grades 9 – 11 take the California Standards Tests annually.	Spring, each year	Results monitored and evaluated by Director of Curriculum, site	3d.1.1

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
		administrators, instructional staff.	
r Students in grades 10 – 12 take the CAHSEE until they pass.	At designated times each year	Results monitored and evaluated by Director of Curriculum, site administrators, instructional staff	3d.1.1

3e. Clear goals, measurable objectives, annual benchmarks and an implementation plan detailing how and when students will acquire the technology skills needed to succeed in the classroom and the workplace.

In order to empower students to use technology as a tool to improve academic achievement and to prepare them for the 21st Century work environment, HBUHSD ensures that students have the opportunity to learn and use the necessary computer knowledge and technology skills. The district references the National Educational Technology Standards for Students (NETS*S) as appropriate for its students.

While most students exhibit easy familiarity with various types of modern technology, there are a significant number of students at each school who need to learn basics. Each school has a computer applications class to address these needs. In addition a 19.5 hour Instructional Aide-Technology at each comprehensive high school works with individual students in the library providing “just in time” help as students use the technology tools that are available in the library for assignments.

Students have the opportunity to take a variety of classes offering advanced technology training or career exploration/experience involving the use of technology. Classes available in the district (varying by school) include New Media, QuickBook Certification, Home Technology Integration (ROP), Accounting (ROP), AP Computer Science A and B, Microsoft Office, Business Info Tech, Computer Graphics, Introduction to Computer Programming, Multimedia Communication Design for Business, Multimedia Design, PC Applications, ROP Visual Imagery, Virtual Enterprise (ROP), Web Page Design (ROP), CAD/Drafting, Digital Cinema Theory and Production, Digital Video Production, Music Technology (ROP), Songwriting and Recording, and Television Theory and Production.

Information literacy is defined as the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts. Subject-area teachers will teach information literacy skills as students research, create, and present projects/assignments throughout the school year. All ninth grade English language arts students receive a one-period introduction to the library. Following that, Library Media Teachers work with classroom teachers from all subject areas on projects throughout the year. Library staff provide one-on-one information/technology instruction as they assist students in using library resources.

GOAL 3e.1: Students will use technology to improve technology skills and information literacy skills.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3e.1	HBUHSD will investigate, pilot, and adopt, an assessment tool to measure student information and communications technology skills based on the 2007 student NETS.	Study	Pilot	Use district-wide
3e.2	By June 2013, 90% of ninth grade students will successfully complete a research unit based on the 2007 NETS*s for students taught cooperatively by Library Media and classroom teachers, which will include both technology and information literacy skills.	70%	80%	90%

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	The district/schools will investigate tools, including authentic assessments, which can be used to measure student information and communications technology skills.	Investigate beginning spring 2010, then pilot as desired	Campus-based study groups will make suggestions to District Director of Curriculum and Technology Coordinator. School sites will pilot selected tools.	3e.1
b	Each school will study, plan, and implement ways to provide “just in time” help for individual students in learning technology skills (such as peer support, help from classroom teachers, etc.).	By Fall 2010	Site technology teams, led by the TRT, will develop plans. TRT will collect anecdotal evidence to determine if needs are being met.	3e.1
c	Students will be taught basic and advanced general computer knowledge and skills through the Computer Applications course and/or technology and career courses.	Ongoing	Teachers will monitor progress of students in their classes.	3e.1
d	Students will be taught application-specific procedures and skills required to access and use each piece of required software / courseware (such as class materials posted online, web-based storage space, READ 180, PLATO, SuccessMaker, online reference databases, subject-specific software and devices, technology components of adopted text series, ELLIS, and MathMinds).	As new software or tools are introduced	Teachers will ensure that all students are taught the necessary skills before requiring use of the technology.	3e.1

e	As needed, students will be taught to use productivity software to complete assignments, including Word, Excel, PowerPoint, and video, audio, and graphics editing software.	Computer Applications , peer or staff assistance; as per NETS*S	Teachers will ensure that all students know the necessary skills before requiring use of the technology.	3e.1
f	Students will be taught to use technology tools such as blogs, online forums, and email in order to work collaboratively on projects.	Ongoing, as teachers wish to use each tool	Teachers will introduce the tools and provide instructions and guidelines for use, as needed.	3e.1
g	Library Media Teachers and English language arts teachers will collaborate to teach information literacy skills to ninth graders via a common research unit based on the new NETS standards for students.	Annually, in the fall; sites will develop units during 2010-11; each year, more teachers will take part	Library Media Teachers work with teachers, consult with each other; Asst. Principal in charge of Curriculum oversees and encourages at each site. Library Media Teachers maintain sign-up calendars/records of collaborative work.	3e.2
h	Teachers will receive training on the use of district-provided reference databases. Training may occur during staff development time.	Fall of each year	District Library Facilitator will oversee and assist; site administrators will ensure training occurs; Library Media Teachers will provide training as needed.	3e.2
i	Teachers will take the EdTechProfile Technology Assessment Profile annually. Teacher and student information literacy skills will be monitored.	Aug./Sept. of each year	TRTs monitor and facilitate at the school level, with support from site administration. Technology Coordinator facilitates at district level. District Technology Council examines results.	3e.2
j	District-wide Senior Survey will be revised to include a self-reflective question on student technology skills.	Revised by July 2007; seniors fill out in Feb., annually	Assistant Supt., Ed. Services, supervises. An annual report will be shared with school sites; tech questions will be shared with District Technology Council.	3e.1

3f. 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: copyright and fair use, downloading and peer to peer file sharing, and avoiding plagiarism.

All students and staff in the Huntington Beach Union High School District will be briefed on the importance of respecting intellectual property rights and Copyright Law. All staff and students

that utilize the Internet are required to sign agreements that specify the acceptable use of technology and cover the restrictions on intellectual property rights.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3f.1	By June 2011, and each year thereafter, all teachers and freshman students will learn their school's plagiarism policy, concepts of copyright, Fair Use, lawful/unlawful downloading and peer-to-peer file sharing as part of the research unit taught by the Library Media and classroom teachers, as measured by the successful completion of the student NETS•S assessment.	100%	100%	100%
3f.2	By June 2013, 100% of our English/Language Arts teachers will use a plagiarism filter, such as TurnItIn as measured by usage statistics. Other subject area Teachers will also use one of these tools.	60%	80%	100%

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline for Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	Publish and enforce plagiarism policy for each site consistent with the revised HBUHSD AUP. Review the district Guidelines for Employee Use of Technology and conduct training & professional development on ethical use.	Revisit annually in January of each year	Site administrators will monitor use and conduct staff training, check informally on a regular basis. The District Technology Council will revise AUP as needed.	3f.1
b	Develop and utilize student unit on plagiarism and ethical use of copyrighted works for Freshman research/library unit.	Revisit annually in June of each year.	Revisit annually in June of each year.	3f.1
c	Administer online NETS•S assessment for students.	Completed at the end of freshman research unit	Library Media Specialist and classroom teachers administer and report results to the District Technology Council.	3f.1
d	English/Language Arts and Social Studies Teachers will review new features and usage of TurnItIn	Training for Department Coordinators and teachers on staff development days before 1st semester	Director of Curriculum and subject area facilitators will monitor usage and coordinate and conduct department-level staff development.	3f.1

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

The proliferation of media in the 21st century brings exciting resources for our students as well as a great responsibility to use these resources safely. Safe use of these resources will be a priority for the district. Students must be taught to practice Internet safety, including how to protect online privacy and avoid online predators. The district has a Board-approved Acceptable Use Policy for Technology/Internet/Electronic Resources. Students and parents receive a copy of the Policy as part of the school registration packet. The district will be providing additional guidelines and resources on the safe use of the Internet for students, parents, teachers, and administrators. The District will create and maintain an informational webpage on these topics for student and teacher use. We also see the need to continually update the *Guidelines for Employee Use of Technology* and the *Acceptable Use Policy* for students. Internet and email filtering is accomplished via network appliances at the district office that all Internet traffic passes through, including a content filter, spam-blocker, and anti-virus protection. Through these measures, students will learn how to practice Internet safety. The measures we are taking will also assure that the District is in compliance with the requirements of *AB 307* and the *Protecting Children in the 21st Century Act*.

GOAL 3g.1: All teachers and students will understand Internet safety and complete targeted training regarding online privacy and online predators.

GOAL 3g.2: All computer systems maintained by HBUHSD will have filtered internet access and be configured to eliminate potential issues brought into the school by students or others by providing students with online storage managed by the District.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3g.1	By June 2011, and each year thereafter, students will learn and practice Internet Safety guidelines, including protecting online privacy and avoiding online predators as part of each school's freshman orientation program.	100%	100%	100%
3g.2	By June 2013, all student computers will have updated desktop security software to help prevent and monitor inappropriate use.	Open Access Labs	Other Labs, Laptop Carts	Class Desktop Systems
3g.3	By June 2011, and each year thereafter, teachers will receive annual training and professional development on cyber-bullying, online privacy and online predators.	100%	100%	100%

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	Review and update Internet Safety module in the Health course to ensure alignment with the <i>Protecting Children in the 21st Century Act</i> .	Develop Jul-Aug. 2010 Pilot 2010-11 Implement 2011-12; revise annually as needed	Health Teachers and Technology Coordinator will update. District Technology Council will monitor.	3g.1
b	Continue to maintain an active and effective network safety filter to block the use of inappropriate websites.	Revisit annually in June of each year.	Director of Information Services will evaluate as needed and revisit annually in June of each year.	3g.1
c	AUP for students and Guidelines for Employee Use of Technology will be implemented, reviewed and revised annually. Conduct professional development on cyber-bullying, online privacy and online predators.	Annually in March/April of each year.	The District Technology Council will review and revise as needed. Site Admin teams will plan and conduct professional development.	3g.1
d	Publish and secure students' agreement with the Acceptable Use Policy.	Annually in Aug.	Director of Pupil Personnel Services will coordinate and administer with registration materials. School APs of supervision will collect & maintain.	3g.1
e	Review and communicate Internet safety issues with all administrative staff.	Annually in Aug.	Assistant Superintendent will review current district policies and updates at the leadership team meeting.	3g.1
f	Create and maintain district Internet safety webpage(s).	Summer 2010	District webmaster	3g.1
g	Research desktop security software options and install updates on all student computers.	July 2010, research; Open Access Labs Fall 2010; all labs by 2011; classrooms by 2010.	Information Services Department will research & select. Net Techs will install and monitor.	3g.2

3h. Programs and methods of utilizing technology that ensure equitable and appropriate access to all students.

The Huntington Beach Union High School District is ADA compliant and ensures equal and appropriate access to all students. All students have access to technology in classrooms, libraries, and labs. Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be provided to meet their needs, as outlined in their IEPs and 504 Plans. The Special Abilities Cluster at Edison, which serves approximately 125 severely handicapped students, is provided with special hardware and software as needed. Every site operates an open access lab for all students, providing opportunities for Internet access and homework completion in tutorial sessions or open periods. Some of the systems in these labs are aging out, and should be replaced with computers that can handle the demands of upgraded versions of software and video. This will ensure a greater degree of accessibility to technology particularly for those students who do not have these resources at home.

The following chart outlines what is available to special populations at schools in the district.

Special Populations	Access to Technology
English Learners (EL)	Newcomers can take Keyboarding LEP course (for learning both English & keyboarding). Students in transition can use ELLIS, PLATO, Accelerated Reader, Accelerated Math, graphing calculators and can take part in reading programs using System 44 or READ 180. In addition, students in Sheltered classes benefit from CD / DVD audio support.
GATE	Classes have projectors, TV/VCRs, probeware, graphing calculators, and CDs/DVDs to enhance the curriculum.
Physical Disabilities	Assistive/adaptive technologies are provided as needed, as determined by IEPs. Examples include touch screens, alternative keyboards, adaptive switches, Dynovox communications devices, speech recognition software, word prediction word processors, and screen readers.
Special Education	MathMinds used with very low math achievers; others use PLATO, READ 180. Teachers use SEIS for online IEP development.
Title I	Westminster and Ocean View High Schools are school-wide Title I. Students use READ 180, PLATO, dedicated Title I computer labs.

GOAL 3h.1: Every school will have an open access lab that is up to date with current versions of relevant software, with after school access for students needing it.

GOAL 3h.2: Every classroom will be equipped with an LCD projection system.

GOAL 3h.3: Every school will be equipped with an accessible campus-wide wireless network

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3h.1	By June 2013, all open access labs will be open until at least 4 pm, and will be equipped with current versions of software that students need to complete assignments and conduct research relevant to classroom learning.	Priority list of needed equipment and upgrades identified	Upgrades completed at three sites, expanded hours are available	All school upgrades completed
3h.2	By June 2013, every classroom will have mounted LCD projector and sound system installed and in use for instructional delivery.	Completed installations at two sites	Completed installations at two sites	Completed installations at all schools
3h.3	By June 2013 every classroom will have access and utilize a wireless network across the district	Completed installations at two sites	Completed installations at two sites	Completed installations at all schools

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	Each site will identify needed upgrades including wireless systems, LCD requirements, and identify funding sources and purchasing priorities	by June 2011	Lists and funding sources submitted, purchasing and installations scheduled	3h.1
b	Coordinate upgrades and LCD purchasing, by site.	By June 2011	Net Techs will coordinate all required elements, with oversight by site principals and ETS department.	3h. 1-2
c	Develop installation schedule	Install at least three sites by June 2012, remainder of district by June 2013	Site principals and TRT will identify least disruptive times for installations and establish training for use of new systems	3h 1-3

3i. Technology use for efficient student record keeping and assessment and support of teachers' efforts to meet individual student academic needs.

One desired result of the HBUHSD Strategic Plan is to increase student achievement by becoming a data-driven, continuously improving district.

SB2000 is the student information system; it has several components to which staff have varying degrees of access. The component for teachers, SB2000 Classroom, is web-based; it provides teachers with information on their own students, such as schedules, contact information, demographics, assessment data, and grades; teachers use it to record attendance. Administrators and guidance staff also have access to discipline records. Some 5% of teachers in special programs have read-only access to the entire program. ASAP 2000 is used by the Adult School.

The web-based data warehouse and management program Data Director contains grades and assessment data, including CST cluster scores, reflected from state reports. All teachers have access to their own students' information and are receiving training on use of the program. Data Director also includes a test item bank from Action Learning Systems that can also be used to create standards-based assessments for classroom use; when answer sheets are scanned into the program, content cluster reports can be produced.

Instructional and assessment programs such as READ 180, Language!, PLATO, Successmaker, Riverdeep, and MathMinds also provide student reports.

Teachers collaborate to use data to inform instruction in a variety of ways. Numerous groups look at data during their decision-making processes, including WASC Assessment and Accountability Focus Groups, School Data Teams, Department Coordinators, and site and district Strategic Planning Committees. These groups perform such functions as examining assessment results, determining school targets based on data, driving staff development, planning instruction, and considering programmatic decisions (such as Sustained Silent Reading). Professional Learning Communities are in the beginning to intermediate stages at all schools.

Easy Grade Pro is the standard gradebook program for the district, but its use is not mandatory. The program can export a grade report, which can be posted for online access. Teachers can use Easy Grade Pro in conjunction with SB2000 Classroom to electronically send progress report and final class grades to the district. SB2000 Classroom can also be used independent of Easy Grade to accomplish this task. The district will continue to encourage teachers to use Easy Grade Pro to maintain daily/weekly grades as well as to post final grades and offer a simpler online gradebook in SB2000. This will eliminate the need to download and upload student information.

Physical education teachers use PDAs loaded with Easy Grade Pro Clipboard for taking attendance and recording grades.

GOAL 3i.1: Teachers, guidance staff, administrators, and appropriate support staff will access and use available technology resources for efficient student record-keeping to meet individual student needs.

GOAL 3i.2 Teachers will be provided opportunities to use interactive response systems or data scanners that provide instant feedback to students and allow teachers to immediately disaggregate results of formative assessments to guide classroom instruction.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3i.1	By June 2013, 70% of teachers at comprehensive high schools will use Easy Grade Pro or the new integrated grade book in SB 2000 to maintain student grades	25%	50%	70%
3i.2	By June 2013, 70% of teachers will use a technology-based item bank and student response systems or data scanners to create standards-based formative assessments and to gather and disaggregate student results.	30%	50%	70%

Action Plan

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	Teachers will migrate grade book activity to Easy Grade Pro or the new online system in SB2000.	Upgrade in 2010; training in 2011, full integration by 2013	Site administrators monitor use. IS Dept. will by July 2011 construct a usage report to show activity; Technology Coordinator will monitor report.	3i.1
b	School staffs will meet collaboratively to use data to drive instructional decision-making.	At least monthly	Site administrators and Department Coordinators schedule meetings. Notes are kept internally. Some meetings make formal annual reports (such as Strategic Planning).	3i.1
c	Teachers will receive training in using Data Director, and/or other standards-based item banks to develop assessments and Senteo or other response systems to gather student data	Initial training by July 2010; ongoing as needed thereafter	Director of Curriculum oversees district-wide; site Assistant Principals of Curriculum oversee at school level.	3i.2
d	More online test item databank content will be made available to teachers. Site- and district-developed questions will be added to test banks; the district will facilitate sharing of site-created test banks among schools.	Ongoing addition of items; process for adding district-written items developed by July 2010; sharing process by June 2013	Process overseen by Director of Curriculum and Technology Coordinator. Subject area facilitators will work with Department Coordinators at sites.	3i.2

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
e	Sufficient data scanners, response systems and other equipment will be available.	Annual evaluation and purchase (spring)	Director of Curriculum will oversee district-wide purchase based on input from school sites.	3i.2

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

HBUHSD opened the Parent/Student Portal in 2006 for online access to information from the student information system, including but not limited to attendance data, class schedules, assignments, class grades, calendars, campus/district news, profile information, teacher email addresses, report cards/progress reports, assessment data, and a graduation requirements check. Students are able to see their own data; parents are able to see data on all of their children. The success of the Portal depends to a large extent on the participation of classroom teachers. They are encouraged and assisted to upload assignments, class grades, and other data via SB2000 Classroom, ECS, and Easy Grade Pro, but much of this is not mandatory. For some parents and students, training is needed and will be refined and offered during the span of this plan.

In addition, parents communicate with teachers and administrators via email and voicemail. All classrooms have phones, which can be used to call out to any location. The district has a centralized autodialer for attendance calling and uses the Connect Ed service for announcements and crisis communication as well.

The district and each school maintain a website. Each school website is developed and maintained by a webmaster at the school. Content is put up by teachers, other staff, and school groups using ECS.

GOAL 3j.1: Technology will be used to improve home-school communication.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
3j.1	By June 2013, 90% of district parents will use the Parent/Student Portal as measured by login records.	60%	75%	90%
3j.2	By June 2013, and each year thereafter, all schools will have up-to-date phone systems.	100%	100%	100%
3j.3	By June 2013, every site will offer parent training opportunities in how to make maximum use of the parent portal.	Training program defined & piloted	All sites offer training	All sites offer training
3j.4	By June 2013 the portal system will include a two-way messaging system and an online registration module.	Messaging system	Pilot-test online registration	All sites online registration

Action Plan:

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a Teachers will check their email and voicemail daily, and will routinely update information for the parent portal.	Daily; informal monitoring ongoing	Site administrators will monitor and promote use, check informally on a regular basis. Site webmasters ensure all teachers have email accounts.	3j.1-2
b The district and schools will maintain up-to-date district and school websites.	Semi-annual monitoring	Technology Coordinator meets with site webmasters; monitors sites twice a year.	3j.1
c The Parent/Student Portal will continue to provide online access to student information and will be enhanced to include a messaging system and online registration module.	Messaging by Aug. 2010, registration pilot in 2011-12, full implement in 2012-13	District Portal Committee oversees. Director of Pupil Personnel provides registration module requirements. Senior Systems Analyst will provide reports of use.	3j.1,4
d Support for parents and students in using the Portal will be planned and provided. PTSAs will be involved. Possibilities include instructions in primary languages using videos and/or screen shots as illustrations.	Training for parents of new students each fall;	TRTs will monitor need for support, will plan and help provide support at each site.	3j.3

3k. Monitoring of Curriculum Component

The Director of Curriculum, Instruction, and Assessment and the Educational Technology Coordinator will be primarily responsible for monitoring the implementation of the Curriculum Component of this Technology Plan. The District Technology Council will meet approximately five times each year to monitor and evaluate Plan implementation under the direction of the District’s Educational Technology Coordinator

In addition to the monitoring activities described in Action Plans 3d – 3j and the table below, Technology Plan monitoring will follow the standard district curriculum-monitoring procedures. At the site level, each teacher and administrator creates an Individual Performance Plan annually. Tenured teachers are evaluated on their plans every two years; temporary and probationary teachers are evaluated annually. Site administrators conduct formal observations; site and district-level administrators make drop-in visits to classrooms whenever desired. Department Coordinators meet regularly, often weekly, and make reports to relevant district councils. School Focus Groups for Curriculum and Instruction, including teachers, administrators, classified personnel, and parents, meet as part of the WASC accreditation process to develop annual goals and plans. School Site Councils oversee Single Plans for Student Achievement and consider whether the goals are being met.

On the district level, Subject Facilitators in nine curricular areas meet with Department Coordinators in their subject areas every four to six weeks. Coordinators, such as the Educational Technology Coordinator, also meet regularly with appropriate teachers. The Instructional Council, composed of the Assistant Principals of Curriculum and Guidance, meets twice a month. The Superintendent’s Council, including principals, Directors, and Assistant Superintendents, meets twice a month.

Person Responsible	Monitoring Activity
Students	<ul style="list-style-type: none"> • Seniors fill out Senior Survey containing technology-related questions
Teachers	<ul style="list-style-type: none"> • Monitor student use of technology, including online resources and collaboration tools • Evaluate and maintain grading records of student technology-based work products • Evaluate student academic progress using reports generated by curriculum-oriented software • Take EdTechProfile Technology Assessment Profile annually
Department Coordinators	<ul style="list-style-type: none"> • Monitor teacher use of subject-specific software • Suggest elective course offerings that involve technology use • Schedule collaboration meetings; maintain notes of results
Technology Resource Teachers	<ul style="list-style-type: none"> • Monitor usage of personal storage space for students • Facilitate teachers taking Technology Assessment Profile • Monitor provision of “just in time” help for individual students needing to learn technology skills • Monitor site needs for support of Parent/Student Portal use
Library Media Teachers	<ul style="list-style-type: none"> • Monitor monthly reports of online database use provided by vendors • Maintain sign-up calendar/records of collaborative projects with subject-area teachers
Site Administrators	<ul style="list-style-type: none"> • Monitor teacher use of technology in instruction • Support TRTs in facilitating teachers taking Technology Assessment Profile • Monitor collaborative work between Library Media Teachers and classroom teachers • Ensure that needed training occurs • Monitor implementation of AUP and Internet safety process and compliance • Monitor teacher use of Easy Grade Pro • Schedule collaborative meetings to discuss data to inform instruction • Ensure that all teachers have email accounts • Monitor teacher use of email and voicemail • Monitor Connect Ed telephone & email information.

Educational Technology Coordinator	<ul style="list-style-type: none"> • Monitor and report school/teacher use of SB200, ECS, Easy Grade Pro • Administers and facilitates Technology Assessment Profile at district level; runs district-level reports • Develop and monitor process for adding district-developed questions and tests to Data Director • Monitors school websites twice a year
District Technology Council	<ul style="list-style-type: none"> • Investigate needs, plan, monitor development of media production centers at each school • Examine results of Technology Assessment Profile
Senior Systems Analyst	<ul style="list-style-type: none"> • Monitor use and capacity of web-based personal file storage system • Construct reports of teacher postings using ECS and Easy Grade Pro • Monitor parent sign-up and use of Parent/Student Portal
Director of Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> • Oversee development of cross-curricular and long-term projects supported by the use of technology • Monitor and evaluate results of state assessments • Monitor investigation, pilots, and selection of assessments used to measure student information and communication technology skills • Oversee teacher training in use of Data Director • Develop and monitor process for adding district-developed questions and tests to Data Director • Ensure that all sites have sufficient scanning equipment available for benchmark testing and to support use of data to drive instruction
Asst. Supt., Educational Services	<ul style="list-style-type: none"> • Supervise development, administration, and reporting of Senior Survey • Supervise review and update of Acceptable Use Policy and Guidelines for Employee Use of Technology

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

In November 2009, an EdTechProfile Technology Assessment Profile report was run, showing responses from 20 administrators. Table 4 summarizes the results. In overall computer knowledge and skills, 100% of administrators scored as experienced computer users (Intermediate or Proficient), with strengths in word processing, email, and general computer skills. Skills appear to be slightly less strong in spreadsheet and database applications.

	Not applicable (non-user)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	%	%	%	%
General computer knowledge & skills	0%	0%	60%	40%
Internet skills	0%	20%	50%	30%
Email skills	0%	0%	30%	70%
Word processing skills	0%	0%	35%	75%
Presentation software skills	0%	25%	30%	45%
Spreadsheet software skills	0%	45%	20%	35%
Database software skills	15%	35%	20%	30%

Results from a November 2009 EdTechProfile Technology Assessment Profile report are shown in Table 5. The results include 543 teachers, 83% of the district total. Of respondents, 93% are experienced computer users, scoring Intermediate or Proficient in overall computer knowledge and skills. Strengths are word processing, presentation software, general computer skills, email, and Internet. Less strong are spreadsheet (47% beginning or non-users), and database (49%) software skills.

	Not applicable (non-user)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	%	%	%	%
General computer knowledge & skills	0%	7%	51%	42%
Internet skills	0%	12%	50%	38%
Email skills	0%	10%	37%	53%

	Not applicable (non-user)	Beginning	Intermediate	Proficient
Word processing skills	0%	8%	31%	61%
Presentation software skills	5%	23%	33%	39%
Spreadsheet software skills	7%	32%	36%	25%
Database software skills	16%	33%	35%	16%

Tables 6 and 7 show the results of the two sections of the Technology Assessment Profile, which deal with skills in integrating technology into the curriculum. In these areas, in order to score Proficient and sometimes Intermediate, teachers must meet each standard themselves, know how to teach students how to do similar things, and report that their students have learned these skills. On Standard 9, 12% of teachers scored as Proficient, with strengths being records management/communication and online collaboration and weaknesses involving evaluation of technology tools and educational software. On Standard 16, 8% of teachers scored as Proficient, with a strength (27% Proficient) being use of data to assess and communicate student learning and weaknesses being use of computer-based collaborative tools (61% beginning or non-users) and evaluation, monitoring, and adjustment of technology-enhanced lessons (51%).

TABLE 6: Standard 9, Using Technology in the Classroom

9a, 9f, 9g concern knowledge and use of resources in lessons
 9d and 9e concern communication
 9h and 9i concern information literacy skills
 9f and 9i concern policy and law

In order to be "Proficient" in each sub-standard, teachers must have taught students each skill.

	N/A (non-user)	Beginning	Intermed.	Proficient	
Standard 9 Overall	2%	33%	53%	12%	
9a	Use of technology appropriate to lesson content and student abilities/skills	3%	29%	55%	14%
9b	Knowledge of research & best practices in technology in education	5%	35%	46%	14%
9d	Record management; communication through printed- or multi-media	8%	7%	35%	50%
9e	Online collaboration	1%	24%	28%	47%
9f	Knowledge, selection, and use of technology resources according to district policies to meet individual student needs	5%	40%	37%	12%
9g	Evaluation and selection of educational software	10%	42%	42%	7%
9h	Use and evaluation of electronic research tools	11%	47%	29%	13%
9i	Knowledge of law, policy, and safety issues	12%	31%	40%	18%

TABLE 7, Standard 16: Using Technology to Support Student Learning

16a and 16b concern communication using technology

16d and 16e concern student information literacy skills

16f and 16g concern assessment

In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

		N/A (non-user)	Beginning	Intermed.	Proficient
Standard 16 Overall		4%	39%	48%	8%
16a	Communication using a variety of electronic media	11%	33%	52%	10%
16b	Use of computer-based collaborative tools	11%	50%	29%	10%
16c	Use of technology resources in curriculum-aligned lessons	3%	34%	53%	11%
16d	Development of student information literacy & problem-solving skills for lifelong learning	16%	23%	44%	17%
16e	Creation of technology-enhanced lessons for students to plan, locate, evaluate, select and use information for problem-solving; creation of effective learning environments; evaluation of technology use and quality of student products	10%	34%	40%	15%
16f	Use of data to assess and communicate student learning	9%	32%	33%	27%
16g	Evaluation, monitoring, and adjustment of technology-enhanced lessons	15%	36%	40%	9%

The following chart shows teacher proficiency in the components of information literacy. At most 17% of teachers score proficient in any one area, meaning that they both know these skills and have taught their students similar skills.

		N/A (non-user)	Beginning	Intermed.	Proficient
9h	Use & evaluation of electronic research tools	11%	47%	29%	13%
9i	Knowledge of law, policy, and safety issues	12%	31%	40%	15%
16d	Development of student information literacy & problem-solving skills for lifelong learning	16%	23%	44%	17%
16e	Creation of opportunities to engage students in planning, locating, evaluating, selecting & using technology resources for problem-solving	10%	34%	40%	15%

Out of 563 teachers and administrators responding to the Technology Assessment Profile, 178 (25%) said they need opportunities to participate in educational technology staff development focused on basic computer/technology skills; 552 (75%) said they need opportunities for training on integrating technology into the curriculum. These figures are borne out by the preceding charts, and will be addressed in professional development opportunities offered by the district.

As expressed on the TAP, preferences for technology training at their schools were one-on-one informal training (20% of respondents), small group training (60%), and online web-based training (21%). Preferences for when technology training should be offered were during the school day (50%), after school (25%), in the evening (5%), on weekends (4%), during the summer/off track (16%).

4b. Plan for providing professional development opportunities based on the needs assessment and the Curriculum Component.

Professional development opportunities will be offered to administrators, teachers, and support staff based on the needs assessment (4a) and the Curriculum Component goals, objectives, and action plan. Training will take many forms, including coaching, one-on-one, workshops, training of trainers, vendor and consultant presentations, and collaboration meetings, at various times, including during and after school and during the summer.

The Assistant Superintendent, Educational Services, assisted by the Director of Curriculum, Instruction, and Assessment and the Educational Technology Coordinator, is in overall charge of technology-related professional development in the district.

The Technology Plan Committee has identified the following issues, which need to be addressed:

- Individual schools are at different places in terms of teacher knowledge and use of technology; some have lost expertise, and individual teachers have fallen behind.
- In the past, training for new teachers has been determined and provided by the individual sites, resulting in inequality of technology knowledge and use.
- Two levels of training are needed: operational (how the program/technology tool works) and curriculum integration (examples and modeling of how the tool has actually been used for teaching).
- Some teachers who jumped ahead in specific areas of technology use (such as personal class websites) may not have used specific technology resources now preferred by the district. These teachers may feel restricted by new district initiatives; the district needs to find a way to harness their knowledge and enthusiasm for the benefit of the rest of the staff.
- It is obvious that central coordination of the district educational technology program, including professional development, is required.
- In order to carry out the ambitious professional development strategies required by this Plan, modifications to current school-level staffing patterns need to be made.

This Technology Plan addresses these issues as follows:

- Most training will take place at the site level to allow individual school needs to be addressed. Requests for training will be given to the site and/or district technology committees, which will identify people to provide the needed training. For at least some

district initiatives, site TRTs will be informed/will receive training, then will train small groups or will work with principals to arrange training for entire staffs. Teachers will be informed of available training via email and notices posted on school websites.

- HBUHSD will continue a district-wide New Teacher Technology Institute for new hires (plus teachers hired during the previous year and other teachers who need to improve their skills) which will include training on district email, voicemail, Subfinder, ECS, SB2000 Classroom, and Easy Grade Pro. The Institute will be offered several times (during the summer and early fall) in order to accommodate all participants; schools could opt to present the standardized modules themselves.
- Modeling of technology used in instruction will be provided by exemplary-teachers at each site. The district will investigate a way to reward these teachers.
- The district will investigate increasing the hours of the Educational Technology Coordinator (currently 2 teaching periods), including the possibility of making the position full-time. The district will investigate providing a release period for site Technology Resource Teachers.
- In the summer of 2010 the Assistant Superintendent, Educational Services, will work with the District Technology Council (DTC) to develop a three-year Technology Professional Development Plan and approximate calendar. They will decide how training on each subject can best be delivered: entirely site-based (whole staff, small group, or one-to-one), provided by the district (centrally or via trainers who go to sites), introduced via an online teacher resource/collaboration portal followed by individual support, or a combination. They will determine how technology training will integrate with other professional development needs in the district. This Technology Professional Development Plan will be reviewed annually.

GOAL 4b: All staff will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
4b.1	HBUHSD will plan and implement a district-mandated New Teacher Technology Institute to ensure that all District supported software is understood and available to new staff.	Implement summer/fall	Implement summer/fall	Implement summer/fall
4b.2	By June 2013, 90% of teachers will score Intermediate or Proficient on Standard 16e (creation of technology-enhanced learning opportunities and effective learning environments; evaluation of technology use and quality of student products) on the Technology Assessment Profile.	75%	85%	90%

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
4b.3	All teachers will be supported through interactions with the TRT at their site and call on them for just in time support and personalized training needs. TRTs will maintain logs of their work with staff and conduct an end of year assessment of services. Additional District wide trainings will be coordinated by the District's Ed Tech Coordinator.	80% of staff will be positive regarding support of TRT	90% of staff will be positive regarding support of TRT	95% of staff will be positive regarding support of TRT
4b.4	The District will expand and enhance the existing portal (SB2000) to include robust opportunities for collaboration and communication among staff, better management of data including student reports, file storage for student use, ----etc	Review and prioritize, identify funding sources for extension to existing services	Rollout and trainings for new services	Full implementation at all sites

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	The district will develop, deliver and annually implement and review a Technology Professional Development component based on content-based trainings for the New Teacher Institute and other trainings as requested.	Math - 2010, and annually with each new content adoption	Assistant Supt., Ed. Services, will work with District Technology Council.	4b.1
b	The district will continue and update New Teacher Technology Institute.	Ongoing, August of each year	Director of Curriculum and Technology Coordinator will lead the project, evaluate success, and plan changes for the next year.	4b.1
c	Staff will receive uniform instructions in properly filling out the EdTechProfile Technology Assessment Profile, including an explanation of the importance of the survey for planning and evaluation of the Tech Plan. All teachers and site administrators will fill out the TAP annually to determine district staff proficiency levels in personal computer skills and integration of technology into the curriculum.	Aug. - Nov. of each year	TRTs monitor and facilitate at the school level, with support from site administration. Technology Coordinator facilitates at district level. District Technology Council examines results, determines need for training.	4b.2

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
<p>d TRTs will work with teachers one-to-one or in small groups on:</p> <ul style="list-style-type: none"> • new online grade book • turnitin plagiarism software • use of new hardware such as LCD panels • Internet safety issues • use of student response system such as Senteos • Use of district-provided student storage • Interactive field trip development • information literacy components and the implementation of an online assessment for students • touch devices and interactive slates • how to use productivity software personally and for instruction. 	Ongoing throughout the year and annually re-established to reflect emerging interests and equipment	TRTs maintain records of their work with teachers.	4b.3
<p>e The district will investigate/develop a uniform management and record-keeping system for technology/curriculum integration support (such as an online work order system or other method of requesting and tracking help provided by TRTs and others).</p>	2010-2011	Technology Coordinator will work with the District Technology Council to develop and evaluate.	4b.4
<p>f Schools will develop a cadre/list of exemplary teachers who can provide site-based modeling and training in uses of specific technologies. Goal will be to have a point of contact in each department. District will investigate ways to reward these teachers.</p>	By July 2011; ongoing updating of list	Site administrators, Dept. Coordinators, TRTs and site technology committees will identify teachers and develop list.	4b.3
<p>g The district will investigate increasing the hours of the Educational Technology Coordinator (currently 2 teaching periods), including the possibility of making the position full-time. The district will investigate providing a release period for site Technology Resource Teachers.</p>	Spring 2010; re-evaluate annually	Assistant Superintendent, Educational Services, will lead.	4b.3 4b.3
<p>h Teachers will be provided with models of actual uses of technology integration: model lessons available online, live demonstrations, video recordings.</p>	Begin 2011-2012	Director of Curriculum and Technology Coordinator will oversee at district level. TRTs and site administrators will monitor at site level.	4b.3

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
i	The district will investigate/develop an online teacher resource center/portal (possibly including forums, RSS feed) where teachers can learn about new educational uses of technology, collaborate, share projects and lesson plans, and view subject-oriented links.	Complete investigation by fall 2011 develop & implement by 9/12	Technology Coordinator and District Technology Council will lead.	4b.4
j	Teachers will receive additional training in posting content online using ECS / SB2000, including choosing and creating links to educational resources.	New Teacher Institute; as needed	TRTs provide small group and one-to-one training as requested.	4b.3
k	Teachers will be offered training in best practices in the educational use of online collaboration tools such as forums and blogs, including how to set up and moderate forums using district-provided tools.	Info via teacher portal; indiv. help as needed	TRTs provide small group and one-to-one training as requested. District Technology Council will oversee.	4b.3
l	Training will be offered in choosing and evaluating student technology-based projects, including development of grading rubrics.	By June 2012	Asst. Supt., Ed. Services, and DTC will oversee.	4b.3
m	Teachers will learn how to use district-provided tools such as web-based file storage space/project-development space.	All schools by 09/10	Asst. Supt., Ed. Services, and DTC will oversee.	4b.3
n	All teachers will be familiarized with the resources available to students in the media production center.	Begin Fall 2011, as resources are updated	Asst. Supt., Ed. Services, and DTC will oversee.	4b.3
o	New teachers will, as needed, receive training in current/continuing curriculum resources (such as READ 180, subject-specific software).	Fall of each year, then ongoing	Overseen by Language Coach, district subject area Facilitators.	4b.1.2
p	Teachers and administrators will be trained in the technology components of State Board of Education-approved core and intervention materials as they are adopted by the district.	Ongoing, each year	Director of Curriculum will oversee. Facilitators and publishers will provide training.	4b.3
q	Teachers will be trained in using Data Director and/or other electronic test banks for developing standards-based assessments and for using data to inform instruction.	By July 2011	Director of Curriculum will oversee.	4b.3
r	Teachers wishing to expand use of Easy Grade Pro will be provided additional training/support as needed.	Fall of each year	TRTs will provide and maintain records.	4b.3
s	As new online reference databases are licensed, staff will be provided with training.	Aug. – June each year	Library Media Teachers will provide training.	4b.3

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
t	Library Media Teachers will work with individual English language arts teachers in developing student and teacher information literacy skills and projects, and will work with staff to conduct online information literacy assessments for students.	As needed, and as services are rolled out	Library Media Teachers will keep records.	4b.3
u	Site webmasters will receive training on website development and district web-based services as required.	As needed	Site administrators and Technology Coordinator will oversee.	4b.4
v	Administrators will receive training on, Data Director, and other district initiatives as they are rolled out.	Ongoing, as needed, informally	Assistant Superintendents, Ed. Services and Human Resources, will oversee.	4b.3,4
w	Administrators will be offered training in developing electronic presentations (via peer assistance, TRTs, Adult School).	Annually and as needed	TRTs will keep records of help provided.	4d.1
x	Training will be provided for Instructional Aides—Technology (updates, information on district-specific programs and tools, media production tools and software).	Complete investigation by fall 2011 develop & implement by 9/12	Library Media Teachers will assist in determining needs and will ensure training is provided.	4d.1

4c. Monitoring Process for Professional Development Component: Please see also the Program Monitoring, Evaluation, and Modification Process entries for each item in the Action Plan, included in **Section 4b**, above.

Monitoring Activity	Person Responsible	Schedule
Development of comprehensive Technology Professional Development Plan and calendar; update annually	Assistant Supt., Ed. Services District Technology Council	Summer 2010
Development standard modules for New Teacher Technology Institute; evaluation of Institute implementation, revision of modules for the next year.	Director of Curriculum Educational Technology Coordinator	Implement Aug./Sept. annually Evaluate Oct. Revise summer annually
Professional development sessions held; agendas and sign-ins kept; participant evaluations collected and analyzed and adjustments in training made.	TRTs Exemplar-teachers Trainers Principals/Assistant principals Site technology committees	Ongoing with annual report to Tech Council

Monitoring Activity	Person Responsible	Schedule
	Director of Curriculum Technology Coordinator	
Teachers and administrators take the Technology Assessment Profile. Those responsible for training analyze data and decide on modifications in professional development for the coming year.	District Technology Council Director of Curriculum Technology Coordinator	Fall, annually
Site administrators look for specific uses of technology after a teacher training is completed. BTSA support providers observe instruction and make individual recommendations. TRTs collect anecdotal information. All suggest training needed to raise levels of instruction.	Site Administrators BTSA support providers TRTs	Spring, annually

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT

5a. Existing hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support needed to support the Curriculum and Professional Development components.

5b. Hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications and technical support needed to support the Curriculum and Professional Development components.

Please note: We have combined existing hardware (Section 5a) with our needed hardware (Section 5b)

Hardware:

The following items of technology hardware and infrastructure are needed to support the goals and activities of the Curriculum and Professional Development Components of this Technology Plan.

- Reliable, safe Internet service of sufficient bandwidth
- Up-to-date computers (less than 4 years old) for student and teacher use, with a 6:1 ratio of students to computers by June 2013.
- An LCD or DLP projector, screen and sound system in each classroom (preferably ceiling-mounted projector) by June 2013
- Up-to-date equipment for a student media production center at each comprehensive high school: minimum of four higher-end computers, digital still and video cameras, scanner, drawing tablet, networked color printer
- Sufficient printing capacity for students and teachers
- Servers with sufficient capacity for web-accessible student file storage and school websites that can present student work
- Interactive whiteboards, interactive slates, scientific probeware, podcasting and webcasting tools and classroom access to touch-based resources as needed.
- Adaptive technologies as needed
- Handheld devices for physical education teachers
- Data Scanners for scanning answer sheets of standards-based assessments
- Student Response Systems for instruction and standards-based assessments
- Up-to-date phone systems for two-way communication between home and school, including voicemail and autodialer services

Computers:

Need: Instructional computers at a 6:1 student to computer ratio district-wide

Have: Per-school ratios of students to total computers and to “multimedia computers” (defined as 48 months old or less) as per October 2009 district enrollment data and a site inventory conducted in November 2009 are shown in the chart below. *Ratios reflect the fact that at most

102 students are physically present at Coast, an independent study school, at any time.

School	Student Enrollment	Total Computers	Stdnt: Comp Ratio	Multi-media Comp. (<4 yr)	Stdnt: MM Comp. Ratio	# in class-rooms	# in libra-ries	# in labs	# of laptops on carts
CDS	27	45	0.6	18	1.5	41	0	41	0
Coast	*211	50	*2.0	1	*102	40	10	0	0
Edison	2611	458	5.7	125	20.8	221	18	195	0
Fountain Val	3245	567	5.7	492	6.6	249	59	171	88
Huntingtn Bch	2577	697	3.7	424	6.1	444	41	96	40
Marina	2826	652	4.3	356	7.9	308	44	152	148
Ocean View	1549	572	2.7	117	13.2	328	18	126	100
Valley Vista	301	79	3.8	0	0	0	0	0	0
Westminster	2733	1,153	2.4	516	5.3	721	22	332	224
District Total	16,080	4,273	3.8	2,049	7.8	2,352	212	1,113	600

The following chart shows the number of computers schools plan to purchase before June 30, 2010 and number of computers that are to be retired before June 30, 2010.

School	Planned new comp. before June 2010	Retire comp. before June 2010
CDS	2	0
Coast	2	0
Edison	65	65
Fountain Val	72	72
Huntington Beach	0	0
Marina	68	68
Ocean View	12	67
Valley Vista	158	98
Westminster	190	190
District Total	569	560

To be Acquired: The following chart shows the numbers of new computers that will need to be purchased to reach the desired ratio of students to computers less than four years old (“multimedia”) in each year of the Plan

	2010-11	2011-12	20012-13
Carryover number of MM computers	2618	2020	2,311
Less computers becoming >48 mos.	712	524	465
Add new computers	114	815	829
Total of up-to-date computers	2,020	2,311	2,675
Enrollment	16,159	16,180	16,051
Student “multimedia” computer ratio	8.0	7.0	6.0

To meet the desired ratio, HBUHSD will need to purchase 114 computers in 2010/11, 815 in 2011/12, and 829 in 2012/13. (Obj. 5.1)

Over the next three years, the district intends to replace the oldest computers currently used for instructional and administrative purposes and upgrade RAM and operating systems on additional computers. The goal is to have all computers with at least 512 M RAM running at minimum Windows XP or Mac OS 10.4 on 1.2 GHz. or better processors. (Obj. 5.2)

Individual schools may decide to scale back use of mobile laptop labs, many of which are aging and in poor condition. Schools will selectively replace laptops where there is demonstrated need.

LCD Projectors:

Need: One projection system in each classroom

Have: The following chart shows the number of LCD projectors currently owned by schools (including old equipment that will soon need to be replaced), and the number of new projectors needed to have one in every classroom. (Coast High Schools has specified a need for only two projectors total.)

School	# of LCD projectors now owned	# new projectors needed
Community Day School	3	1
Coast	1	1
Edison	96	34
Fountain Valley	117	26
Huntington Beach	123	10
Marina	77	45
Ocean View	68	27
Valley Vista	20	2
Westminster	89	38
District Total	594	183

To be Acquired: Assuming replacement of 50 old projectors, approximately 233 (183 + 50) new projectors will need to be purchased over the three years of this Plan. (Obj. 5.3)

Printers:

Need: Sufficient printing capacity for students and teachers

Have: Schools use a combination of inkjet and laser printers, with the latter in shared use areas (libraries and labs), offices, and some classrooms. OceanView and Westminster have color laser printing capability. The majority of classroom printers are local inkjets; laser printers in common use areas are mostly shared. Students do most of their printing at home, in the library, or in the labs. (No district-wide inventory of printers is maintained; hence, no statistics on numbers owned can be shown here.)

To be Acquired: At the moment, printing capacity is adequate. Individual school sites will be responsible for determining and addressing printing needs. (Obj. 5.4)

Student Media Production Centers:

Need: Updated equipment for a student media production center at each comprehensive high school

Have: Media production centers for individual student use do currently exist but the computer hardware, software and peripherals for these will need to be upgraded or replaced during this plan.

To be Acquired: At minimum, at each comprehensive high school, 4 higher-end computers, a digital still camera, a digital video camera, a scanner, a drawing tablet, and a networked color laser printer. Comprehensive high schools will be responsible for planning, equipping, and running these centers, with some financial assistance from the district. (Obj. 5.5)

Scanners:

The district will provide additional data scanners to the sites for use with standards-based assessments, which will be developed in the future. Currently each comprehensive high school has one scanner and more will be purchased based upon the use and demand for the scanners at the school sites. (Obj. 5.8)

Student Response Systems:

The district will provide Student Response Systems to sites for use with instruction and standards-based assessments, which will be developed in the future. The magnitude of this implementation will be based upon a pilot project, which will involve 2 response systems per site (1 for VVHS). A needs assessment will be conducted after the pilot (June 2011)

PDA's:

Physical education teachers (who use PDAs for attendance and class records and grading) will require the purchase of about 15 replacement PDAs each year. (Obj. 5.7)

Interactive and touch-based devices:

Interactive whiteboards, interactive slates, scientific probeware, podcasting, webcasting, videoconference and touch-based devices are currently used at various sites. During this plan a needs assessment will be conducted and school sites with the aide of the district will purchase additional devices to expand and enhance their use.

Policies:

The district maintains minimum standards for computers, laser printers, and networking equipment. Currently, schools can choose between two vendors for computers, and can have the computers configured with extra options if they wish. HP is standard for laser printers; inkjet printers are considered disposable and can be purchased from any vendor.

The district, via the District Technology Council, will seek input from all departments and sites and will develop a policy for the purchase of accessory devices (such as PDAs and LCD/DLP

projectors) and new technologies. Considerations will be the benefits of standardization and the need to address additional and specialized technical support that will be required by the technology. The policy will also detail what types of equipment schools/teachers are allowed to plug into the district network.

Electronic Learning Resources/Administrative Software:

Need: The goals and activities of the Curriculum and Professional Development Components of this technology plan require the following electronic learning resources and administrative software if they are to be completely implemented.

Have: The district already owns or uses most of the resources listed (items in regular typeface). See Section 3b for additional detail.

To be Acquired: The items in boldface (not yet owned or used by the district) will be piloted and/or acquired during the course of this Plan. Additional licenses, upgrades, and new versions of current software will be acquired as needed. (Obj. 5.9)

- Productivity suite: Microsoft Office is standard on all computers purchased
- Online collaboration tools for use by students and teachers (including online forums, blogging capacity)
- **Updated Software for media production centers (such as Adobe Creative Suite CS4 or upcoming CS5)** (Obj. 5.11)
- **Web-based, Internet-accessible storage space for student projects**
- Software for math and reading intervention, credit recovery, and CAHSEE preparation
- Online licensed full-text databases
- Encyclopedia Britannica online subscription service.
- Subject-specific software, including that needed to support new elective courses
- Software to support special populations (English Learners, Special Education)
- **Technology resources accompanying adopted text series (such as e-textbooks, audio, tutorials, exam-builders, lesson planners, and web resources)** (Obj. 5.10, new adoptions)
- Educational Collaborative System (ECS) for teachers to upload content to websites
- Parent/Student Portal
- Data Director
- Turnitin.com
- Administrative software (SB 2000, SB2000 Classroom, Easy Grade Pro, SEIS, library automation)
- Autodialer services (ConnectEd)

Telecommunications and Networking Infrastructure:

Need: Reliable, safe Internet service of sufficient bandwidth. Servers with sufficient capacity for web-accessible student file storage and school websites. Up-to-date phone systems.

Have: The district network includes the following sites, with the hub at the district office: Marina HS, Edison HS, Huntington Beach HS, Ocean View HS, Fountain Valley HS,

Westminster HS, Marina HS, Valley Vista HS, Adult School/Coast HS, Community Day School at Westminster Mall, Oak View Preschool and Education Center (Adult School program), and District Facilities/Transportation/Security. All sites can connect to each other through the district office if need be. In addition, an Adult School computer lab at Founders Village (Senior Center) uses a Time Warner cable connection; it is not part of the district network.

Description of Data and Voice Network		
	Have (Current situation)	To be Acquired (Planned upgrades)
Type and speed of connection of District Office to Internet provider	40 Mbps ATM circuit to Orange County Department of Education	80-100 Mbps fiber to OCDE, expandable to 1,000 Mbps (Obj. 5.13)
Type and speed of connection(s) of schools to each other and/or to District Office	All sites connect to DO hub via 100 Mbps fiber or 1.5 Mbps T1 circuits. Fiber: M, HB, W, E, FV, OV, VVHS, HBAS, CHS T1: CDS, Oak View	Upgrade small school T1 circuits when necessary. (Obj. 5.14)
Type and speed of backbone within sites; description of LAN; speed of connection at the desktop	Switched Ethernet Gigabit backbones at each site with MDF/IDF star configurations. Desktops 10, 100, or 1000 Mbps	Upgrade all network connections to at least 100 Mbps. Make all network jacks live as needed. (Obj. 5.15)
Number of network drops per room; Internet connections	Standard configuration is 6 student, 1 teacher, and 1 peripheral connection per classroom. All classrooms currently meet the standard (with at least two drops currently "live."). All classrooms and libraries are connected to the Internet.	Make sure standard is maintained during modernization.
Wireless Internet access	Limited primarily to classrooms and mobile carts used in classrooms. Enterprise wireless access equipment has been purchased but not installed.	Wireless network needs to be installed and configured. A policy needs to be created before substantial expansion can proceed.
Brief listing of servers (central and at sites) & services they perform, both eligible for E-Rate and not eligible	Site servers handle network login, file sharing, printing and delivery of instructional applications (e.g. READ 180, PLATO, library applications, etc.) Most other servers reside at DO (e.g. email, web, SIS, ECS, P/S Portal, Subfinder, etc.)	Provide more storage for remote access of student and staff files. Explore backup strategies over the WAN. (Obj. 5.6)
Voice network	Decentralized Mitel equipment; all have voicemail. VOIP operational at DO only now.	Upgrade switches at schools to complete VOIP phase one to provide limited video

Description of Data and Voice Network		
	Have (Current situation)	To be Acquired (Planned upgrades)
	Basic local and long distance service; cellular service; pager service	teleconferencing for internal use. (Obj. 5.16)

Physical Plant:

All school sites and district offices have sufficient electrical capacity for current technology.

The district is at the end of a \$300 million modernization and building program that will be completed by 2010. Modernization has provided a standard classroom configuration that consists of eight data connections paired with power outlets, with a ceiling mount for an LCD projector. Each classroom has the growth capacity to support more computers. Specialty classrooms (labs) have an additional 20-Amp panel. Fiber optic cable connects buildings at sites.

Technical Support:

Current: The Information Services Department consists of the Director, the Senior Systems Analyst, three Systems Analysts, a Computer Programmer, a Data Control Clerk, and two Network Technicians (to serve the district office, Valley Vista, Coast, the Adult School, and the Community Day School). Each comprehensive high school has its own Network Technician. Out of warranty computers are repaired by the Electronic Technical Services Department, which includes a supervisor and six technicians. This department also maintains the phone systems and wiring, public address systems, fire and intrusion alarms.

Computers are purchased with extended care warranties (5-years for desktops, 3-years for laptops); the vendor, when possible, performs warranty repairs on-site. As the district computer upgrade/replacement program is carried out, older machines will be retired, and fewer burdens will be placed on technical support/repair staff. Under new policy to be developed by the district, before new technology is purchased, the potential impact on technical support staff will be evaluated.

To do: The district will develop a protocol for data management for teachers that would include some form of centralized backup of files and programs at each school. This will allow for easier restoration of systems in need of repair. (Obj. 5.19)

Current: When staff experience technical problems, they can access the online work order system directly or can notify the site Network Technician.

On the Technology Assessment Profile, teachers were asked to indicate the typical response time when they report a technical problem; as reported in November 2009, the average response was a 2.4 which indicates a response time of more than 2 hours but less than five weekdays.

Part-time Instructional Aides—Technology provide support for users in the comprehensive school libraries. Technology Resource Teachers in each school assist teachers with integrating technology into the curriculum.

To do: The district will continue to explore funding opportunities and methods of reallocating resources to provide additional technical support. It will investigate the possibility of hiring of additional Network Technicians or increasing the Instructional Aide position to full time. (Obj. 5.18)

5c. Benchmarks and timeline for obtaining the needed resources.

Hardware:

Please note that the following software/service purchase objectives or recommendations may be dependent on the acquisition of additional funding, including grants.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
5.1	By June 2010, the ratio of students to “multimedia” computers (less than 4 years old) will decrease to 6:1.	8:1 (buy 114 computers)	7:1 (buy 815 computers)	6:1 (buy 829 computers)
5.2	By June 2013, all district computers will meet minimum standards for RAM, processor, and operating system.	1/3 of older computers upgraded or replaced	2/3 of older computers upgraded or replaced	All older computers upgraded or replaced
5.3	By June 2013, every classroom will have an LCD or DLP projector.	Buy 183	Buy 25	Buy 25
5.4	Sites will purchase replacement printers to maintain current printing capacity.	Buy 50	Buy 50	Buy 50
5.5	Students will have access to media production centers at comprehensive high schools.	Sites purchase essential equipment	Add capacity	Add capacity
5.6	District and sites will have sufficient server capacity.	Buy 8 a year for DO & sites, allocated as needed	Buy 8 a year for DO & sites, allocated as needed	Buy 8 a year for DO & sites, allocated as needed
5.7	Site administrators and physical education teachers will have PDAs for administrative uses.	Sites buy 15 replacements	Sites buy 15 replacements	Sites buy 15 replacements
5.8	District will provide additional scanners to sites for use with standards-based assessments.	Per site request	Per site request	Per site request

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	Sites will determine priorities for deployment of new computers and other equipment.	Jan. – March, annually	Site administration and site tech committees lead, with input from DTC and Director of IS. Use of	5.1-5.8

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
			FF&E funds limited to computer replacement.	
b	The district will develop a policy covering the purchase and use of computers, wireless access points, servers, projection systems and interactive and touch-based devices.	By Sept. 2010; re-evaluated each spring	Director of IS will lead, working with the District Technology Council.	5.3 5.4 5.7
c	The State Technology Survey will be filled out for/by each school accurately reflecting the number, age, and locations of computers, within the required window.	Jan. – March, annually	Director of IS oversees at the district level.	5.1

Electronic Learning Resources:

Please note that the following software/service purchase objectives or recommendations may be dependent on the acquisition of additional funding, including grants.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
5.9	By June 2013, and each year thereafter, district/sites will purchase upgrades and additional licenses for existing software and services as needed.	100%	100%	100%
5.10	Teachers and students will have access to technology resources accompanying adopted text series.	New ELA Level III & Advanced Science materials	New ELA Level IV & Mathematics	Electives & Advanced Mathematics
5.11	Students will have access to media production centers at comprehensive high schools.	Sites purchase essential software	Add capacity	Add capacity

Action Plan:

Implementation Plan, Data to be Collected, and/or Evaluation Instruments		Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	At the end of each school year, examine current software and online services for needed upgrades or additional licenses. Make purchases as needed.	May/June of each year	Continuous evaluation process. Site administrators and Dept. Coords. oversee for school items. Ed. Services tracks licenses for district-wide titles (READ 180,	5.9 - 5.11

		System 44, PLATO, online databases).	
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Telecommunications and Network Infrastructure:

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
5.13	District will upgrade its connection to the Internet service provider (OCDE) to 80 - 100 Mbps fiber (expandable to Gbps).	Implement	-----	-----
5.14	District will upgrade network connections to small schools to 100 Mbps fiber as needed.	As needed	As needed	As needed
5.15	10Mbps connections within school sites will be upgraded to at least 100 Mbps to the desktop.	As needed	As needed	As needed
5.16	District will update switches at schools to complete VOIP phase two to provide videoconferencing.	Implement	-----	-----

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	The district will create a policy for use of wireless Internet access.	By Sept. 2010	Director of Information Services will work with DTC.	-----

Physical Plant:

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
5.17	The district will complete modernization program financed by a local bond measure.	Complete program	-----	-----

Technical Support:

Please note that the following technical support objectives or recommendations may be dependent on the acquisition of additional funding.

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
5.18	The district will investigate providing added technology support to schools	-----	Add one Network	Re-evaluate need for Net

	OBJECTIVES & BENCHMARKS:	2010-11	2011-12	2012-13
	(such as adding Network Technicians or increasing Instructional Aide—Technology position to full time).		Tech	Tech or Aide
5.19	The district/schools will develop a protocol for data management/system backup for teacher computers.	-----	-----	Develop

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process	Target Obj. #
a	The level of technical support will be re-evaluated each year	Annual evaluation	DTC will evaluate adequacy of technical support. District Cabinet will make decisions on adding positions.	5.18
b	District/sites will develop a backup system for teacher and student systems.	2012-2013	Director of IS and DTC will lead development, with input from site administration and tech committees.	5.19

5d. Monitoring Process

Monitoring Activity	Person Responsible	Schedule
Purchase of equipment carried out; inventory kept up to date; numbers and placement of computers reported on State Technology Survey	Technology Coord. TRTs Network Technicians Electronic Technical Services	Survey Jan.-March Inventory ongoing
Software/online services investigated, piloted, decided upon, purchased, implemented	Dept. Coordinators Site administrators Asst. Supt. Ed. Serv. Dir. of Curriculum	Ongoing
Network and telecommunications upgrades planned and carried out	Director of IS, Senior Systems Analyst	Ongoing
Modernization/electrical upgrades planned and carried out	Director of Facilities	Ongoing
Technical support performance monitored for consistent and timely response (using data from work order system and anecdotal evidence/comments from staff); additional support staff hired as necessary.	Director of Information Services Site administrators District Cabinet	Jan. – Feb., annually

6. FUNDING AND BUDGET COMPONENT

6a. Established and potential funding sources and cost savings.

All technology objectives are and will be obtained through current and potential funding resources at Huntington Beach Union High School District and sites. These include, but are not limited to:

District Level	Site Level
<ul style="list-style-type: none"> • General Fund • Categorical: <ul style="list-style-type: none"> Title I Title II A Title II D Economic Impact Aid (state EL) Lottery Perkins (VATEA) • Facilities Budget: <ul style="list-style-type: none"> State construction funds G. O. Bond Developer fees • ARRA Funds • State Fiscal Stabilization Funds • E-Rate discounts and rebates • EETT • K-12 Educational Technology Voucher program • Donations • CTAP Prof. Develop. Certificates 	<ul style="list-style-type: none"> • All categorical funds • Site budgets • Grants • STEM • One-time block grants • California Partnership Academies Grants • Business partnerships (in-kind) • Educational Foundations • Donations • PTSA • ASB • Bingo • Local fundraising efforts

Options for reducing costs include maintaining standards for hardware and software, hardware and software purchasing agreements, CalSAVE, leasing, and coordination of network and telecommunications upgrades with the E-Rate cycle. CTAP Region 9 may provide professional development opportunities and consultant services. Hardware warranties will be extended when possible to cover potential technical support needs.

Appropriate grant and partnership opportunities will be pursued as they become available.

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

The following chart breaks down estimated costs associated with any needed hardware, infrastructure upgrades and electronic learning resources. **PLEASE NOTE: ALL OF THE FIGURES ARE ESTIMATES AND WILL ONLY BE SPENT ONCE FUNDING BECOMES AVAILABLE.**

	2010-11	2011-12	2012-13	Potential Funding Sources
Computer Hardware and Peripherals (includes total cost of ownership)				
New student and teacher computers (replacements & additions)	171,000	1,222,500	1,243,500	GO Bond (FF&E); Site budgets; EdTech Voucher; Perkins: Fund raising
Upgrades of existing older computers (1400)	200,000	200,000	200,000	FF&E
Printers @ \$500	25,000	25,000	25,000	Site Budgets, Foundations, Donations
LCD / DLP Projection systems	457,500	25,000	25,000	General Fund; FF&E; Title I; Foundations; Donations
Equipment & software for media production centers	15,000	15,000	15,000	Site Budgets; K12 Voucher; IMF/Lottery
Supplies for the above (toner, bulbs)	130,000	135,000	140,000	IS Reserve; Site Budgets
Student Response Systems	15,000	17,500	20,000	Site Budget; Foundations; Donations
Interactive boards/slates & touch-based devices	20,000	25,000	30,000	Site Budget; Foundations; Donations
Scanners	4,000	2,000	2,000	Lottery, Assessment Budget
PDA's	3,000	3,000	3,000	Site Budget
Servers	40,000	40,000	40,000	General Fund; Site Budget; Lottery
Electronic Learning Resources & Administrative Software				
SB2000	40,000	43,000	46,300	General Fund
ASAP 2000	10,000	10,000	10,000	IS Budget
ECS	10,000	-----	-----	IS Budget
Data Director	60,000	63,000	66,000	General Fund
SEIS	16,500	16,600	16,700	General Fund
Online databases	60,000	60,000	60,000	General Fund
Microsoft licenses	Included in computer purchases. Upgrades from K-12 Voucher Funds			
Library automation software	8,000	8,000	8,000	General Fund
Media production software for media centers	Included in the Hardware section.			
System 44	10,000	10,500	11,000	IMF/Lottery
READ 180	10,000	10,000	10,000	IMF/Lottery

Other software	40,000	43,000	46,000	Site Budgets; Categoricals
FuseTalk (or similar)	1,000	1,200	1,400	IS Budget
Turnitin.com	18,000	19,000	20,000	General Fund
Easy Grade Pro	-----	3,000	3,000	IS Budget
ConnectED & autodialer serv.	55,000	57,500	60,000	General Fund
Infrastructure Upgrades (Internal Connections for Voice, Data, Video Networks)				
Network hardware upgrades/ replacement.	15,000	15,000	15,000	ERate discounts; General Fund; Restricted maintenance
Wireless networking	20,000	4,000	4,000	General Fund; Restricted maintenance

The following chart breaks down estimated costs associated with professional development. **Please note that all of these figures are estimates and will only be spent once funding becomes available.**

Professional Development	2010-11	2011-12	2012-13	Potential Funding Sources
Staff (subs, extra duty, incentives, TRTs, webmasters)	125,000	135,000	145,000	General Fund; Title I; Title II; Site Budgets; SLIP
Training Costs (online programs, outside vendors)	5,000	5,000	5,000	K12 Voucher; CTAP; Site and district Categoricals
Provision of added coordination/support of educational technology, site and district levels (certificated staff)	30,000	120,000	124,000	EETT, General Fund

The following chart breaks down estimated costs associated with technical support and network management and maintenance. **Please note that all of these figures are estimates and will only be spent once funding becomes available.**

	2010-11	2011-12	2012-13	Potential Funding Sources
Technical Support				
Technology support salaries and benefits	2,000,000	2,040,000	2,090,000	General Fund
Instructional Aides— Technology (library)	126,000	128,500	131,000	General Fund
Additional Network Technicians	640,000	640,000	640,000	General Fund
Maintenance contracts, network	5,000	5,000	5,000	General Fund

Network Management				
Network OS	4,000	4,000	4,000	General Fund; IS Budget
Anti-Virus	9,000	9,000	9,000	General Fund; IS Budget
Filtering	20,000	20,000	20,000	General Fund; IS Budget
Packet shaper	3,000	3,000	3,000	General Fund; IS Budget
Anti-Spam	4,000	4,000	4,000	General Fund; IS Budget
Parent/Student Portal	10,000	10,000	10,000	General Fund; IS Budget
Web Application Firewall	3,500	3,700	4,000	General Fund; IS Budget
Telecommunications (Voice/Data/Network)				
Telecommunications/WAN Services	507,000	557,700	613,470	General Fund; ERate; California Teleconnect
Internet Access	22,000	22,000	22,000	ERate; General Fund

The following chart summarizes estimated yearly costs of plan implementation, taken from the charts shown above:

Year	Cost	Notes
2010-11	4,964,000	Subscription/service based contracts are a total, divided out evenly over 3 years.
2011-12	5,777,000	
2012-13	5,946,370	

6c. Obsolete Equipment Replacement Policy

Technology is part of the district Facilities/Technology/Equipment Replacement Plan called for in the Strategic Plan. Funding for this plan comes in large part from a local bond measure. Over the next three years, the district intends to replace the oldest computers currently used for instructional and administrative purposes and upgrade RAM and operating systems. The goal is to have all computers with at least 512 M RAM running at minimum Windows XP or Mac OS 10.4 on 1.2 GHz. or better processors.

The district will develop a procedure to be followed by schools for identifying computers to be replaced, removing them from inventory and the State Technology Survey counts, and disposing of them properly. The district has Board policy governing the removal of unneeded equipment. Sites will follow standards provided by the district in determining which computers need to be upgraded, in which priority order; site Network Technicians will determine what upgrades are required.

6d. Monitoring Process:

Technology procurement is done as follows: A variety of staff can initiate requisitions. These are approved by Department Coordinators and site principals. The Business Department checks for proper coding and funding. The appropriate administrator checks off on the requisition, depending on the source of funding (such as Educational Services for categorical funding). Computer orders are checked by the Director of Information Services. Purchasing places orders. Materials are shipped directly to sites, where they are signed in by the Receiving Clerk. For equipment costing more than \$500, Purchasing sends asset tags to the site; the site reports the serial number back to Purchasing, which maintains a central inventory. Equipment is sent to either the Network Technician or the originator of the requisition.

Individual(s) Responsible	Responsibilities	Feedback Loop
Department Coordinators	<ul style="list-style-type: none"> • Develop and monitor department budgets 	<ul style="list-style-type: none"> • Approves purchases to be made with department funds
Site Administrators/ Leadership teams	<ul style="list-style-type: none"> • Develop and monitor site budgets • Work with site based planning teams to determine site technology needs and priorities • Budget to meet those needs and priorities as appropriate • Complete required surveys and reports 	<ul style="list-style-type: none"> • Report progress and needs as assessed • Submit recommended plan changes
Technology Coordinator Senior Systems Analyst Network Technicians TRTs	<ul style="list-style-type: none"> • Provide quotes for hardware orders, other advice as requested • Coordinate large purchases for district and sites 	<ul style="list-style-type: none"> • Technology Coordinator makes annual report to Asst. Supt., Ed. Services
Director of Information Services	<ul style="list-style-type: none"> • Approves computer purchases 	<ul style="list-style-type: none"> • Checks for compliance with district hardware standards—reports discrepancies to sites
Asst. Supt., Ed. Services	<ul style="list-style-type: none"> • Review for categorical program compliance and for alignment to site and district plans 	<ul style="list-style-type: none"> • Report to other stakeholders as appropriate
Asst. Supt., Business; Director of Fiscal Services	<ul style="list-style-type: none"> • Budget check • Interim reporting • Budget and expense review 	<ul style="list-style-type: none"> • Approval sent to Purchasing • Alerts sent to site principals

7. MONITORING AND EVALUATION COMPONENT

7a. Description of how technology’s impact on student learning and attainment of the curricular goals, including classroom and school management, will be evaluated.

This information is described in Section 3k, Monitoring of the Curriculum Component, Section 4c, Monitoring of the Professional Development Component, the Action Plans of Sections 3d-3j, and the Action Plan of Section 4c.

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

This information is described in Section 3k, monitoring of the Curriculum Component, Section 4d, monitoring of the Professional Development Component, Section 5d, monitoring of the Technology Components, and in the Action Plans (including timelines) of Sections 3, 4, and 5.

The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of Technology Plan implementation.

Forum	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District Technology Council			X		X		X		X		X	
Technology Assessment Profile		X	X									
Senior Survey								X				
Statistics on Parent/ Student Portal Use							X				X	
Records of use of Easy Grade Pro							X				X	
Records of use of Data Director to create assessments							X				X	
State Technology Survey									X			
Records: equipment installed & upgraded			X									
California Standards Tests	report	report									X	
CAHSEE	X		report		X		report	X	X		report	report

7c. Description of how the information obtained through the monitoring and evaluation process will be used.

The District Technology Council will consist of the Assistant Superintendent of Educational Services, the Assistant Superintendent of Business Services, the Director of Curriculum, Instruction, and Assessment, the Director of Information Systems, the Senior Systems Analyst,

the Educational Technology Coordinator, all site Technology Resource Teachers, and additional site technology leaders. It will meet approximately five times a year to monitor and evaluate implementation of this Technology Plan.

Each school will have a Site Technology Committee, which will include, among others, an administrator and the TRT. Sites will each develop a three-year Site Technology Plan, which will be aligned with the District Technology Plan. The District Technology Council will enhance the existing rubric for site plans; will send schools a list of recommendations made in the District Plan; and will inform schools after the Plan is revised. Site Technology Plans are initially reviewed by the Technology Coordinator. The DTC or Assistant Superintendent, Educational Services, will work with sites to settle any issues that come up.

Each September, the DTC will meet to review data from the assessment and monitoring measures list in the chart above, input from the District Instructional Council and site Network Technicians, reports from TRTs on site issues, and information on new budgetary possibilities and constraints. They will compare this information against the Technology Plan's objectives and benchmarks, will determine which goals were met and which were not, will identify barriers to success and possible ways to overcome them, and will consider if new needs have emerged that should be addressed with additional/different goals. New strategies will be considered, including those involving new or emerging technologies that members have learned about through conferences, reading, visitations, pilot projects, and networking with peers. The DTC will then update the Technology Plan as needed. Reports will be made to district and site administration.

Plan updates will be coordinated with the Information Services Department for E-Rate purposes. A supplemental budgetary analysis will be completed annually as needed.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

The Huntington Beach Union High School District service area includes large populations of Latino and Vietnamese families along with smaller pockets of several other language groups. There is a great need to provide access to a wide variety of adult literacy services for these population groups. The district provides and coordinates these services through its Adult School.

The Adult School provides coursework toward earning a high school diploma, CAHSEE preparation, GED preparation and testing, classes for older adults, vocational programs, computer training (such as computer basics, Microsoft Office applications, Photoshop, Quicken, QuickBooks, Business Essentials, several types of multimedia, website development, and open lab), and English as a Second Language.

The district provides numerous classes to enable students to learn to understand, speak, read, and write English. Classes are provided at both the main campus and satellite campuses (including community centers, churches, elementary schools, and Boys and Girls Clubs). All the classes are free. The course content is broken down into seven levels of literacy from the very beginning student who cannot read/write any English and has limited or no oral proficiency, to the advanced student who is developing an understanding of advanced vocabulary and language structure. Computers are used at many of the sites. ESL/Citizenship classes are also offered, as is Vocational ESL, a computer class designed for those with limited English ability.

The Adult School had a representative on the committee that developed this Technology Plan, and will have a representative on the District Technology Council. The principal of the Adult School was also consulted. The district will continue to provide facilities and services to Adult School staff and students, including Internet access at two main locations (main Adult School and Oak View). If the Adult School demonstrates a need for greater network bandwidth, the district plans to provide it.

Adults in the community also have access to technology to improve their literacy and technology skills through the Coastline Regional Occupation Program (classes offered both at HBUHSD schools and outside the district boundaries) and Coastline Community College District (ESL classes and writing development at Golden West College). The Orange County Public Library branches in Westminster and Fountain Valley and the City of Huntington Beach Public Library all have adult literacy programs as well.

During the fall of 2010, the District Technology Council will meet with adult literacy providers to share information about the Technology Plan, to further learn how they are currently incorporating technology into their classes, and to discover how the district may collaborate to better provide services to adults in the community. Possible assistance may include providing facilities, providing ideas and assistance so that technology can be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, and offering technology professional development to adult literacy staff.

9. EFFECTIVE, RESEARCH-BASED METHODS, STRATEGIES AND CRITERIA

9a. Summary of how curricular and professional development goals are supported by relevant research of education technology strategies and proven methods for student learning, teaching, and technology management.

The annotated bibliography below describes the research that was used in the preparation of this Plan and how the district has used and will use the research findings in the development and implementation of the Plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research Literature:

CEO Forum (2001). The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century.
<http://www.ceoforum.org/downloads/report4.pdf>.

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology transforms the learning environment so that it is student-centered, problem and project centered, collaborative, communicative, customized, and productive. Students must acquire 21st Century skills in order to thrive in the new knowledge-based economy, including technological and information literacy, inventive thinking, effective communication and high productivity skills

The District Office and all schools within the district maintain alignment of instruction with state content standards through long-range planning and curriculum outlines. The Technology Plan bases instruction on state content standards. Student achievement is monitored through standards-based assessments; a district emphasis will be to use electronic test banks to build these assessments. Through ongoing data collection and analysis, the district will continuously monitor its attainment of the goals and objectives of the tech plan, and will report results annually to all relevant stakeholders. Throughout the plan, attention is paid to providing equitable access to all students in the community, including students in special populations. The district will implement a plan for staff training and instruction of students in information literacy.

CEO Forum (2000). The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content. <http://www.ericit.org/fulltext/IR020402.pdf>

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st Century skills. The power of digital learning is discussed, including the need for digital learning, reasons why digital content is essential, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

Consistent with this research, in the development of this plan, Huntington Beach UHSD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the district has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the outcomes and modification of the plan accordingly.

Scholastic Research and Evaluation Department (2006). [Compendium of READ 180 Research](http://teacher.scholastic.com/products/read180/research/pdfs/READ180_Compndium_6_26_06.pdf).
http://teacher.scholastic.com/products/read180/research/pdfs/READ180_Compndium_6_26_06.pdf

READ 180 combines research-based reading practices with the effective use of technology. This compendium summarizes scientific research conducted from 1999 to 2005, including quasi-experimental, correlational, and descriptive studies. Third party evaluations have found that struggling readers who use READ 180 show progress, often substantial, in learning to read. Scores on standardized tests rise, and anecdotal evidence suggests improvement in student attitudes towards reading. One study, at Anaheim Union High School District, targeted ninth graders reading at remedial levels who were not English Learners. After six months of using READ 180, students progressed over 2.5 months ahead of predicted reading growth level (measured on the Gates-MacGinitie Reading Test), and the percentage of students scoring Basic or above on the CST increased from 45% the previous year to 67%. In the Phoenix Union High School District, among English Learners, students who participated in a ninth grade READ 180 program outscored matched nonparticipants on the tenth-grade Arizona standards reading test.

Consistent with this research, HBUHSD uses READ 180 for at-risk, targeted students needing remediation in reading and for English Learners.

[Connecting the Bits. A Reference for Using Technology in Teaching and Learning in K-12 Schools](http://www.ericit.org/fulltext/IR020862.pdf). (2000). The National Foundation for the Improvement of Education.
<http://www.ericit.org/fulltext/IR020862.pdf>.

This book provides information for integrating technology into teaching and learning in K-12 schools, based upon findings from two past programs of the National Foundation for the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students.

As recommended throughout this document, Huntington Beach UHSD has focused its attention first on establishing learning goals for students in alignment with the District's Local Education Agency Plans. The emphasis of the plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula. Integral to the plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at Huntington Beach UHSD have been designed to incorporate these concepts.

Todd, Ross J., Carol C. Kuhlthau, and OELMA (2004). Students Learning through Ohio School Libraries. Columbus, OH: Ohio Educational Library Media Association.
<http://www.oelma.org/studentlearning/default.asp>

This study shows that an effective school library, led by a Library Media Teacher with a clearly defined role in information-centered instruction, greatly facilitates student learning. There are three interactive components in the library's role as a dynamic agent of learning: Informational (resources and technology infrastructure), Transformational (instructional interventions), and Formational (student outcomes). The Informational component requires resources in a variety of formats and state-of-the-art technology for access to and use of information. The Transformational component includes the development of information and technological literacies, including critical thinking, communication skills, and ethical behavior. The Formational component includes knowledge production (students using technology tools to produce new knowledge and demonstrate achievement) and knowledge dissemination (communicating ideas using many modes of expression).

Huntington Beach UHSD will continue to provide its school libraries with the necessary technology to continue their instructional role, including licensed online databases. District Library Media Teachers will be central in information literacy skills instruction. Part-time Instructional Aides—Technology will be assigned to assist students and staff with use of technology in the library. At least some schools will choose to place media production centers in their libraries.

Designs for learning: An introduction to high quality professional development for teachers.
The California Department of Education. <http://www.cde.ca.gov/pd/pdf/designsintro.pdf>

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

Huntington Beach UHSD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the Plan.

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed.
http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible

equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

Consistent with this research, Huntington Beach UHSD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

9b. Description of 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.

HBUHSD offers numerous opportunities for students to use technology to access rigorous or specialized courses and content, including via distance learning.

Advanced Placement classes are particularly heavy users of technology, including AP Environmental Science (analysis tools taken into the field), AP Chemistry (MC Web, Mastering Chemistry online, from CSU Fullerton and C.P.R., Calibrated Peer Review, from UCLA), AP Physics (recording experimental findings online for peer review), and AP Statistics (model simulation with Fathom). Some non-AP classes also use the same applications. The Bio/Biotech course uses technology heavily as well.

The District realizes the need to offer online courses and is in the process of exploring how online classes can be offered and taught by the current teaching staff. An Online path for credit recovery and courses such as Health Science is under consideration. Coast High School is looking into offering online preparation for the CAHSEE.

Other uses of technology to deliver rigorous content include: use of the Cold Spring Harbor Laboratory DNA online database to compare students' own DNA with other DNA samples; taking electronic measuring tools to Knott's Berry Farm to collect data about the physics of rides; use of physics simulations and online chemical simulations; playing the Internet stock market game (Economics classes); and videoconferencing/communicating with sister classes overseas (World Languages).

Students have the opportunity to take a variety of specialized classes offering advanced technology training. Classes available in the district (varying by school) include New Media, QuickBook Certification, Home Technology Integration (ROP), AP Computer Science A and B, Computer Graphics, Multimedia Communication Design for Business, Multimedia Design, ROP Visual Imagery, Virtual Enterprise (ROP), Web Page Design (ROP), CAD/Drafting, Digital Cinema Theory and Production, Digital Video Production, Music Technology (ROP), Songwriting and Recording, and Television Theory and Production.

Industrial Technology Shop uses a variety of modern tools and machines. Students create Computer Numeric Controlled Milling machines that interface with software such as Master Cam and Vector Works. Students create toolpaths into a file in Master Cam; the file is then loaded into the processor where it is turned into mechanical movements. The mill router then cuts out the wood shape according to the vectors. Another innovative machine is the LASER

engraving machine by Universal Laser. It incorporates a powerful laser beam that burns into wood, metal and plastic, images projected from such software as Corel Draw and PowerPoint.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).

Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

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

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	p. 7-8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	p. 8-14	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.	p. 14-15	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.	p. 15-20	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.

<p>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.</p>	<p>p. 20-22</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>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</p>	<p>p. 22-23</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>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.</p>	<p>p. 24-25</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>p. 26-27</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>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.</p>	<p>p. 27-29</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>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.</p>	<p>p. 30-31</p>	<p>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.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

<p>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.</p>	<p>p. 31-33</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>p. 34-37</p>	<p>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.</p>	<p>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.</p>

<p>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.</p>	<p>p. 37-42</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>p. 42-43</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	p. 44-50	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.

<p>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.</p>	<p>p. 44-50</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district’s Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>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.</p>	<p>p. 51-53</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>p. 53-54</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	p. 55	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.	p. 55-58	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	p. 58	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.	p. 59	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	p. 60	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.	p. 60	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.	p. 60-61	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	p. 62	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	p. 63-66	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.

<p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>p. 66-67</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 30 - 66548

School Code (Direct-funded charters only): _____

LEA Name: HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

*Salutation: Mr.

*First Name: CHRIS

*Last Name: LONG

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*Required information in the ETPRS