# Hemet Unified School District

# District Technology Plan

**July 1, 2012**

**through**

**June 30, 2015**

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## i. DISTRICT PROFILE

Hemet Unified School District, located in Riverside County, covers one of the largest geographic areas of any district in California: over 700 square miles of very diverse geography, from valley flatlands to foothills to mountains. It serves 21,501 students (12/9/11) in 11 elementary schools, three K-8 schools in outlying communities, four 6-8 middle schools, four comprehensive high schools, one charter middle and one charter high school, and four alternative schools. Hemet Adult School serves approximately 600 students. Head Start, State Preschool, and First Five Preschool are housed on elementary school campuses.

The following chart shows the district's population percentages by ethnicity as per 2010-2011 CBEDS.

| Population | American Indian | Asian | Pacific Islander | Filipino | Hispanic | African American | White | Multiple/ No resp. |
|---|---|---|---|---|---|---|---|---|
| Students | 1.4% | 1.4% | 0.5% | 1.2% | 49.0% | 7.2% | 37.3% | 2.0% |
| Teachers | 0.6% | 0.7% | 0.3% | 0.6% | 11.3% | 1.9% | 84.0% | 0.6% |

In Spring 2011, 13.74% of district students were considered English Learners. Free and reduced lunch eligibility varies from Hemet High (53%) to Jacob Wiens Elementary (96%); 71% is the percentage for the district. Special Education students comprise 12% of the total enrollment. In 2010-2011, the 922 district teachers had served an average of 10.9 years in the district (13.5 years total in education); 12 (0.1%) were in their first year of teaching and 6 (0.06%) in their second year; 74% held a master's or higher degree.

Mission Statement:

The mission of the Hemet Unified School District is to provide our students with the skills, knowledge and personal growth necessary to take themselves to their desired future goals by creating the best possible environment for learning and personal development through a combination of outstanding teaching and support staff, excellent facilities, comprehensive curricular and extra-curricular programs, and cooperative efforts with parents, the local community and local government agencies.

HUSD Core Values:

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.

2. All students can develop their intellect and improve their academic achievement level in each subject each year.

3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.

4. Good first teaching is the most powerful tool for improving student achievement.

5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.

6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.

7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.

8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.

9. It is the District's responsibility to respond positively to the changing needs of our community and students.

10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

## Vision Statement

### Future State

The Hemet Unified School District leads the way for educational innovation and opportunity in the San Jacinto Valley region, and in the Anza, Aguanga, and Idyllwild areas. The district is recognized for its positive, service oriented "can-do" attitude, its excellent teaching staff, and its ability to successfully deliver excellent educational services to all potential students, preschool through adult, providing a variety of pathways to individual student success. Schools are open and providing services from early morning until the evening. Theme schools operate in cooperation with other agencies, such as the Metropolitan Water District and Mt. San Jacinto Community College, to take advantage of the unique educational opportunities offered by area characteristics and resources. Students are housed in new or recently modernized facilities. HUSD is recognized for producing excellent results in all areas of a balanced program, including academics, vocational training, music, drama, athletics and the arts; technology is to be an everyday tool for learning and productivity; and students leave HUSD fully prepared for and connected to post secondary opportunities.

### Stakeholders

HUSD will provide programs to serve all students, preschool through adult, that desire educational opportunity. The district will provide outstanding professional development opportunities to its excellent staff to enhance service to students. HUSD will also work with the families of students, local businesses, service clubs, civic groups, foundations and local legislators to address the unique needs of the district, the community and its students.

### Services

The district will provide educational services through traditional school programs, charter schools, continuation schools, Special Education programs, opportunity programs, independent study, home schooling, Preschool, before and after school programs and any other method that might become available. Services will be aligned to provide proper developmental sequence and program support as students move toward their educational goals. Intervention and enrichment activities will support and enhance the basic program. The service delivery system will be flexible and will allow new approaches to be developed as student needs and circumstances change. Services will strengthen the skill and knowledge base of our excellent staff.

### Strategies

HUSD will continue to follow a conservative and sound fiscal plan to provide stability and continuity in its operations. The district will continue to recruit, hire and train the highest quality

staff possible as this is the base for ongoing success. Teaching and administrative staff in the field will be enlisted in identifying needs and devising educational approaches to meet those needs. Cooperative efforts with surrounding school districts, agencies and community groups will be utilized to enhance programs and opportunities for students. Additional resources will continually be sought to support and enhance programs. Creativity and innovation will continually be encouraged from all stakeholders.

Student Achievement:

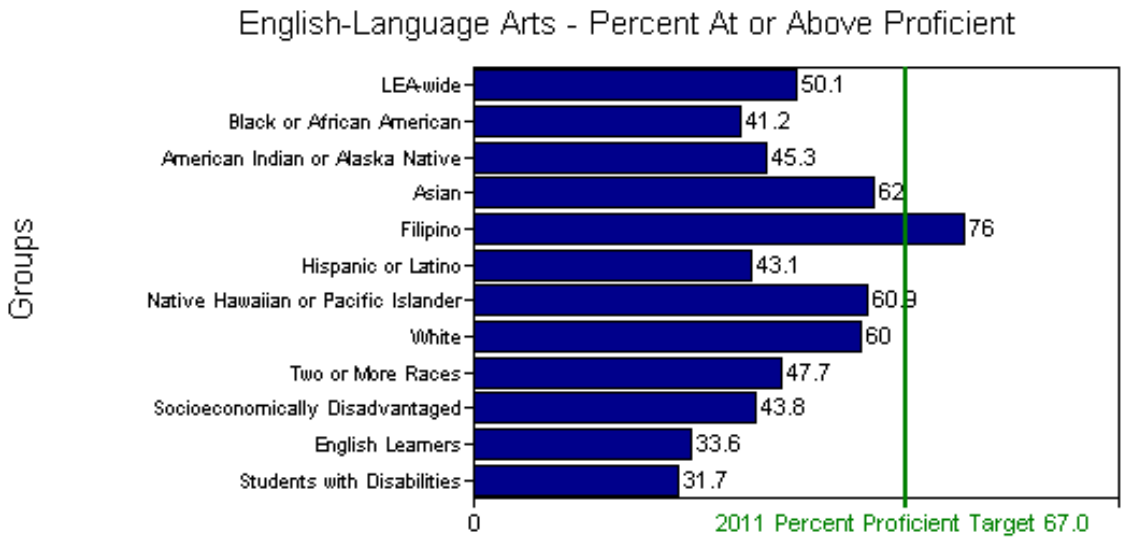
In 2011-2012, Hemet USD is in Year 3 of Program Improvement, having met 29 of its 46 Annual Yearly Progress criteria in the previous year. District wide, 50.1 % of students scored at or above Proficient on the AYP Annual Measurable Objectives in English/Language Arts; 50.5% scored at or above Proficient in Mathematics.

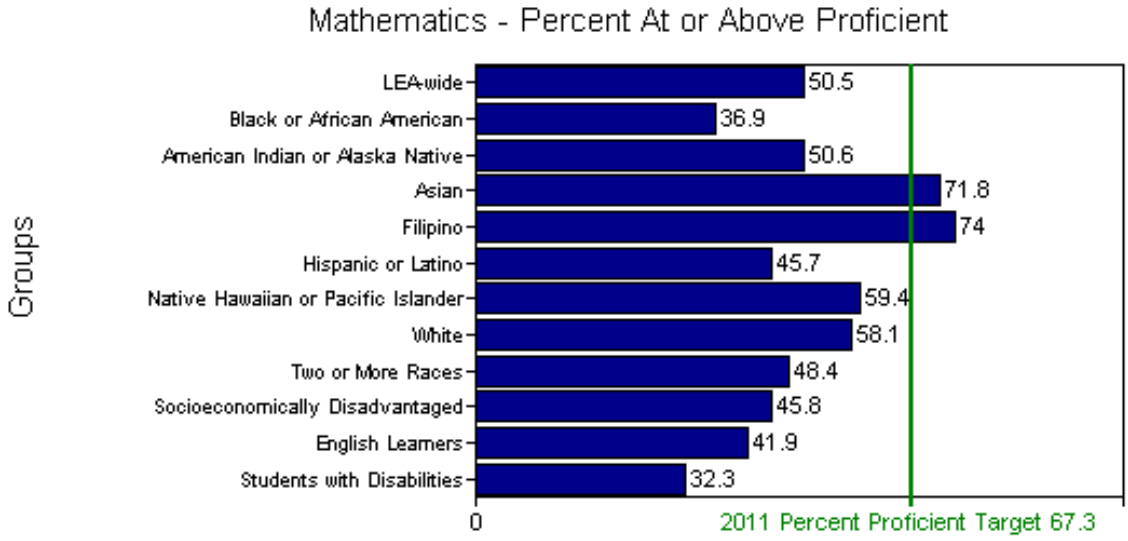
The following chart shows per-school data from the 2011 Accountability Progress Report. The first shows per-school AYP information.

| | Overall AYP Met? | AYP Eng/LA Met? | AYP Math Met? | API Req. met? | Gradua-tion Rate | PI Status |
|---|---|---|---|---|---|---|
| **Hemet Unified** | No | No | No | Yes | No | Year 3 |
| **Elementary Schools (K-5)** | | | | | | |
| Bautista Creek Elem. | No | No | No | Yes | N/A | Not in PI |
| Cawston Elem. | No | No | No | Yes | N/A | Year 3 |
| Cottonwood (K-8) | No | No | No | Yes | N/A | Not in PI |
| Family Tree Learn. | No | No | No | Yes | N/A | Not T1 |
| Fruitvale Elem | No | No | Yes | Yes | N/A | Year 2 |
| Hamilton (K-8) | No | No | No | Yes | N/A | Year 5 |
| Harmony Elementary | No | No | No | Yes | N/A | Not in PI |
| Idyllwild (K-8) | Yes | Yes | Yes | Yes | N/A | Not in PI |
| Jacob Wiens Elem. | No | No | No | Yes | N/A | Year 1 |
| Little Lake Elem. | Yes | Yes | Yes | Yes | N/A | Not in PI |
| McSweeny Elem. | No | No | No | Yes | N/A | Year 5 |
| Ramona Elem. | No | No | No | Yes | N/A | Year 5 |
| Valle Vista Elem. | No | No | No | Yes | N/A | Year 3 |
| Whittier Elementary | No | No | No | Yes | N/A | Year 3 |
| Winchester Elem. | No | No | No | Yes | N/A | Year 5 |
| **Middle Schools** | | | | | | |
| Acacia Middle | No | No | No | No | N/A | Year 4 |
| Dartmouth Middle | No | No | No | Yes | N/A | Year 5 |
| Diamond Valley MS | No | No | No | Yes | N/A | Year 5 |
| Rancho Viejo Middle | No | No | No | Yes | N/A | Year 2 |
| Western Center Academy | Yes | Yes | Yes | Yes | N/A | Not T1 |
| **High Schools** | | | | | | |
| Hamilton High | No | NO | No | Yes | No | Year1 |
| Helen Hunt Jackson Alt. High | No | No | No | Yes | No | Not T1 |

| | Overall AYP Met? | AYP Eng/LA Met? | AYP Math Met? | API Req. met? | Gradua-tion Rate | PI Status |
|---|---|---|---|---|---|---|
| HAAAT Charter School | No | Yes | Yes | Yes | Yes | Not T1 |
| Hemet Senior High | Yes | No | Yes | Yes | Yes | Year1 |
| Tahquitz High | No | No | No | Yes | N/A | Year 2 |
| West Valley High | No | No | No | Yes | Yes | Year 5 |
| **ASAM (Alternative Schools)** | | | | | | |
| Alessandro High | No | No | No | No | No | Year 4 |

The following charts show the percentage of students in subgroups district-wide scoring at or above proficient on the tests used to determine Annual Measurable Objectives for AYP.




The following chart shows results on the California Academic Performance Index (API).

| | 2010 Base API | 2011 Growth API | 10-11 Growth Target | 10-11 API Growth | Met target school wide? | All subgroups ? | Met API Target Overall? |
|---|---|---|---|---|---|---|---|
| **Hemet Unified** | 754 | 755 | D | 1 | | | |
| **Elementary Schools** | | | | | | | |
| Bautista Creek | 844 | 819 | A | -25 | Yes | No | No |
| Cawston Elem. | 809 | 804 | A | -5 | Yes | No | No |
| Cottonwood (K-8) | 877 | 895 | A | 18 | Yes | Yes | Yes |
| Fruitvale Elem | 795 | 792 | 5 | -3 | No | No | No |
| Hamilton (K-8) | 710 | 734 | 5 | 24 | Yes | Yes | Yes |
| Harmony Elem | 838 | 829 | A | -9 | Yes | No | No |
| Idyllwild (K-8) | 844 | 873 | A | 29 | Yes | Yes | Yes |
| Jacob Wiens Elem. | 791 | 765 | 5 | -26 | No | No | No |
| Little Lake Elem. | 824 | 833 | A | 9 | Yes | Yes | Yes |
| McSweeny Elem. | 782 | 782 | 5 | 0 | No | No | No |
| Ramona Elem. | 747 | 758 | 5 | 11 | Yes | No | No |
| Valle Vista Elem. | 789 | 780 | 5 | -9 | No | No | No |
| Whittier Elem | 771 | 747 | 5 | -24 | No | No | No |
| Winchester Elem. | 761 | 757 | 5 | -4 | No | No | No |
| **Middle Schools** | | | | | | | |
| Acacia Middle | 741 | 695 | 5 | -46 | No | No | No |
| Dartmouth Middle | 777 | 772 | 5 | -5 | No | No | No |
| Diamond Valley | 754 | 743 | 5 | -11 | No | No | No |
| Rancho Viejo | 729 | 743 | 5 | 14 | Yes | Yes | Yes |
| Western Center | B | 922 | B | B | | | N/A |
| **High Schools** | | | | | | | |
| Hamilton High | 727 | 743 | 5 | 16 | Yes | No | No |
| Jackson (H H) | 644 | 665 | 8 | 21 | Yes | Yes | Yes |
| Hemet Academy | 755 | 730 | 5 | -25 | No | No | No |
| Hemet High | 755 | 770 | 5 | 15 | Yes | No | No |
| Tahquitz High | 705 | 708 | 5 | 3 | No | No | No |
| West Valley High | 732 | 732 | 5 | 0 | No | No | No |
| **Small Schools** | | | | | | | |
| Family Tree Learn. | 742* | 715* | 5 | -27 | No | No | No |
| **ASAM (Alternative Schools** | | | | | | | |
| Alessandro H | 627* | 600* | 9 | -27 | No | No | No |

N/A means a number is not applicable or not available due to missing data.

* means this API is calculated for a small school or LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school or LEA was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

A means the school scored at or above the statewide performance target of 800 in 2010.

B means the school did not have a valid 2010 Base API and will not have any growth or target information.

D means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

The following chart shows selected results from the 2011 California Standards Tests in English Language Arts and Mathematics:

| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CST English-Language Arts** | 1546 | 1484 | 1504 | 1477 | 1513 | 1506 | 1481 | 1606 | 1646 | 1605 |
| % Advanced & Proficient | 49% | 40% | 60% | 53% | 46% | 52% | 51% | 58% | 45% | 43% |
| **CST Mathematics** | 1545 | 1494 | 1529 | 1497 | 1522 | 1448 | | | | |
| % Advanced & Proficient | 55% | 59% | 65% | 56% | 40% | 42% | | | | |
| **CST Gen. Math (Gr. 6 & 7 St.)** | | | | | | | 761 | 16 | | |
| % Advanced and Proficient | | | | | | | 33% | 06% | | |
| **CST Algebra I** | | | | | | 62 | 771 | 1164 | 319 | 166 |
| % Advanced & Proficient | | | | | | 83% | 42% | 24% | 06% | 12% |
| **CST Geometry** | | | | | | | 50 | 359 | 872 | 379 |
| % Advanced and Proficient | | | | | | | 88% | 42% | 09% | 03% |
| **CST Algebra II** | | | | | | | | 58 | 308 | 354 |
| % Advanced and Proficient | | | | | | | | 83% | 48% | 21% |
| **CST Summative HS Math** | | | | | | | | | 32 | 247 |
| % Advanced and Proficient | | | | | | | | | 78% | 49% |

According to DataQuest, in 2011, the California High School Exit Exam (CAHSEE) pass rate for sophomores was 79% in English language arts and 79% in mathematics. The overall pass rate for all tests taken was 61% in English language arts and 57% in mathematics. The graduation rate for 2011 AYP (for the class of 2009-2010) was 81.2%.

## 1. PLAN DURATION

This plan will guide Hemet Unified School District's use of technology for the three-year period from July 1, 2012, through June 30, 2015. 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 Governing Board.

## 2. STAKEHOLDERS INVOLVEMENT

A District Technology Plan Committee was formed in order to review the 2009-2012 District Technology Plan and develop a revised Plan for 2012-2015. The Committee, which consisted of a variety of stakeholders who will implement the Plan, met over several months in review/planning sessions in summer and fall 2011, communicated via phone and email, and read and discussed two drafts of the new Plan. The Committee members' names, titles and affiliations are as follows:

| Name | Title | Affiliation |
|---|---|---|
| Dr. Jinane Annous | Director, Curriculum & Instruction, Ed. Svcs | Hemet USD |
| Paul Bailey | Principal | Western Center Academy |
| Emil Basilio | Director, Information Technology | Hemet USD |
| Sharon Callahan | Administrative Assistant II, Ed. Services | Hemet USD |
| Mike Canon | Strategy Focused Instructional Coach | Hemet USD |
| Dr. Sally Cawthon | Assistant Superintendent, Educational | Hemet USD |

| | | |
|---|---|---|
| | Services | |
| Vince Christakos | Assistant Superintendent, Business Services | Hemet USD |
| Eric Dahlstrom | Principal | Dartmouth MS |
| Mark Delano | Principal | Winchester ES |
| Dr. David Horton | Director, Assessment & Accountability | Hemet USD |
| David Howland | Principal | Bautista Creek ES |
| Dr. Steven Lowder | Superintendent | Hemet USD |
| Ana Monroy | DELAC President | Community/Parent |
| Jason Moscowitz | Director, Professional Development | Hemet USD |
| Michael Roe | Principal | Tahquitz HS |
| Tonya Zamora | District PTA President | Community/Parent |

The district conducted an online survey for students and administrators. Parents were given district created paper surveys to gather input on the educational technology concerns and priorities of various stakeholder groups.

Staff was asked to rate the importance of various aspects of educational technology use to students' current and future academic, career, and personal success. The most-valued aspects were researching, evaluating, synthesizing, and using information, the development of critical thinking and problem-solving skills, technology skills such as keyboarding and basic applications and programs for reinforcement and practice of content learning. When asked to rank five aspects of district/school technology in terms of which most need improvement, hardware was the clear choice, followed by training and curriculum integration support. Free-response suggestions included increased onsite software/hardware support, concerns with developing student technology skills, upgraded computers and software, access to computers for whole class simultaneous use, and additional teacher technology training.

Parents were asked to complete a survey of existing technology resources, improvements and their top priorities for student learning, teacher delivery and school to home communication. The most valued existing resource was the Parent Portal for Eagle Aeries, Compass Learning and Edline. Improvements they would like to see in the future are more computers, greater email capability and parent online courses. Priorities aimed at student improvement included using programs that continue to reinforce and challenge the students' learning and more use of online learning opportunities for their children. Parents want to encourage teachers to have knowledge of technology and use it with their children. The use of the parent portal was a leading means of communication; parents are hoping to see its use with elementary schools as well.

When students were asked about their use of technology for learning, they indicated that they have access to the following technologies for their own use: personal computer, 60%; desktop computer, 64%, iPad (or similar tablet computer), 16%; e-book reader (e.g. Kindle), 11%; cell phone, 90%; music or video device (such as MP3 player or iPod), 82%; game player (hand-held or console), 68%; calculator, 75%.

The following chart shows individuals and groups who were also consulted during development of this Technology Plan.

| **Name** | **Title** | **Affiliation** |
|---|---|---|
| Dr. Jinane Annous | Director, Curriculum & Instruction, Educational Services | Hemet USD |
| Emil Basilio | Director, Information Technology | Hemet USD |

| Name | Title | Affiliation |
|---|---|---|
| Sharon Callahan | Administrative Assistant II | Hemet USD |
| Mike Canon | Strategy Focused Instructional Coach | Hemet USD, Parent |
| Dr. Sally Cawthon | Asst. Supt., Educational Services | Hemet USD |
| Vince Christakos | Asst. Supt., Business Services | Hemet USD |
| David Horton | Director, Assessment & Accountability | Hemet USD |
| Dr. Steven Lowder | Superintendent of Schools | Hemet USD |
| Jason Moscowitz | Director, Professional Development | Hemet USD |
| Natalie Ruddell | Strategy Focused Instructional Coach | Hemet USD, Parent |
| Jenny Thomas | Project Specialist | CTAP Region 10 |
| Patricia Sanford | President | Tech Ed Services, Inc. |
| Camen Dean | Instructional Technology Consultant | Tech Ed Services, Inc. |
| Pam Korporaal | Instructional Technology Consultant | Tech Ed Services, Inc. |

## 3. CURRICULUM COMPONENT

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

The goal of the Hemet Unified School District is to provide equal access to high quality instruction and instructional materials for all district students. All students and teachers have access to technology in their classrooms, labs, and library media centers. All classrooms are connected to the Internet. All schools have at least one fixed or mobile computer lab, and some libraries have a bank of computers. Numbers of computers for student use in classrooms vary. Teachers each have a computer and printer for their use.

Classroom computers are available for student use before and after school by teacher permission. Some school libraries are open about 30 minutes after school. Approximately 1800 students participate in the SAFE (Students Achieving in Fun Environments) Program held for three hours after school at all 11 elementary schools grades 1-5, three outlying K-8 schools, and four middle schools grades 6-8. Technology use in this program varies by school, depending on the technical expertise of program staff; some SAFE sites have purchased portable laptop labs that are also available for use by teachers and students during the school day.

The following chart shows per-school ratios of students to "up-to-date" computers (those 48 months old or less) in October 2011 per District Hardware Survey. In addition, the chart shows the number of labs in each school and the number of computers in libraries, classrooms, and labs (totals not adjusted).

| School | Student Enroll-ment | # of in-struct. Com-puters | Up-to-date Compu-ters | Stdnt: UTD Comp. Ratio | # of comp. in class-rooms | Comp. labs (fixed or mobile) | # of comp. in labs | # of comp. in libraries |
|---|---|---|---|---|---|---|---|---|
| Bautista Creek | 922 | 481 | 327 | 2.8 | 399 | 2 | 70 | 3 |
| Cawston | 849 | 354 | 248 | 3.4 | 290 | 3 | 56 | 2 |
| Cottonwood | 247 | 146 | 98 | 2.5 | 80 | 1 | 34 | 6 |
| Family Tree | 80 | 31 | 4 | 20.0 | 31 | 0 | 0 | 0 |
| Fruitvale | 949 | 440 | 334 | 2.8 | 361 | 3 | 50 | 6 |
| Hamilton | 503 | 265 | 128 | 3.9 | 182 | 2 | 72 | 11 |
| Harmony | 840 | 354 | 275 | 3.1 | 287 | 3 | 38 | 4 |
| Idyllwild | 287 | 164 | 115 | 2.5 | 125 | 1 | 36 | 3 |
| Jacob Wiens | 800 | 406 | 296 | 2.7 | 267 | 4 | 83 | 10 |
| Little Lake | 821 | 387 | 275 | 3.0 | 241 | 2 | 56 | 3 |
| McSweeny | 802 | 305 | 217 | 3.7 | 47 | 3 | 51 | 1 |
| Ramona Elem. | 732 | 420 | 287 | 2.6 | 275 | 2 | 52 | 2 |
| Valle Vista | 697 | 282 | 247 | 2.8 | 236 | 1 | 35 | 8 |
| Whittier | 1076 | 631 | 420 | 2.6 | 537 | 2 | 64 | 2 |
| Winchester | 556 | 361 | 230 | 2.4 | 93 | 1 | 37 | 2 |
| **Elem. Total** | **10161** | **5028** | **3601** | **2.8** | **3451** | **30** | **734** | **63** |
| Acacia Middle | 887 | 231 | 71 | 12.5 | 136 | 4 | 105 | 13 |
| Dartmouth | 842 | 176 | 62 | 13.6 | 82 | 4 | 53 | 38 |
| Diamond | 1172 | 371 | 97 | 12.1 | 118 | 5 | 146 | 43 |

| School | Student Enroll-ment | # of in-struct. Com-puters | Up-to-date Compu-ters | Stdnt: UTD Comp. Ratio | # of comp. in class-rooms | Comp. labs (fixed or mobile) | # of comp. in labs | # of comp. in libraries |
|---|---|---|---|---|---|---|---|---|
| Rancho Viejo | 1342 | 365 | 351 | 3.8 | 56 | 8 | 257 | 38 |
| WCA | 319 | 52 | 48 | 6.7 | 232 | 1 | 0 | 0 |
| **Middle Total** | **4562** | **1195** | **629** | **7.3** | **624** | **22** | **561** | **142** |
| Hamilton High | 355 | 217 | 92 | 3.9 | 150 | 2 | 61 | 6 |
| Hemet High | 2521 | 555 | 370 | 6.8 | 131 | 4 | 134 | 40 |
| Jackson (H H) | 327 | 116 | 116 | 2.8 | 65 | 1 | 0 | 19 |
| Tahquitz High | 1578 | 387 | 387 | 4.1 | 42 | 4 | 90 | 15 |
| West Valley | 1782 | 414 | 182 | 9.8 | 197 | 8 | 201 | 28 |
| Alessandro HS | 340 | 110 | 57 | 6.0 | 131 | 2 | 28 | 12 |
| HAAAT | 193 | 125 | 70 | 2.8 | 44 | *0 | 0 | 0 |
| APA** | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **HS / Alt Total** | **7200** | **1924** | **1274** | **5.7** | **760** | **21** | **514** | **120** |
| **District Total** | **21923** | **8147** | **5504** | **4.0** | **4835** | **73** | **1809** | **325** |

*HAAAT classrooms are each mini-labs composed of desktop and laptop computers.

**Pre-K students will have the opportunity to utilize computers on the elementary school sites.

** *APA has dumb terminals not owned by the district but available to be utilized by the students.

Family Tree Learning Center and Helen Hunt Jackson School share a facility; their students have access to both schools' computers. AdvancePath Academy (APA), physically located at the former Santa Fe Middle School, is a program under Alessandro High School.

The Adult School shares computer labs with Alessandro High School. Adult classes are held in the evening following the end of Alessandro High School's academic day. Working collaboratively, both schools share the responsibility for equipment and supplies. Hemet Adult School shares two technology resource labs with Alessandro High School; each lab contains approximately twenty-five networked computers.

Other equipment available at schools includes InterWrite Pads, interactive student response systems, scanners, VCRs, LCD projectors, and video and digital cameras; twelve schools are set up for video broadcasting.

Recently built schools have been designed to support modern technology. Older sites have had outdated physical plants and efforts have been made to update them. The main issue in access continues to be numbers of up-to-date computers for student use, particularly in classrooms.

Students also have access to technology after school and on Saturdays at area public libraries. Hamilton High School and the Riverside County Public Library System operate a joint-use library. The Hemet Public Library has a facility offering technology access, including wireless access for laptops.

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

Under Program Improvement, the district carefully monitors instructional time and has moved toward centralized software selection, emphasizing research-based and State-approved core and supplemental instructional materials.

The District Approved Software list was first adopted by the Governing Board in June 2005 and has been regularly updated since then. Among programs approved for use are, for core: technology components of Open Court (K-5); Holt (Language Arts 6-12, including on-line interactive writing); Scott Foresman EnVision Math (K-5); McDougal Littell CA Math Course 1, Course 2, Algebra 1 and California Algebra Readiness; for intervention: Odyssey Compass Learning, MIND Institute, Measuring Academic Progress (MAP), Scholastic READ 180 (9-12); as complementary resources (instruction and assessment): Accelerated Reader (mostly used K-8) and Accelerated Math (some schools), Star Reading and Math, Lexia and A+ Learning Systems, Study Island (after school), SuccessMaker, Rosetta Stone, Side by Side Interactive (English Learners), Polar Heart Monitor, Geometer's Sketchpad, Eureka (career guidance), and Type to Learn; for productivity: Microsoft Office, Dreamweaver, Front Page, and specialized music, art, and media programs; for management purposes: Report Card Maker (K-5 standards-based report cards), Easy Grade Pro (6-12), ABI GradeBook, Special Education Information System (SEIS) for IEPs, and physical education management programs. Measuring Up online diagnostic testing is used for CAHSEE preparation. i-SAFE e-Safety curriculum is used at all schools to ensure appropriate online behavior and Internet safety.

Some schools subscribe to Discovery Education streaming for access to streaming video. HUSD uses Follett Destiny district-wide for library automation (union catalog and patron database) and textbook inventory and tracking.

Alessandro students use APEX, Plato Web and A+ Learning Systems. Both labs are used to assess students using MAP and deliver supplementary instruction through Compass Learning. A smaller lab located in the Fine Arts department is used for media and graphics production. An additional mini lab is used for Scholastic READ 180 to supplement English Language Learners.

Alessandro High School and Hemet Adult School use labs to run English language learning software (Rosetta Stone), for teaching the Microsoft Office suite application programs, for TABE assessment (Test of Adult Basic Education), and for GED assessment and instruction. Hemet Adult School also utilizes Plato Web for credit recovery and CAHSEE preparation. Additionally, Hemet Adult School offers online classes through ed2go™, which provides over 250 courses to choose from.

Responding to administrator and teacher requests, HUSD plans to explore opening access to allow faculty to use You Tube for educational purposes in 2012. The district began using Google Docs in 2011and allows Google Mail for all staff. Aeries is used to record enrollment, attendance, and schedules. HUSD uses a single district-wide data management system, Data Director. HUSD uses Intel-Assess® as its test item bank provider. Hemet Adult School uses AIMS Schoolhouse Student Management System software, TOPsPro (a data reporting system for adult education required by the state), and Eagle Aeries.

Data for Table 1, District-wide Classroom Teacher Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as reported in October 2011. All teachers were asked to fill out this survey in fall 2011. Data is included for 712 teachers, or 63%. "Elementary" refers to grades PreK to 5. "Secondary" refers to grades 6-12 and Adult Education. Email is the most commonly used form of technology for classroom management and communication at both elementary and secondary levels, closely followed by computers/ peripherals. The most common teacher uses of technology tools at school (at least two days a week) for elementary teachers are to communicate with colleagues (97% of respondents), manage student grades and attendance (77%), create instructional materials (71%), and gather information for lesson planning (65%). The most common teacher uses of technology tools at school (at least two days a week) for secondary teachers are to communicate with colleagues

(97% of respondents), manage student grades and attendance (85%), create instructional materials (75%), gather information for lesson planning, (72%) and communicate with parents or students (69%). Technology is used most often for Reading/Language Arts, Mathematics, and secondary school Science and History/Social Science.

**Table 1: Classroom Teacher Technology Use, October, 2011**
**(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 | Avail-able, don't use | Not avai-lable |
|---|---|---|---|---|---|---|---|
| Computers/peripherals | Elem | 86% | 9% | 3% | 1% | 1% | 0% |
| | Sec | 86% | 8% | 3% | 1% | 1% | 1% |
| Internet | Elem | 69% | 17% | 6% | 3% | 4% | 1% |
| | Sec | 74% | 15% | 6% | 2% | 2% | 1% |
| Email | Elem | 86% | 6% | 3% | 2% | 1% | 1% |
| | Sec | 89% | 6% | 3% | 1% | 1% | 1% |

| Technology used for classroom management, record-keeping, home/school communication | | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Avail-able, don't use | Not avai-lable |
|---|---|---|---|---|---|---|---|
| Handheld electronic devices | Elem | 14% | 5% | 6% | 7% | 6% | 64% |
| | Sec | 16% | 6% | 6% | 8% | 6% | 59% |

| Technology tools used for classroom instruction | | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Avail-able, don't use | Not avai-lable |
|---|---|---|---|---|---|---|---|
| Computers/peripherals | Elem | 80% | 10% | 4% | 3% | 1% | 3% |
| | Sec | 74% | 13% | 6% | 2% | 2% | 3% |
| Video-based presentation device (including LCD Projector, etc.) | Elem | 64% | 12% | 14% | 7% | 1% | 2% |
| | Sec | 51% | 18% | 19% | 7% | 2% | 3% |
| Video-based creation tools (video or digital camera) | Elem | 8%% | 6% | 20% | 24% | 13% | 29% |
| | Sec | 9% | 6% | 19% | 20% | 13% | 33% |
| Internet | Elem | 49% | 19% | 16% | 7% | 7% | 2% |
| | Sec | 46% | 20% | 17% | 8% | 5% | 3% |
| Email | Elem | 50% | 6% | 7% | 9% | 19% | 9% |
| | Sec | 51% | 9% | 9% | 8% | 14% | 8% |
| Handheld electronic devices | Elem | 9% | 4% | 4% | 9% | 7% | 67% |
| | Sec | 10% | 5% | 6% | 8% | 8% | 62% |

| In what subjects are technology tools used for instruction? (Excluding Not Applicable.) | | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Never |
|---|---|---|---|---|---|---|
| Reading/Language arts | Elem | 57% | 21% | 10% | 4% | 3% |
| | Sec | 43% | 15% | 10% | 5% | 4% |
| Mathematics | Elem | 74% | 11% | 5% | 2% | 2% |
| | Sec | 50% | 11% | 6% | 3% | 4% |
| Science | Elem | 10% | 13% | 37% | 21% | 7% |
| | Sec | 12% | 11% | 23% | 13% | 7% |
| History/Social Science | Elem | 10% | 13% | 36% | 21% | 6% |
| | Sec | 12% | 11% | 24% | 14% | 6% |

| How do teachers use technology tools at schools? | | Daily | 2-4 days/ week | Once a week to month-ly | Less than monthly | Never |
|---|---|---|---|---|---|---|
| Create instructional materials | Elem | 37% | 34% | 22% | 5% | 3% |
| | Sec | 43% | 32% | 17% | 5% | 3% |
| Deliver classroom instruction | Elem | 67% | 16% | 7% | 6% | 4% |
| | Sec | 59% | 20% | 10% | 6% | 5% |
| Manage student grades & attendance | Elem | 67% | 10% | 10% | 5% | 8% |
| | Sec | 75% | 10% | 6% | 3% | 5% |
| Communicate with colleagues | Elem | 90% | 7% | 2% | 1% | 1% |
| | Sec | 90% | 7% | 2% | 0% | 1% |
| Communicate with parents or students | Elem | 27% | 31% | 27% | 10% | 4% |
| | Sec | 37% | 32% | 21% | 7% | 4% |
| Gather info for lesson planning | Elem | 31% | 34% | 25% | 6% | 3% |
| | Sec | 36% | 36% | 20% | 5% | 4% |
| Access model lesson plans and best practices | Elem | 22% | 25% | 30% | 17% | 7% |
| | Sec | 25% | 26% | 30% | 13% | 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 |
|---|---|---|---|---|
| | Elem | 61% | 26% | 13% |
| | Sec | 67% | 22% | 12% |

| Use of technology tools to support & improve home/school communication | | Daily | 2-4 days/ week | Once a week to month-ly | Less than monthly | Never |
|---|---|---|---|---|---|---|
| Voice mail | Elem | 12% | 11% | 15% | 15% | 47% |
| | Sec | 18% | 15% | 18% | 14% | 35% |
| School web site | Elem | 14% | 12% | 17% | 14% | 43% |
| | Sec | 27% | 17% | 17% | 11% | 27% |
| Video conferencing | Elem | 1% | 1% | 0% | 4% | 94% |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1% | 1% | 2% | 5% | 92% |
| Electronic grading system | Elem | 15% | 14% | 14% | 11% | 47% |
| | Sec | 40% | 15% | 10% | 7% | 29% |
| Online student assessments | Elem | 7% | 9% | 22% | 20% | 41% |
| | Sec | 10% | 9% | 22% | 18% | 41% |

| 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 | Elem | 13% | 26% | 37% | 24% |
| | Sec | 14% | 31% | 33% | 22% |
| Medium-level technologies | Elem | 11% | 42% | 30% | 17% |
| | Sec | 9% | 47% | 27% | 17% |
| High-level technologies | Elem | 12% | 54% | 20% | 14% |

Data for Table 2, Student Use of Technology, comes from the EdTechProfile teacher Technology Assessment Profile as reported in October 2011. Of respondents, 72% of elementary teachers said that they assigned their students work requiring the use of computers at least once a month, including reinforcement and practice (74%), research (33%), word processing (31%), and creating reports or projects (26%). Among secondary teachers, 58% said that they assigned their students work requiring the use of computers at least once a month, including word processing (53%) and reinforcement and practice (52%), research (48%), and creating reports or projects (44%).

**Table 2: Student Technology Use**
**(EdTechProfile Technology Assessment Profile Student Use Section)**

| Where do students use technology tools for classroom assignments? | | Library | Computer lab | Class-room |
|---|---|---|---|---|
| | Elem | 25% | 64% | 84% |
| | Sec | 52% | 67% | 54% |

| 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 | Elem | 32% | 23% | 17% | 10% | 10% | 7% |
| | Sec | 19% | 15% | 24% | 21% | 11% | 10% |
| Video-based presentations | Elem | 27% | 8% | 12% | 18% | 15% | 19% |
| | Sec | 13% | 11% | 19% | 22% | 14% | 21% |
| Video-based creation tools | Elem | 4% | 2% | 6% | 16% | 20% | 52% |
| | Sec | 5% | 4% | 11% | 18% | 21% | 42% |
| Internet | Elem | 15% | 15% | 13% | 22% | 21% | 14% |
| | Sec | 16% | 15% | 23% | 20% | 13% | 13% |
| Email | Elem | 9% | 2% | 2% | 10% | 30% | 46% |
| | Sec | 11% | 7% | 14% | 16% | 20% | 31% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Hand-held electronic devices | Elem | 3% | 2% | 2% | 6% | 14% | 74% |
| | Sec | 4% | 4% | 4% | 12% | 14% | 62% |

| 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 | Elem | 6% | 5% | 20% | 25% | 44% |
| | Sec | 10% | 13% | 30% | 24% | 24% |
| Reinforcement & practice | Elem | 21% | 21% | 22% | 15% | 22% |
| | Sec | 15% | 15% | 22% | 22% | 26% |
| Research | Elem | 5% | 6% | 22% | 28% | 40% |
| | Sec | 6% | 11% | 31% | 29% | 23% |
| Creating reports or projects | Elem | 3% | 4% | 19% | 31% | 43% |
| | Sec | 5% | 8% | 31% | 31% | 25% |
| Demonstrations/ simulations | Elem | 5% | 3% | 14% | 21% | 56% |
| | Sec | 5% | 7% | 25% | 26% | 37% |
| Correspondence with experts, other schools | Elem | 2% | 2% | 5% | 12% | 79% |
| | Sec | 4% | 3% | 13% | 23% | 57% |
| Solving problems or analyzing data | Elem | 6% | 6% | 14% | 17% | 57% |
| | Sec | 8% | 11% | 22% | 20% | 39% |
| Graphically presenting information | Elem | 4% | 3% | 11% | 19% | 63% |
| | Sec | 5% | 5% | 24% | 27% | 40% |

**3c. District's curricular goals that are supported by this Technology Plan.**

This Technology Plan will be aligned to district curricular goals as described in multiple documents, including the Local Educational Agency (LEA) Plan and Addendum, individual Site Single Plans for Student Achievement, high school ESLRs/WASC Action Plans, and district pacing guides/schedules.

In June 2008, the HUSD Governing Board approved a new LEA Plan Addendum. The sections of the Addendum cover (1) identification of fundamental teaching and learning needs, particularly of low-achieving students, (2) achievement goals and objectives for all subgroups, (3) scientifically based research strategies that strengthen the core academic program, (4) actions that have the greatest likelihood of improving student achievement in meeting state standards, (5) professional development needs of instructional staff, (6) academic goals for English Learners, (7) activities outside the normal school day, and (8) strategies to promote effective parent involvement.

HUSD desires to fully implement the Accountability in Action model as described in the research by The Leadership and Learning Center. In assessment, we create Common Formative Assessments (CFA) and use support tools such as Data Director and Intel-Assess® . The District will be reformatting its curriculum using the Rigorous Curriculum Design. Instruction is supported by the Data Team process. Intervention tools are provided by MIND and CompassLearning. Measures of Academic Progress (MAP) tests are used three times a year to measure individual student achievement. MAP tests are computer adaptive tests.

The district currently has Technology Content Standards K-12, based closely on the first edition National Educational Technology Standards for Students (NETS*S), and a K-12 Instructional Technology Curriculum Matrix, which was developed locally.

**3d. Technology use to improve teaching and learning by supporting the District curricular goals.**

The section that follows describes what the district expects its students to be able to do academically and describes how, through meaningful integration of technology, student academic achievement will be improved. The areas of focus will be English Language Arts and Mathematics for all students at all grade levels.

Language competency is critical to effective communication through reading, writing, listening, and speaking. It is these skills that provide the foundation for continued learning. An effective language arts program must be research-based, have students interact with one another, use the instructional materials as they were intended, and provide strategies and intensive intervention programs for students performing below grade level.

Students must have mathematics competency to be successful in the world and to participate as knowledgeable citizens. They must have skills in basic mathematics as well as the ability to reason logically and solve problems in a variety of contexts.

**GOAL 3d.1**: All students will increase their proficiency in English Language Arts and Mathematics.

| | **OBJECTIVES & BENCHMARKS:** | **2013** | **2014** | **2015** |
|---|---|---|---|---|
| 3d.1.1 | The percentage of district students in grades 2-5, including all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in English/ Language Arts in each year. | 50.7% | 59.5% | 67.6% |
| 3d.1.2 | The percentage of district students in grades 2-5, including all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in Mathematics in each year. | 58.5% | 63.5% | 68.5% |
| 3d.1.3 | The percentage of district students in grades 6-8, including all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in English/Language Arts in each year. | 48.5% | 59% | 67.6% |
| 3d.1.4 | The percentage of district students in grades 6-8, including all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in Mathematics in each year. | 41.1% | 54% | 66.7% |
| 3d.1.5 | The percentage of district students in grade10, including all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in Mathematics in each year. | 52.1% | 59.4% | 66.7% |
| 3d.1.6 | The percentage of district students in grade10, including | 48.4% | 57.4% | 66.2% |

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| | all significant subgroups, scoring proficient or above will meet or exceed district annual yearly progress goals in Mathematics in each year. | | | |
| 3d.1.7 | The percentage of district students in grades K-1, including all significant subgroups, who score proficient or above on district assessments in English/ Language Arts will meet or exceed district goals each year. | 60% | 70% | 80% |
| 3d.1.8 | The percentage of district students in grades K-1, including all significant subgroups, who score proficient or above on district assessments in Mathematics will meet or exceed district goals each year. | 60% | 70% | 80% |

**GOAL 3d.2**: HUSD staff and students will increase their use of technology to improve teaching and learning.

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 3d.2.1 | By June 2015, 55% of elementary teachers will assign work to students involving using technology to create reports or projects at least monthly, as reported on the Technology Assessment Profile (TAP). | 35% | 45% | 55% |
| 3d.2.2 | By June 2015, 70% of secondary teachers will assign work to students involving using technology to create reports or projects at least monthly, as reported on the Technology Assessment Profile. | 50% | 60% | 70% |
| 3d.2.3 | By June 2015, 60% of elementary teachers will assign work to students involving using technology for research at least monthly, as reported on the Technology Assessment Profile. | 40% | 50% | 60% |
| 3d.2.4 | By June 2015, 75% of secondary teachers will assign work to students involving using for research at least monthly, as reported on the Technology Assessment Profile. | 55% | 65% | 75% |

**Action Plan for both goals:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | Teachers and students will increase systematic use of technology resources associated with state-approved core and supplemental materials during mandated instruction time, for benchmark, strategic, and intensive student groups. Technology | Aug.-June each year; annual increases in use; daily/ weekly and monthly monitoring | School administrators will monitor implementation through classroom observations and evaluate student progress through class grades, district assessments, MAP, and STAR scores. The Assistant Superintendent, Ed. |

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| | components will include such items as audio, tutorials, exam-builders, lesson planners, assessment software, video clips, virtual experiments, and web resources. | | Services ensures proper use of instructional time and periodic assessments. |
| b | Students will use the MIND Research Institute math program to learn and reinforce math concepts that align to state standards | Ongoing | Site administrators will monitor through classroom observations and evaluate student progress through class grades, CFA and MAP assessments, STAR scores. |
| c | Teachers and students will use complementary technology resources before or after school, and at other times not included in mandated instructional time. Use will increase as additional classroom computers are provided. | Aug.-June each year; annual increases in use; daily/weekly and monthly monitoring | School administrators will monitor and recommend changes as needed. |
| d | The district will identify technology applications in core and supplemental materials that can be used for instruction; will integrate these with Pacing Schedules. Will utilize a formal process for determining district-recommended software; identify resources (on-line lessons, virtual field trips, subject area resources, research-based software) that support core and supplemental materials. | Will review each semester; software list will be updated 3 times a year | Assistant Superintendent and Directors from Educational Services will meet with principals; make suggestions for investigation of resources. Director of Curriculum and Instruction will supervise district Curriculum Teams; Assistant Supt. Educational Services and Director of Curriculum & Instruction will supervise Curriculum Council. Director, Information Technology will check for system compatibility. Pacing Schedules will be re-examined and updated yearly. |
| e | Students will use productivity software (such as Microsoft Office) to complete assignments, including word processors to prepare essays and reports; spreadsheets for calculating and graphing; PowerPoint for presentations; and specialized tools such as MovieMaker. | Ongoing; use will increase each year as more teachers upgrade personal computer skill | School administrators will monitor and recommend changes as needed. |
| f | Students at all grade levels will use the Internet for research. | Ongoing; use will increase each year as more teachers upgrade personal computer skill | School administrators will monitor and recommend changes as needed. Academic coaches will provide instruction and assistance as needed. |
| g | Through their Riverside County Public Library or City of Hemet Public Library accounts, students will be able to access online live homework help, full-text periodical and newspaper articles, reference databases, audio books, and test preparation materials. | 24/7, all year | Academic coaches will provide instruction and assistance as needed. |

| Implementation Plan, Data to be Collected, and/or Evaluation Instruments | | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| h | Each year, principals and library staff will invite public library staff to visit schools to promote sign-up for library cards and will ensure that students, teachers, and parents are aware of online resources available through the public library. Back to School Nights will be used to disseminate information. | Fall, each year | District librarian will meet with the public librarian in the fall. Hemet Public Library staff will monitor use of services, meet with HUSD/school administrators. Director of Curriculum and Instruction has oversight of HUSD libraries. |
| i | Students will use resources such as READ 180, Lexia, Accelerated Reader, SuccessMaker, Rosetta Stone, and A+LS to increase proficiency in English language arts. | Aug.-June each year; daily/weekly and monthly monitoring | At Leadership meetings, principals will discuss what is working at their schools; the other schools will be given approval to use the programs; approved software lists will be updated. |
| j | Students will use Compass Learning for interactive, self-paced, challenging, engaging activities in English language arts and math. | Aug.-June each year; daily/weekly and monthly monitoring | School site administrators and site facilitators will monitor and support student progress. |
| k | Students will use MAP (Measures of Academic Progress) tests with age-appropriate content to assess progress in English language arts and math. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. | Aug.-June each year; daily/weekly and monthly monitoring | School site administrators and site coordinators will monitor and support student progress. |
| l | Students will use tools such as SuccessMaker, Accelerated Math, and Geometer's Sketchpad to increase proficiency in mathematics. | Aug.-June each year; daily/weekly and monthly monitoring | At Leadership meetings, principals will discuss what is working at their schools; the other schools will be given approval to use the programs; approved software lists will be updated. |
| m | Students will use the MIND Research Institute math program to learn and reinforce math concepts that align to state standards | Aug.-June each year; daily/weekly and monthly monitoring | Site administrators will monitor through classroom observations and evaluate student progress through class grades, district assessments, STAR scores; MIND coordinators at each site will monitor and support program. |
| n | AdvancePath Academy students will use online learning curriculum. | Ongoing | Staff will guide and monitor instruction using a Personalized Learning Path for each student. |
| o | District will maintain coordination and communication structures among the Curriculum/Assessment, Professional Development, and Technology | Ongoing | Department directors and Asst. Supt. Educational Services will meet on an as-needed basis. |

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| | Departments in regard to implementation and evaluation of this Tech Plan. | | |
| p | Ongoing support for teacher integration of technology into the curriculum will be provided: academic coaches and a Special Education Program Specialist. | Ongoing | Asst. Supt. Educational Services, Director of Curriculum and Instruction, Professional Development, and Information Technology will develop procedures. |
| q | The district will investigate ways to support the use of online/CD-ROM textbooks. | Availability will increase with future adoptions | Asst. Supt. Educational Services will support implementation. |
| r | The district will expand the use of more interactive technology in instructional delivery systems of core instruction (such as interactive whiteboards, InterWrite Pads, projectors, sound, streaming video, interactive response systems, document cameras). Numbers of classrooms with LCD projectors and other presentation devices will increase each year | Ongoing support through beginning & advanced trainings each year | Directors of Information Technology, Curriculum, and Professional Development will coordinate. |
| s | Students at all levels will take the California Content Standards Tests annually; grade 10 -12 students will take the California High School Exit Exam; and grade K-1 students will take district assessments. Preschool students will be assessed using Desired Results Development Profile (DRDP©). | Throughout the year at specified times, each year | Teachers, principals, Asst. Supt. Educational Services, Director~~s~~ of Curriculum will assess results. |
| t | Teachers will take the EdTechProfile Technology Assessment Profile annually to monitor use of technology. | Each year in the spring | Process will be monitored by both Ed. Services and Technology Departments. Results will be examined by both departments and compared against student achievement, and changes will be recommended to Curriculum Teams and school administrators. |

**3e. Students' acquisition of technology skills and information literacy skills needed to succeed in the classroom and the workplace.**

Hemet USD has K-12 Technology Content Standards, closely adapted from the first edition of the National Educational Technology Standards for Student (NETS*S), and a locally-developed Technology Curriculum Matrix (See Appendix A)

Student skills instruction proceeds according to site plans and follows California content standards that address such skills (such as elements of Writing Strategies—Research and

Technology and Writing and Speaking Applications in English language arts and Historical and Social Sciences Analysis Skills in history/social science) according to district pacing guides in the core academic areas.

Currently, elementary students learn technology skills while doing classroom assignments and using curriculum-oriented software; at some schools, classes are scheduled to use computer labs regularly for assignments and developing technology skills. Teachers, as they are able, provide instruction as they deem necessary or appropriate, sometimes in isolation, sometimes in the context of an assignment.

Middle school students also learn technology skills while doing classroom assignments and using curriculum-oriented software and are taught such skills by their academic teachers. Two middle schools (Acacia and Rancho Viejo) have Exploring Technology courses. At Acacia Middle School only on-grade-level students are able to take electives; many students take intervention classes in English and Math instead; however, Rancho Viejo offers technology elective courses to all students. Hamilton (K-8) students use computer labs for intervention twice a week. Cottonwood offers a Yearbook class where technology is used to produce the yearbook. Idyllwild MS offers a 6th period Technology Class Elective where students produce PowerPoint presentations and do extensive work using Photoshop and Excel.

At the high school level, many students are able to take courses in or focused on using technology/media, including computer keyboarding, advanced computer skills (including research), computer applications (Microsoft Office and Publisher; Internet searching; database and website design), Web CD Portfolios, digital photography, film studies, multimedia, computer programming, A.P. Computer Science, automotive technology, and conservation. HAAAT emphasizes the use of technology, group work, and presentations to assist students in learning the content standards; each HAAAT classroom is a mini-lab for student engagement in technology-assisted project-based learning. At West Valley High School, the SOFT Program (School of Film and Technology) utilizes new technologies to create career paths for students in the entertainment industry and fine arts, including courses

Information literacy is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology. HUSD students are taught information literacy skills through adopted textbook materials and classroom instruction in fulfillment of the relevant content standards

The AVID program at middle and high schools includes instruction in academic skills. At some high schools, many freshmen take a one-semester Foundations course that includes a variety of academic and computer skills.

The district will focus on embedding technology/information literacy skills into instruction in the core curriculum.

**GOAL 3e.1:** Students will acquire technology and information literacy skills through lessons and activities embedded in the core curriculum.

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 3e.1.1 | By June 2015, 85% of 5th, 8th, and 11th graders will be proficient in grade-level technology skills (including information literacy) as determined through self-assessment HUSD Student Survey and a technology-based product. | 65% | 75% | 85% |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | In alignment with California content standards, the district will update the K-12 Instructional Technology Curriculum Matrix to match NETS*S; it will include information literacy skills. | Complete by July 2012; review each year thereafter | Directors of Curriculum and Information Technology will work with Academic Coaches to develop and annually review. |
| b | Correlations of the Standards and Matrix with the core curriculum will be determined; will be integrated with the Pacing Schedules and new Pacing Schedules will be disseminated to all teachers. | Annually review and update | Director of Curriculum will direct the work of the Curriculum Teams; Pacing Schedules will be updated annually. |
| c | Rubrics for assessing 5th, 8th, and 11th grade student technology-based projects will be developed. Existing and future teacher-designed projects will be matched with the rubrics. | By July 2012, then ongoing. | Director of Curriculum will direct the work of the Curriculum Teams. |
| d | Students in grades 5, 8, and 11 will complete the HUSD Student Survey and a curriculum-related technology-based product/project in order to demonstrate grade-level technology skill proficiency. | Beginning 2012-2013. Project completed throughout the year; Student Survey each spring | Classroom teachers will assure students take Student Survey. Will assign, assess, and "check off" required project. |
| e | All teachers will incorporate technology/ information literacy skills while teaching the core curriculum, including use of a centers concept at the K-5 level (such as Open Court Workshop). | Aug. – June, each year; daily/weekly and monthly monitoring | School administrators will monitor implementation, in part through classroom observations. They will ensure proper use of instructional time and periodic assessments. |
| f | Elementary students will be taught technology and information literacy skills by their classroom teachers during the course of academic instruction in California content standards. All schools have computer labs that classes can use to practice technology skills. | As per district pacing schedules; will follow district Matrix for technology and information literacy skills | School administrators will monitor implementation, in part through classroom observations. |

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| g | Middle school students will be taught technology and information literacy skills by their classroom teachers during the course of academic instruction in California content standards. Middle schools have fixed or mobile labs that students can use to practice technology skills. Some middle school students will be able to take electives or special programs involving technology. | As per district pacing schedules; will follow district Matrix for technology and information literacy skills | School administrators will monitor implementation, in part through classroom observations. |
| h | High school students will be taught and will demonstrate technology and information literacy skills through chosen electives and through their English and other core classes. | Ongoing | School administrators will monitor implementation, in part through classroom observations. |
| i | Students (PreK-Adult) will be taught basic computer knowledge and skills and application-specific procedures required to access and use each piece of required software (such as technology components of adopted text series, Accelerated Reader, SuccessMaker, READ 180, and online instruction programs). They will be taught how to use program feedback to track and improve their achievement. | Whenever a new piece of software is introduced | School administrators will monitor implementation, in part through classroom observations. |
| j | Students will be taught to use productivity software (such as Microsoft Office) to complete assignments, including word processors to prepare essays and reports; spreadsheets for calculating and graphing; PowerPoint for presentations; and specialized tools such MovieMaker. | Scheduled as per skills Matrix, or as needed for assignments and specialized courses | School administrators will monitor implementation, in part through classroom observations. |
| k | Students will be taught about, and will have the opportunity to use, peripherals needed for use with productivity software (as needed for assignments and as appropriate by grade level), such as printers, projectors, digital still and video cameras. | Scheduled as per skills Matrix, or as needed for assignments | School administrators will monitor implementation, in part through classroom observations. |
| l | Students will be taught how to locate, access, and evaluate information and resources (including online reference databases) on the Internet. Search strategies will be taught as appropriate per grade level. | Scheduled as per skills Matrix, or as needed for assignments; | School administrators will monitor implementation, in part through classroom observations. |

**3f. How the district will address the appropriate and ethical use of information technology in the classroom, including issues of copyright, fair use, downloading, file sharing, and plagiarism.**

Hemet USD has up-to-date, Board-approved Internet acceptable use policies that are compliant

with the Children's Internet Protection Act (CIPA): BP, AR, E 4040 (Employee Use of Technology) and BP, AR, E 6163.4 (Student Use of Technology). Employees sign Electronic Appropriate Usage Policy upon hiring. The policy for District and School Web Sites (BP 1113) assures that copyright will be protected and student and staff privacy and security will be maintained. Students and their parents sign Electronic Appropriate Usage Policy; policy and contracts go home with the annual parent information packet. HUSD has a detailed Board Policy and Administrative Regulation (6162.6) for the use of many different types of copyrighted materials.

Policies are provided in staff handbooks and are covered in new staff orientation.

The district filters the World Wide Web locally using Secure Content.

**GOAL 3f.1**: Students and all district employees will demonstrate appropriate and ethical use of information technology.

| | Implementation Plan | Timeline | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | The Electronic Appropriate Usage Policy will be revised and Board approved by July 2012; the Director of Information Technology will review the policies each year thereafter | Annual review | Director of Information Technology and Human Resources |
| b | The district will evaluate the process for having staff sign Electronic Appropriate Usage Policy agreements annually. | Ongoing discussions (Information Technology & Human Resources) 2012-2013 | Human Resources monitors teacher Electronic Appropriate Usage Policy |
| c | Issues of legal and ethical use of technology and Internet safety will be addressed for all age groups in the updated district technology and information literacy skills Matrix. Teachers will provide instruction to students. | Updated by July 2012, with implementation beginning 2012-13 | Directors of Curriculum and Information Technology will work with Curriculum Committee to develop and annually review. |
| d | The district will review its formal policy on copyright, fair use, and teacher-owned software annually. Will revise as necessary and disseminate to teachers. | Reviewed in spring of each year; daily/weekly monitoring through observation | The Director, Information Technology and staff will review and monitor the policy. Curriculum Council will review and approve the policy, and consider for update each year. Principals will monitor compliance. |
| e | Teachers will provide direct instruction to students on Internet safety, including issues of cyberbullying. Information literacy instruction will include issues of ethics and intellectual property, including plagiarism, illegal downloading and file sharing, and fair use | Aug.– June; beginning 2012 use district matrix of technology and information literacy skills | Site administrators will monitor copyright compliance issues (staff and students); Site administrators will reinforce to staff the importance of Internet safety and ethical use issues and Electronic Appropriate Usage Policy |

**3g. How the district will address Internet safety, including online privacy and avoidance of online predators.**

Hemet USD has up-to-date, Board-approved Internet acceptable use policies that are compliant with the Children's Internet Protection Act (CIPA): BP, AR, E 4040 (Employee Use of Technology) and BP, AR, E 6163.4 (Student Use of Technology). Employees sign Electronic Appropriate Usage Policy upon hiring. Students and their parents sign Electronic Appropriate Usage Policy; policy and contracts go home with the annual parent information packet.

BP 5131 (Conduct) bans plagiarism in school work and harassment of all kinds against students or staff, with a particular focus on cyberbullying. "Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships. …The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. The district may provide students instruction in the classroom or other school settings that promotes communication, social skills, and assertiveness skills and may involve parents/guardians, staff, and community members in the development of strategies to prevent and respond to bullying." The policy describes procedures to be followed by students and staff in cases of cyberbullying, including instances carried out using non-district equipment and websites. BP 5137 (Positive School Climate) "encourages staff to teach students the meaning of equality, human dignity, and mutual respect. … The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills."

Keenan & Associates provide HUSD with the i-SAFE e-Safety curriculum that empowers students to be safe and responsible online. Policies are provided in staff handbooks and are covered in new staff orientation.

The district filters the World Wide Web locally using Secure Content.

**GOAL 3g.1**: <u>The district will ensure a safe environment for on-line activities.</u>

**Action Plan:**

| | Implementation Plan | Timeline | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | The Electronic Appropriate Usage Policy will be revised and Board approved by July 2012; the Director of Information Technology will review the policies each year thereafter. | Annually review | Director of Information Technology and Human Resources |
| b | The district will develop a process for having staff sign Electronic Appropriate Usage Policy agreements annually. | Ongoing discussions (Information Technology & Human Resources) 2012-2013. | Human Resources monitors teacher Electronic Appropriate Usage Policy agreements. |

| | Implementation Plan | Timeline | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| c | District will use i-SAFE to provide training in Internet safety and appropriate online behavior for teachers, students, and parents. | Beginning fall 2012 | Teachers will monitor student use of computers, including compliance with Electronic Appropriate Usage Policy User Contracts.<br>Director of Curriculum and Instruction will monitor independent third party records from i-SAFE indicating which teachers at each district school are teaching i-SAFE's lessons. |
| d | The district will use a pop-up banner reiterating Electronic Appropriate Usage Policy language whenever users log in to the district network to remind users of district policy. | Ongoing | Director, Information Technology, will oversee. |
| e | Issues of legal and ethical use of technology and Internet safety will be addressed for all age groups in the updated district technology and information literacy skills Matrix. Teachers will provide instruction to students. | Updated by July of 2012, with implementation beginning Aug. 2012-13 | Directors of Curriculum and Information Technology will work with Curriculum Committee to develop and annually review. |
| f | Teachers will provide direct instruction to students as required by the Protecting Children in the 21st Century Act, regarding safe and appropriate online behavior, including cyberbullying awareness and response. | Aug. – June; beginning 2012 use district matrix of technology and information literacy skills | Site administrators will monitor copyright compliance issues (staff and students); Site administrators will reinforce to staff the importance of Internet safety and ethical use issues and Electronic Appropriate Usage Policy procedure. |
| g | Material on cyber-bullying will be added to ongoing district programs in character development and life skills, including PeaceBuilders in elementary schools, Life Skills in grades 6-8, and Unity Forum in middle and high schools. | Ongoing instruction. | Director of Curriculum will oversee. |

**3h. Policy or practices that ensure equitable technology access for all students.**

Hemet USD Board Policy calls for equitable access for all students to all district resources:

- BP 410 (Nondiscrimination in District Programs and Activities): “The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion,

ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities…. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity."

- BP 5145.3 (Nondiscrimination/Harassment): "District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation. … The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities."

The Hemet Unified School District is compliant with the Americans with Disabilities Act (ADA) and ensures equal and appropriate access to all students. Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be obtained to meet their needs, as outlined in their IEPs and 504 Plans. Assistive technologies used for Special Education include communication devices: AlphaSmarts, FM mic/receiver systems for the hearing impaired, Fusion, calculators, iPad with AMDI Adapters, books on CD (core literature/ELA materials). Software and apps include: Kurzwell, Pixwriter, AltChat, Talkbook 4, Talking Brix, Tobi with Eyegaze, Step-by-step Communicator Simon SIO, Language Links, Picture Sentence Match Bundle, Go Talk, DynaVox, ProLoQuo 2 Go, PODD Software, Touch Chart, Dragon Speaking Naturally, PECS (Picture Exchange Communication System) for the autistic and Board Maker (to make the pictures).

English Learners are mainstreamed in elementary schools and pulled out for extra instruction. In secondary schools, Level 1 and 2 (CELDT) English Learners receive additional instruction in specialized ELD classes; their classrooms often have more computers than regular classrooms. English Learners use software such as Rosetta Stone, Tell Me More, SuccessMaker, and A+ instructional programs. GATE students have opportunities to take technology electives and do enrichment work in core classes, such as Internet exploration and projects.

Programs such as SuccessMaker and Accelerated Reader and Math provide individualization for all levels of learners, from remediation through enrichment. At the elementary schools, classes are scheduled to use the computer labs on a rotating basis.

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

Aeries is used as the student information system, maintaining enrollment, attendance, demographic, and scheduling information and some standardized test scores (SAT/ACT/CAHSEE/CELDT levels). At all schools, teachers take attendance online and have view-only access to data on students in their own classes. Teachers currently use one of several gradebook programs. Use of EasyGradePro or ABI GradeBook is required at the high schools and middle schools. In Fall of 2012, HUSD will roll out the new Eagle Aeries Standards Based Grading for 6-12, which will manage grades for these levels within the district replacing Easy Grade Pro and a standard gradebook program (K-5).

HUSD uses the database management system Data Director. This tool allows for a great range of data viewing, grouping of students for more effective interventions, and improved data conferences. Teachers and administrators have access to Data Director at home as well as at school. HUSD uses Intel-Assess® as its test item bank provider. This allows the district to strategically design district assessments that are objectively created. Exams are designed to have strong correlations to CST blueprints. District assessments will use scanned answer sheets. In addition, some district assessments are taken online, especially those associated with the Holt Language Arts series (grades 6-12).

All schools, using the Professional Learning Communities model, conduct regular collaboration meetings by grade or department. At these meetings teachers use test results data to assess progress toward meeting proficiency in the content standards. Research-based instructional practices are shared to enhance lesson delivery for all students. Students who have strategic or intensive intervention needs are targeted for improvement.

All student IEPs are developed and monitored using Special Education Information System SEIS. Principals use SEIS to monitor student progress and regularly check IEP compliance.

HUSD uses Follett Destiny for library automation (union catalog and patron database) and textbook tracking.

**GOAL 3i.1:** <u>All teachers and administrators will use district technology for student record keeping and instructional decision-making based on assessment data.</u>

| | **OBJECTIVES & BENCHMARKS:** | **2013** | **2014** | **2015** |
|---|---|---|---|---|
| 3i.1.1 | By June 2015, all staff will use data to drive instruction. | 90% | 95% | 100% |

**Action Plan**

| | **Implementation Plan, Data to be Collected, and/or Evaluation Instruments** | **Timeline or Schedule for Evaluation** | **Program Monitoring, Evaluation, and Modification Process** |
|---|---|---|---|
| a | The district will use MAP tests in English language arts and math for K-8 and high school students at-risk for CAHSEE. | Ongoing; three windows per year | Director of Student Information and Accountability will supervise. |
| b | Schools/district will have sufficient scanners and computers to allow entry of assessment data from Intel-Assess® created tests into Data Director. | Ongoing | Director of Student Information and Accountability will evaluate and train staff as needed. |
| c | Site administrators will lead Data Teams and applying the results of your analysis in classrooms. | Ongoing | Educational Services Team |
| d | All teachers will access Data Director for class and individual reports; grade levels and departments will use Data Director reports in Data Team meetings. | Ongoing; Administrators will provide data to teachers | Principals will monitor these reports and agendas/minutes and SMART goals from Data Team meetings. |

### 3j. Technology use to improve two-way communication between home and school.

All classrooms have phones, which can be used to place and receive calls. All schools have voice mail capability. Cell phones were given to SAFE site facilitators to enable after-school access for parents. Site administrators and Ed. Services Director will be using mobile devices for Administrative purposes. Special Education is also using mobile devices for use with autistic students. The use of mobile devices will expand as the need arises. All office staff and certificated employees have district email accounts. ParentLink is used district-wide for automated outgoing phone calls to parents, including absence calling, emergency messages, and notices of special events.

The district website is kept up to date; all schools have websites; the district maintains standards for school sites. Some middle and high schools use Edline as the school website, providing home access to class information and resources and student grades. The Technology Department staff maintains the district website.

**GOAL 3j.1:** <u>All staff will use all available district technology to facilitate two-way communication with parents.</u>

| | OBJECTIVES & BENCHMARKS: | 2010 | 2011 | 2012 |
|---|---|---|---|---|
| 3j.1.1 | By June 2015, 90% of teachers will update class information on school websites at least every two weeks. | 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 |
|---|---|---|---|
| a | School websites will include teacher contact information. All teachers will be encouraged to update class information at least every two weeks. | Ongoing | Site administrators will monitor school websites. |
| b | Parents will have access to student grades (including tests and assignments), attendance, class schedules, resources, and teacher email. | All schools by 2012-2013 | Site administrators will monitor use. |
| c | All principals will require teachers to use voice mail and encourage its use by parents. | Annual and ongoing | Principals will report to Assistant Superintendent of Ed. Services. |
| d | HUSD will continue to encourage technology training at the school level, including Parent Technology Nights (for basic skills, web-based resources, library catalog), Back to School/Open House demonstrations and Adult Education classes. | Ongoing. Demon-stations and training in schools | Directors of Curriculum and Information Technology will oversee. Sign-in sheets of parent trainings will be kept. |

| Implementation Plan, Data to be Collected, and/or Evaluation Instruments | | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| e | District staff will follow parent-communication guidelines, in line with Title I requirements for parent participation and LEA Plans and Addenda. | Ongoing | Director of State and Federal Programs supervises; information is disseminated to principals and teachers. |
| f | Principals will continue to encourage teacher use of email, through such means as emailing bulletins and other communications so that teachers will check email daily. | Daily | Principals will report progress to Educational Services. |
| g | All reports, registration forms, and newsletters will be available in Spanish as well as English, and posted on the district website. Parent links and resources will be enhanced. | Links added as found. Use and content reported quarterly. | Educational Services will provide translation services. Educational Services will select parent resources and will add to site and monitor usage. |
| h | Teachers will take the EdTechProfile Technology Assessment Profile annually to monitor use of technology for communication with homes. | Each year in the spring | Process will be monitored by both the Ed. Services and Technology Departments. Results will be examined by both departments and program changes made as necessary. |

### 3k. Monitoring of Curriculum Component

The monitoring process for the Curriculum Component will follow the established district monitoring and evaluation process. Principals and Assistant Principals monitor classroom activities and evaluate the effectiveness of instructional strategies through results such as grade distributions, CFA and MAP assessments, Data Teams, and standardized test scores. The Assistant Superintendent monitors the proper use of mandated instructional time, the monitoring work of site administrators, and the proper administration of district assessments. The Directors of Curriculum and Assessment monitor the district assessments, standardized test scores, and use of Data Director. Principal and District Leadership Days are regularly held during the year. The Directors of Information Technology and Curriculum and the Assistant Superintendent of Educational Services will meet regularly as needed to ensure coordination in the implementation of this Plan and to monitor progress and make any necessary modifications or seek other strategies. Periodic reports will be made to Cabinet.

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Classroom observations will be made to monitor classroom activities (including teacher and student use of technology) | Principals and assistant principals | Weekly |
| Identification of recommended resources; identification of correlations of Technology Skills with core curriculum; integration with Pacing Schedules; annual review and updating of Pacing Schedules; annual update of approved software list. | Dir./Curriculum; Curriculum Committees; Assistant Superintendent | Ongoing identification; updating annually |
| Continuing coordination between Departments of | Asst. Supt., Ed. | Meetings as |

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Curriculum, Technology, and Professional Development in regard to Plan implementation (directors meet as needed) | Services<br>Dir./Technology<br>Dir./Curriculum<br>Dir./Prof. Devel. | needed |
| Teachers take EdTechProfile Technology Assessment Profile annually | Teachers<br>Dir./Curriculum<br>Dir./Technology | Each spring |
| Students take CFA, MAP, and state exams; data entered into Data Director; data is used by Data Teams and individual teachers to guide instruction | Students; Teachers; Principals | Throughout the year |
| Develop technology skills assessment measure based on revised Content Standards and Matrix; develop project rubrics; grade 5, 8, and 11students complete a technology-based project and take the HUSD Student Survey. | Students<br>Dir./Curriculum<br>Teachers | Begin 2012-2013, then continue each year |
| Review formal policy on copyright, fair use, and teacher-owned software; train staff and students on legal and responsible use of technology. | Dir./Technology<br>Monitored by Principals and tech staff | Monitored in the course of daily activities |
| Encourage and monitor parent technology training offerings at the school and district level | Principals<br>Dir./Curriculum<br>Dir./Technology | Throughout the year |
| • *Repeat this procedure each year*<br>• *Monitored by Principals, Superintendent, Asst. Supt. of Educational Services, Director of Information Technology*<br>• *Reported to Cabinet* | | |

## 4. PROFESSIONAL DEVELOPMENT COMPONENT

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

In October 2011, an EdTechProfile Technology Assessment Profile report was run, showing responses from 58 administrators. Table 3 summarizes the results. In overall computer knowledge and skills, 90% scored Intermediate or Proficient, with strengths in word processing, email, general skills, email, and Internet, and relative weaknesses in spreadsheet and database applications

**TABLE 3 : Administrator Computer Knowledge and Skills**
**EdTechProfile Technology Assessment Profile**

| | Not applicable (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|
| Overall computer knowledge & skills | 0% | 9% | 39% | 52% |
| General computer knowledge & skills | 0% | 2% | 47% | 52% |
| Internet skills | 0% | 10% | 40% | 50% |
| Email skills | 0% | 2% | 31% | 67% |
| Word processing skills | 0% | 2% | 26% | 72% |
| Presentation software skills | 0% | 10% | 34% | 55% |
| Spreadsheet software skills | 0% | 16% | 45% | 40% |
| Database software skills | 3% | 21% | 48% | 28% |

Among administrators, 15 (26%) said they need basic computer/technology skills training; 42 (72%) said they need technology integration training. Administrator preferences for training format were one-on-one informal (5, 9%), small group (42, 72%), and online (21, 36%).

Results from an October 2011 EdTechProfile classroom teacher Technology Assessment Profile report are shown in Table 4. Of respondents, 78% are experienced computer users scoring Intermediate or Proficient in overall computer knowledge and skills, well capable of using technology to present instruction and of teaching technology skills to most students. Strengths are word processing (91% Intermediate or Proficient), general computer knowledge and skills (88%), email (84%) and Internet skills (79%). Weaknesses include skills in presentations (33% beginning or non-users), spreadsheets (46%), and databases (54%).

Twenty percent of respondents to the Technology Assessment Profile said they need opportunities to participate in staff development focused on basic computer/technology skills. In order to meet the goals of the Curriculum Component, it is estimated that 11% of teachers will need assistance in developing skills in word processing and general computer skills (such as basic troubleshooting), approximately 14% of teachers will need to improve email skills, 19% need to improve Internet searching skills, and less than 50% will need instruction in spreadsheet and presentation programs.

**TABLE 4 : Teacher Computer Knowledge and Skills**
**EdTechProfile Technology Assessment Profile**

| | Not applicable (Non-user) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|
| Overall computer knowledge & skills | 1% | 21% | 52% | 26% |
| General computer knowledge & skills | 0% | 11% | 55% | 33% |
| Internet skills | 1% | 19% | 48% | 31% |
| Email skills | 1% | 14% | 45% | 39% |
| Word processing skills | 0% | 9% | 36% | 55% |
| Presentation software skills | 6% | 27% | 32% | 35% |
| Spreadsheet software skills | 8% | 38% | 36% | 18% |
| Database software skills | 15% | 39% | 32% | 14% |

Tables 5 and 6 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 not only meet each standard themselves, but must know how to teach students how to do similar things, and must report that their students *have* learned these skills.

On California Commission on Teacher Credentialing (CCTC) Teacher Preparation Program Standard 9 questions, 8% of teachers scored as Proficient, with strengths being online collaboration (35% Proficient) and records management/communication (25%). Areas of weakness include knowledge of law, policy, and safety issues (50% beginning or non-users), evaluation and selection of educational software (57%), and use and evaluation of electronic research tools (66%).

On (former) CCTC Induction Standard 16 questions, 5% of teachers scored as Proficient, with relative strengths in use of data to assess and communicate student learning (17% Proficient) and use of technology resources in curriculum-aligned lessons (58% Intermediate or Proficient) and particular weaknesses in use of computer-based collaborative tools (66% beginning or non-users) and use of computer-based collaborative tools (69%).

**TABLE 5: 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 how to accomplish each skill.

| | | Not applic. (Non-User) | Beginning | Inter-mediate | Proficient |
|---|---|---|---|---|---|
| Standard 9 Overall | | 4% | 46% | 43% | 8% |
| | | | | | |
| 9a | Use of technology appropriate to lesson content | 10% | 43% | 37% | 10% |

| | | | | | |
|---|---|---|---|---|---|
| | and student abilities/skills | | | | |
| 9b | Knowledge of research & best practices in technology in education | 8% | 47% | 34% | 11% |
| 9d | Record management; communication through printed- or multi-media | 13% | 26% | 36% | 25% |
| 9e | Online collaboration | 2% | 32% | 31% | 35% |
| 9f | Knowledge, selection and use of tech resources according to district policies to meet individual student needs | 10% | 38% | 34% | 18% |
| 9g | Evaluation and selection of educational software | 12% | 45% | 40% | 3% |
| 9h | Use and evaluation of electronic research tools | 16% | 50% | 28% | 6% |
| 9i | Knowledge of law, policy, and safety issues | 16% | 34% | 33% | 17% |

**TABLE 6, 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.

| | | Not applic. (Non-User) | Beginning | Interme-diate | Proficient |
|---|---|---|---|---|---|
| Standard 16 Overall | | 9% | 50% | 35% | 5% |
| | | | | | |
| 16a | Communication using a variety of electronic media | 6% | 51% | 38% | 5% |
| 16b | Use of computer-based collaborative tools | 15% | 54% | 23% | 7% |

| | | Not applic. (Non-User) | Beginning | Interme-diate | Proficient |
|---|---|---|---|---|---|
| 16c | Use of technology resources in curriculum-aligned lessons | 5% | 37% | 49% | 9% |
| 16d | Development of student information literacy & problem-solving skills for lifelong learning | 25% | 41% | 26% | 8% |
| 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 | 13% | 40% | 38% | 9% |
| 16f | Use of data to assess and communicate student learning | 15% | 41% | 26% | 17% |
| 16g | Evaluation, monitoring, and adjustment of technology-enhanced lessons | 21% | 40% | 32% | 6% |

Out of 712 teachers responding to the Technology Assessment Profile, 592 (83%) said they need opportunities for training on integrating technology into the curriculum.

As shown by the above charts, Curriculum Component emphases on increasing teacher use of technology to deliver instruction, analyze and use student data, and communicate with homes and student use of technology to produce projects will require some type of training for most teachers in Standards 9b, 16a, 16e, 16f, and 16g. This is also validated by parent requests for additional communication with elementary schools in particular and recommending additional staff development opportunities for teachers to increase their use of appropriate technology and programs.

The following chart of Technology Assessment Profile results shows teacher proficiency in the components of information literacy, including Internet safety and ethical use (Curriculum Component sections 3e, 3f, and 3g). At most 23% of teachers score Proficient in any one area, meaning that they both know these skills and have taught their students similar skills. About 70% of teachers will need professional development in Internet safety and legal issues and information literacy skills, in order to be able to successfully teach these skills to students and monitor student use of technology.

| | | Not applic. (Non-User) | Beginning | Interme-diate | Proficient |
|---|---|---|---|---|---|
| 9h | Use and evaluation of electronic research tools | 16% | 50% | 28% | 6% |
| 9i(1) | Knowledge of state and federal laws for uses of computer based technologies | 14% | 35% | 36% | 15% |
| 9i(3) | Knowledge of Acceptable Use Policies, safety, and health issues | 8% | 38% | 31% | 23% |
| 16d | Development of student information literacy & problem-solving skills for lifelong learning | 25% | 42% | 25% | 8% |
| 16e(1) | Creation of opportunities to engage students in planning, locating, evaluating, selecting and using technology resources for problem-solving | 16% | 43% | 34% | 8% |

As expressed on the Technology Assessment Profile, teacher preferences for technology training at their schools were: 15% like one-on-one informal training; 73% like small group training, and 26% like online web-based training. Preferences for when technology training should be offered were during the school day (57%), after school (43%), in the evening (5%), on weekends (6%), and off-track or during the summer (26%).

**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 focus on implementing the technology tools, providing teachers with the level of technology proficiency necessary to teach their students technology/information literacy skills, training staff in issues of Internet safety and responsible use, teaching staff how to use Data Director to improve instruction, training staff to use web-based programs to monitor and differentiate instruction, and helping teachers use all district technologies to communicate with parents. Technology training will as much as possible be part of ongoing training in

curriculum implementation to minimize the burden on teachers. As relevant technology training for all teachers are discovered we will support and implement to ensure that students remain our highest priority.

Technology-related training opportunities in 2011-2012 included Intel Assess Essentials, technology curriculum integration (District Tech Committee), SEIS, MIND and Compass Implementation, MAP, EL Differentiated Instruction, SMART Boards and student notepads, AVID, Eagle Aeries Elementary, Querry, and Grade Report and Transcript Training, DataDirector, and Microsoft Office applications (classified staff). All training was open to administrators as well as teachers.

Professional development may follow several formats. Academic coaches, Compass Learning facilitators and MAP coordinators at each site, and site administrators receive the first round of training and will be expected to go back and train or coach teachers the school site. The district has seven academic coaches (three of whom provide BTSA support), and a Program Specialist for Special Education. Much site-level training may consist of one-on-one, just-in-time training as needed by teachers. In other instances, District Administration will work with principals and the Director of Professional Development using Technology Assessment Profile and student assessment results to identify training needs and prioritize sites for training; large groups from each site would then be trained together, forming the critical mass needed to bring about change and forming a strong support structure for each other. In cases of specialized training will be offered to teachers. The district consultant for assistive technology assesses student needs if included in IEPs and trains Special Education personnel on selected technology. In 2011, the Special Education Program Specialist and relevant staff will acquire additional training in assistive technologies to develop local expertise in this area.

Classified staff will be trained to use productivity, administrative, and curriculum-support software as required.

The Intel Assess program will be continued. Relevant teachers will be trained to use the technology components of Compass and MIND, including new online learning tools for students. The Academic Coaches will attend training on technology/online resources/curriculum integration, such as Google Gmail, Google Docs, Verizon Thinkfinity and new student-related technologies focused on increasing student achievement. Centralized workshops on use of interactive whiteboards and tablets will be offered as needed through site administrators. Administrators will be trained to use Data Director and Intel-Assess® to assist with identifying key strategies to increase student achievement. All teachers will be trained in the i-SAFE e-safety curriculum for Internet safety and responsible use issues. The Information Technology department will offer training on Aeries and ParentLink.

In 2011-2012, working with principals, HUSD will assess and refine the needs for additional technology and the necessary infrastructure to further support the districts vision.

**GOAL 4b.1:** <u>All staff will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan.</u>

| | **OBJECTIVES & BENCHMARKS:** | **2013** | **2014** | **2015** |
|---|---|---|---|---|
| 4b.1.1 | By June 2015, 90% of teachers completing the EdTechProfile Technology Assessment Profile (TAP) | 80% | 85% | 90% |

| | | | | |
|---|---|---|---|---|
| | will score Intermediate or Proficient in Computer Knowledge and Skills. | | | |
| 4b.1.2 | By June 2015, classroom teachers' average score on the TAP on Standard 9, Using Technology in the Classroom, will be 2.1 on a scale of 0 – 3. | 1.7 | 1.9 | 2.1 |
| 4b.1.3 | By June 2015, classroom teachers' average score on the TAP on Standard 16, Using Technology to Support Student Learning, will be 1.8 on a scale of 0 – 3. | 1.4 | 1.6 | 1.8 |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | Teachers and administrators will receive training in using research-based technology, which supports the core curriculum. | Ongoing | Director of Professional Development will schedule training, maintain records, and conduct evaluations. |
| b | Teachers will receive Research and Development hourly pay or stipends for attending mandatory training outside normal work hours. Classified staff receive hourly pay or professional growth credit. | Ongoing | Dir. of Professional Development will track carefully, monitoring accuracy and maintaining accountability. |
| c | Academic Coaches will review the structure of new teacher orientation, including training/overviews of district technology. BTSA training will include CCTC-required technology integration skills. | Annually, with orientation each summer; BTSA training during the year | Dir. of Professional Development will monitor. |
| d | IT and PDA will conduct small group and one-on-one training (to bring site teachers to necessary computer application proficiency level; to train on voicemail, MAP, Email, SEIS). | Ongoing | IT, PDA and Ed. Services will report quarterly on training completed and proficiency status of site teachers. |
| e | A Compass Learning facilitator will provide training and support at each school site. | Ongoing; as needed | Director of Professional Development will monitor and supervise |
| f | All teachers (K-12) will be trained in the MIND Research Institute program. A MIND coordinator will provide training and support at each school site. | By August of 2012, 120 teachers per day over a period of 10 days at the two Professional Development labs | Director of Professional Development and Information Technology will monitor and supervise |

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| g | Site administrators will receive training in how to use Data Director and other data to drive instruction, using their own schools' data. Principals receive training at monthly Collaboration Meetings; assistant principals trained at after-school meetings and/or Asst. Principal academy. Principals pass data on to Professional Learning Community/Data Team groups for analysis and use in planning instruction. | Ongoing Data Director training for administrators, as well as direct access for teachers with follow up support as needed. | Directors of Curriculum and Assessment coordinate data collection and provide data in a specified format. Director of Testing and Accountability will provide training in Data Director use. Principals and Asst. Principals will monitor use of data by PLC groups and determine need for further training. |
| h | Administrators will receive additional training in Intel-Assess® to assist with better ways to support student achievement. | Ongoing | Director or Testing and Accountability will provide with Director of Professional Development supporting. |
| i | Centralized workshops with annual updates will be offered to site trainers and individual teachers in use of district record-keeping programs and special-interest topics such as advanced uses of Compass, MIND, DataDirector and Intel Assess. | 2012-2013; Ongoing as needs determine | Directors of Professional Development and Information Technology will supervise and monitor |
| j | Teachers will be offered training on the operation and instructional uses of hardware as needed (such as projectors, laptop computers, interactive whiteboards, InterWrite Pads, student response systems, MIND, Compass, Intel, DataDirector, document cameras, digital cameras). Training will be centralized at the district level. | Ongoing, as equipment is acquired | Director of Professional Development will supervise, monitor need and demand and schedule more workshops as necessary. |
| k | Teachers, administrators, and classified staff will be offered training in productivity applications such as Microsoft Office for personal and instructional use (one-on-one and centralized training). | Ongoing, as needs are determined | Director of Professional Development will supervise, monitor need and demand and schedule more workshops as necessary. |

| Implementation Plan, Data to be Collected, and/or Evaluation Instruments | | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| l | Training (one-on-one, at site meetings, from academic coaches and/or district workshops) will be developed and offered in the areas of Standards 9b (knowledge of research and best practices in technology in education), 9h (use and evaluation of electronic research tools), 9i (knowledge of law, policy, and safety issues), 16a (communication using a variety of electronic media), 16d (development of student information literacy and problem-solving skills), 16e (creation of effective lessons and learning environments, evaluation of technology use and student products), 16f (use of data to assess and communicate student learning) and 16g (evaluation and monitoring of technology-enhanced lessons). | Ongoing; most decisions made semi-annually based on TAP and teacher and administrator requests | Director of Professional Development will supervise, monitor need and demand and schedule more workshops as necessary. |
| m | District/Site Administration will be trained regarding Internet safety and responsible use issues. Teachers will be trained to provide direct instruction to students on Internet safety including issues of cyberbullying and respect for the intellectual property of others using i-SAFE materials. | 2012-2013, then ongoing staff training as needed | Directors of Professional Development and Curriculum and Site Administrators will supervise. |
| n | Teachers will be trained in optimal use of ParentLink for communicating and collaborating with parents and students. | Ongoing | Directors of Professional Development and Curriculum will supervise. |
| o | Administrators and teachers will be trained in using all aspects of Aeries student information system, including Eagle Aeries Standards Based Grading. | Annually, then ongoing staff training as needed | Directors of Professional Development and Information Technology will supervise. |
| p | The district will survey classified staff for technology training needs and provide group and individual training; provide training to relevant staff as each new program is introduced. | Annual survey; training as needed | Directors of Professional Development and Information Technology will supervise. |
| q | Site administrators will conduct classroom observations monitoring teacher use of technology. | Daily/weekly | Site administrators will aggregate data, use it to determine further need for teacher PD, as well as new technologies available to assist student achievement |

| Implementation Plan, Data to be Collected, and/or Evaluation Instruments | | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| r | Teachers and administrators will take the EdTechProfile Technology Assessment Profile annually to monitor proficiency in computer skills and curriculum integration. | Annually in the spring | Process will be monitored by both the Ed. Services and Technology Departments. Results will be examined by both departments and PD program changes made as necessary. |

### 4c. Monitoring Process for Professional Development Component

The district's standard monitoring and evaluation process for professional development will be applied to Technology Plan activities.

At least one district administrator attends all training given by outside providers. Participant evaluations are collected after every training session, including after work with Academic Coaches and after individual days of multi-day sessions. Results are compiled immediately and updates of activities/evaluations are sent to principals. In multi-day sessions, issues raised are addressed at the next session.

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Hold professional development sessions; keep agendas and sign-ins; principals send site training records to PD Office monthly using standard form; collect and analyze participant evaluations and make adjustments in training | Trainers<br>Principals<br>Dir./Professional Development | July 2012 -- June 2013 |
| Keep records on training received by each teacher (coach/lead records, site and district spreadsheet or database, on-line PD registration records). | Coaches/Leads<br>Principals<br>Dir./Prof Development | July 2012 – June 2013 |
| Teachers take the Technology Assessment Profile. Site administrators do classroom observations. Those responsible for training analyze data and decide on course modifications for the coming year. | Teachers<br>Principals<br>Dir./Prof Development<br>Asst. Supt., Ed. Serv.<br>Dir./Technology & Academic Coaches (for TAP) | Spring 2012 |
| • *Repeat this procedure each year*<br>• *Reported to Governing Board* | Asst. Supt. of Ed. Services | Annually |

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

**5a. Existing hardware, Internet access, electronic learning resources, and technical support that will be used to support the Curriculum and Professional Development Components.**

**AND**

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

**Hardware:**

Hemet USD holds as its goal moving toward the following basic level of technology in every classroom:

- A teacher computer with a networked laser printer
- At least one student computer
- An LCD projector
- An InterWrite Pad, SMART Board, or similar presentation technology
- A laptop computer or a network connection from the teacher computer to the LCD projector (to facilitate presentations)

Computers:

**Existing:** The following chart shows per-school ratios of students to "up-to-date" computers (those 48 months old or less) in October 2011, per district hardware survey. In addition, the chart shows the number of labs in each school and the number of computers in libraries, classrooms, and labs (totals not adjusted). The district began in the 2011-12 school year to purchase refurbished computers to augment the up-to-date computers at the elementary schools.

| School | Student Enroll-ment | # of in-struct. Com-puters | Up-to-date Compu-ters | Stdnt: UTD Comp. Ratio | # of comp. in class-rooms | Comp. labs (fixed or mobile) | # of comp. in labs | # of comp. in libraries |
|---|---|---|---|---|---|---|---|---|
| Bautista Creek | 922 | 481 | 327 | 2.8 | 399 | 2 | 70 | 3 |
| Cawston | 849 | 354 | 248 | 3.4 | 290 | 3 | 56 | 2 |
| Cottonwood | 247 | 146 | 98 | 2.5 | 80 | 1 | 34 | 6 |
| Family Tree | 80 | 31 | 4 | 20.0 | 31 | 0 | 0 | 0 |
| Fruitvale | 949 | 440 | 334 | 2.8 | 361 | 3 | 50 | 6 |
| Hamilton | 503 | 265 | 128 | 3.9 | 182 | 2 | 72 | 11 |
| Harmony | 840 | 354 | 275 | 3.1 | 287 | 3 | 38 | 4 |
| Idyllwild | 287 | 164 | 115 | 2.5 | 125 | 1 | 36 | 3 |
| Jacob Wiens | 800 | 406 | 296 | 2.7 | 267 | 4 | 83 | 10 |
| Little Lake | 821 | 387 | 275 | 3.0 | 241 | 2 | 56 | 3 |
| McSweeny | 802 | 305 | 217 | 3.7 | 47 | 3 | 51 | 1 |
| Ramona Elem. | 732 | 420 | 287 | 2.6 | 275 | 2 | 52 | 2 |
| Valle Vista | 697 | 282 | 247 | 2.8 | 236 | 1 | 35 | 8 |
| Whittier | 1076 | 631 | 420 | 2.6 | 537 | 2 | 64 | 2 |

| School | Student Enroll-ment | # of in-struct. Com-puters | Up-to-date Compu-ters | Stdnt: UTD Comp. Ratio | # of comp. in class-rooms | Comp. labs (fixed or mobile) | # of comp. in labs | # of comp. in libraries |
|---|---|---|---|---|---|---|---|---|
| Winchester | 556 | 361 | 230 | 2.4 | 93 | 1 | 37 | 2 |
| **Elem. Total** | **10161** | **5028** | **3601** | **2.8** | **3451** | **30** | **734** | **63** |
| Acacia Middle | 887 | 231 | 71 | 12.5 | 136 | 4 | 105 | 13 |
| Dartmouth | 842 | 176 | 62 | 13.6 | 82 | 4 | 53 | 38 |
| Diamond | 1172 | 371 | 97 | 12.1 | 118 | 5 | 146 | 43 |
| Rancho Viejo | 1342 | 365 | 351 | 3.8 | 56 | 8 | 257 | 38 |
| **Middle Total** | **4243** | **1143** | **581** | **7.3** | **392** | **21** | **561** | **142** |
| Hamilton High | 355 | 217 | 92 | 3.9 | 150 | 2 | 61 | 6 |
| Hemet High | 2521 | 555 | 370 | 6.8 | 131 | 4 | 134 | 40 |
| Jackson (H H) | 327 | 116 | 116 | 2.8 | 65 | 1 | 0 | 19 |
| Tahquitz High | 1578 | 387 | 387 | 4.1 | 42 | 4 | 90 | 15 |
| West Valley | 1782 | 414 | 182 | 9.8 | 197 | 8 | 201 | 28 |
| Alessandro HS | 340 | 110 | 57 | 6.0 | 131 | 2 | 28 | 12 |
| HAAAT | 193 | 125 | 70 | 2.8 | 44 | *0 | 0 | 0 |
| WCA | 319 | 52 | 48 | 6.7 | 232 | 1 | 0 | 0 |
| APA** | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **HS / Alt Total** | **7519** | **1976** | **1322** | **5.6** | **992** | **22** | **514** | **120** |
| **District Total** | **21923** | **8147** | **5504** | **4.0** | **4835** | **73** | **1809** | **325** |

*HAAAT classrooms are each mini-labs composed of desktop and laptop computers.

** APA has dumb terminals not owned by the district but available to be utilized by the students.

Family Tree Learning Center and Helen Hunt Jackson School share a facility; their students have access to both schools' computers. The Adult School shares computer labs with Alessandro High School. AdvancePath Academy (APA), physically located at the former Santa Fe Middle School, is a program under Alessandro High School.

The following chart shows the age of computers at each school as shown on the 2011 District Hardware survey, along with subsequent acquisitions and retirements.

| School | # of comp | <1 yr old | >1 and <2 | >2 and <3 | >3 and <4 | >4 years | Added by 9/2012 | Retired by 9/2012 |
|---|---|---|---|---|---|---|---|---|
| Bautista Creek | 496 | 20 | 10 | 0 | 297 | 169 | 0 | 0 |
| Cawston Elem. | 365 | 7 | 1 | 0 | 240 | 117 | 0 | 0 |
| Cottonwood | 155 | 10 | 5 | 0 | 83 | 57 | 0 | 0 |
| Family Tree | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| Fruitvale Elem. | 451 | 0 | 18 | 0 | 316 | 117 | 0 | 0 |
| Hamilton | 309 | 21 | 0 | 0 | 107 | 181 | 0 | 0 |
| Harmony | 377 | 8 | 18 | 17 | 232 | 102 | 0 | 0 |
| Idyllwild | 174 | 7 | 1 | 0 | 107 | 59 | 0 | 0 |
| Jacob Wiens Elem. | 421 | 10 | 22 | 35 | 229 | 125 | 0 | 0 |
| Little Lake Elem. | 404 | 17 | 17 | 1 | 240 | 129 | 0 | 0 |
| McSweeny Elem. | 320 | 3 | 4 | 5 | 205 | 103 | 58 | 0 |
| Ramona Elem. | 429 | 6 | 41 | 13 | 227 | 142 | 0 | 0 |

| School | # of comp | <1 yr old | >1 and <2 | >2 and <3 | >3 and <4 | >4 years | Added by 9/2012 | Retired by 9/2012 |
|---|---|---|---|---|---|---|---|---|
| Valle Vista Elem. | 295 | 0 | 1 | 2 | 244 | 48 | 0 | 0 |
| Whittier | 650 | 29 | 58 | 26 | 307 | 230 | 0 | 0 |
| Winchester Elem. | 361 | 13 | 1 | 10 | 206 | 131 | 0 | 0 |
| **Elem. Totals** | **5211** | **151** | **197** | **109** | **3044** | **1710** | **58** | **0** |
| Acacia Middle | 255 | 2 | 18 | 8 | 43 | 184 | 0 | 0 |
| Dartmouth Middle | 203 | 4 | 44 | 0 | 14 | 141 | 0 | 0 |
| Diamond Valley | 399 | 2 | 14 | 0 | 81 | 302 | 0 | 0 |
| Rancho Viejo* | 393 | 0 | 62 | 284 | 45 | 2 | 0 | 0 |
| Western Center | 196 | 96 | 100 | 0 | 0 | 0 | 0 | 0 |
| **MS Totals** | **1446** | **104** | **238** | **292** | **183** | **629** | **0** | **0** |
| Hamilton High | 226 | 13 | 11 | 16 | 47 | 139 | 0 | 0 |
| Hemet High | 590 | 41 | 49 | 78 | 202 | 220 | 0 | 0 |
| Jackson (H H) | 170 | 12 | 2 | 36 | 52 | 68 | 0 | 0 |
| Tahquitz High | 421 | 17 | 0 | 97 | 306 | 1 | 48 | 0 |
| West Valley HS | 455 | 2 | 34 | 55 | 91 | 273 | 0 | 0 |
| Alessandro HS | 176 | 2 | 18 | 23 | 45 | 87 | 0 | 0 |
| HAAAT | 132 | 30 | 2 | 1 | 37 | 62 | 0 | 0 |
| **HS Totals** | **2170** | **117** | **116** | **306** | **780** | **850** | **48** | **0** |
| **District Totals** | **8827** | **372** | **551** | **707** | **4007** | **3189** | **106** | **0** |

**Need:** HUSD aims to maintain a district-wide student to "up-to-date" computer (48 months old or less) ratio of 4:1 or better in each year of the Technology Plan. If additional budget resources become available, a better ratio will be pursued.

**To be Acquired**: The district and school sites will acquire new computers as per the following chart, at the rate of approximately 1,600 per year. The district in 2011-12 began purchasing refurbished laptops and desktop machines to increase the up-to-date computers and will continue to purchase some new and refurbished machines to make their ratio projections.

| | 11/12 | 12/13 | 13/14 | 14/15 |
|---|---|---|---|---|
| Carryover number of up-to-date computers | 8,827 | 5,744 | 3,337 | 4,230 |
| Less computers becoming >48 mos. | 3,189 | 4,007 | 707 | 551 |
| Add new computers to be purchased | 106 | 1,600 | 1,600 | 1,600 |
| Total of up-to-date computers | 5,744 | 3,337 | 4,230 | 5,279 |
| Projected enrollment | 21,959 | 21,659 | 21,359 | 21,059 |
| Student : up-to-date computer ratio | 3.8:1 | 6.9:1 | 5.6:1 | 4.0:1 |

**Need:** Computer labs (fixed or mobile) for classes or groups to take online assessments, work on projects, search the Internet, develop technology and information literacy skills, and work on courseware and intervention software. The goal for middle and high school will be to provide enough computers in labs and libraries so that teachers have class access for student projects as needed, and to ensure that all labs are fully booked throughout the year.

**To be Acquired:** All schools have at least one computer lab, fixed or mobile. Replacement computers and new labs will be purchased as needed. Such purchases are covered under total instructional computer purchases, above.

**Need:** Computers in (or immediately outside) libraries and classrooms where students can work individually on research, projects, word processing, Accelerated Reader, technology and information literacy skills, and intervention software. In elementary school, computers may be used as centers. The objective will be to continue an average of 3 computers per classroom in each elementary school and at least one student computer in each classroom in each middle and high school.

**To be Acquired**: At least 58 additional classroom/cluster/library computers for elementary schools will need to be acquired by June 2015, either as new purchases or as transfers of older equipment when labs are updated, as follows.

| School | # of class-rooms | # of student classroom computers (updated) | Ave. # of stud. comp. per classroom | # of comp. to be acquired for ave. of 3 per classroom |
|---|---|---|---|---|
| Bautista Creek Elem. | 42 | 399 | 9.5 | 0 |
| Cawston Elem. | 35 | 290 | 8.3 | 0 |
| Cottonwood (K-8) | 15 | 80 | 5.3 | 0 |
| Family Tree | 4 | 31 | 7.8 | 0 |
| Fruitvale Elementary | 36 | 361 | 10.0 | 0 |
| Hamilton Elem. (K-8) | 26 | 182 | 7.0 | 0 |
| Harmony Elementary | 35 | 287 | 8.2 | 0 |
| Idyllwild (K-8) | 21 | 125 | 6.0 | 0 |
| Jacob Wiens Elem. | 33 | 267 | 8.1 | 0 |
| Little Lake Elem. | 38 | 241 | 6.3 | 0 |
| McSweeny Elem. | 35 | 47 | 1.3 | 58 |
| Ramona Elem. | 28 | 275 | 9.8 | 0 |
| Valle Vista Elem. | 28 | 236 | 8.4 | 0 |
| Whittier Elementary | 44 | 537 | 12.2 | 0 |
| Winchester Elem. | 32 | 93 | 2.9 | 3 |
| Elementary Totals | **452** | 3451 | 7.6 | 58 |

Assuming that no student classroom computers will be retired, at least 48 additional student-use computers would need to be acquired for middle and high school classrooms by June 2015, either through purchase or transfer of older machines as computer labs are updated, as follows.

| School | # of class-rooms | # of student classroom computers | Ave. # of stud. comp. per classroom | Minimum # of student computers to be acquired |
|---|---|---|---|---|
| Acacia Middle | 53 | 136 | 2.6 | 0 |
| Dartmouth Middle | 41 | 82 | 2.0 | 0 |
| Diamond Valley Middle | 53 | 118 | 2.2 | 0 |
| Rancho Viejo Middle | 51 | 56 | 1.1 | 0 |
| Hamilton High | 21 | 150 | 7.1 | 0 |
| Hemet High | 102 | 131 | 1.3 | 0 |

| | | | | |
|---|---|---|---|---|
| Jackson (H H) | 10 | 65 | 6.5 | 0 |
| Tahquitz High | 90 | 42 | 0.5 | 48 |
| West Valley HS High | 85 | 197 | 2.3 | 0 |
| Alessandro HS (Cont.) | 25 | 131 | 5.2 | 0 |
| HAAAT | 8 | 44 | 5.5 | 0 |
| WCA | 10 | 232 | 23.2 | 0 |
| APA * | 6 | 0 | 0 | 0 |
| Middle/High Total | 555 | 1,384 | 2.5 | 48 |

**Need:** A dedicated teacher computer in each classroom so that teachers can access administrative software and email daily.

**To be Acquired**: All teachers currently have a dedicated computer for their use. Replacements and teacher computers for new classrooms will be acquired as needed. Laptops will be offered to facilitate presentations in classrooms where a direct connection to a networked LCD projector is not available.

Printers:

**Existing:** All classrooms have a printer, but not all are networked. Tahquitz High School has "all-on-one" print/copy/scan machines physically connected to local computers.

**Need:** Sufficient printing capacity for students and teachers: 1 networked laser printer per classroom by June 2015.

| School | # of class-rooms | LCD Projec-tors | Room : LCD ratio | Need to buy for 5:1 ratio | Need to buy for 4:1 ratio | Need to buy for 3:1 ratio | SMART boards | Inter-Write Pads |
|---|---|---|---|---|---|---|---|---|
| Bautista Creek | 42 | 42 | 1.0 | 0 | 0 | 0 | 0 | 0 |
| Cawston Elem. | 35 | 34 | 1.0 | 0 | 0 | 0 | 21 | 0 |
| Cottonwood | 15 | 11 | 0.7 | 0 | 0 | 0 | 0 | 2 |
| Family Tree* | 4 | 0 | 0 | 1 | 1 | 1 | 0 | 0 |
| Fruitvale | 36 | 37 | 1.0 | 0 | 0 | 0 | 0 | 15 |
| Hamilton | 26 | 26 | 1.0 | 0 | 0 | 0 | 26 | 26 |
| Harmony | 35 | 36 | 1.0 | 0 | 0 | 0 | 0 | 6 |
| Idyllwild | 21 | 3 | 0.1 | 1 | 2 | 4 | 0 | 3 |
| Jacob Wiens | 33 | 17 | 0.5 | 0 | 0 | 0 | 0 | 6 |
| Little Lake Elem. | 38 | 25 | 0.7 | 0 | 0 | 0 | 10 | 0 |
| McSweeny Elem. | 35 | 20 | 0.6 | 0 | 0 | 0 | 1 | 0 |
| Ramona Elem. | 28 | 30 | 1.1 | 0 | 0 | 0 | 5 | 26 |
| Valle Vista Elem. | 28 | 27 | 1.0 | 0 | 0 | 0 | 0 | 7 |
| Whittier | 44 | 48 | 1.1 | 0 | 0 | 0 | 4 | 3 |
| Winchester Elem. | 32 | 2 | 0.1 | 4 | 6 | 9 | 0 | 0 |
| **Elem. Total** | **452** | **358** | **0.8** | **6** | **8** | **14** | **67** | **94** |

**To be Acquired:** Networkable laser printers will be acquired at the rate of approximately 100 per year.

Scanners:

**Existing:** Scanners available at all school sites.

**Need:** Scanners, printers, and computers for printing and processing district assessments at a central district location.

**To be acquired:** No additional equipment purchases are anticipated during the course of this Technology Plan.

Other Peripherals (LCD Projectors, interactive whiteboards, InterWrite Pads, etc.)

**Existing:** The following chart shows the numbers of classrooms and libraries in each school and the numbers of LCD projectors, SMART boards, and InterWrite Pads in each school as of fall 2011.

| School | # of class-rooms | LCD Projec-tors | Room : LCD ratio | Need to buy for 5:1 ratio | Need to buy for 4:1 ratio | Need to buy for 3:1 ratio | SMART boards | Inter-Write Pads |
|---|---|---|---|---|---|---|---|---|
| Acacia Middle | 53 | 31 | 0.6 | 0 | 0 | 0 | 7 | 10 |
| Dartmouth Middle | 41 | 3 | 0.1 | 5 | 7 | 11 | 1 | 0 |
| Diamond Valley | 53 | 45 | 0.9 | 0 | 0 | 0 | 9 | 12 |
| Rancho Viejo | 51 | 57 | 1.1 | 0 | 0 | 0 | 1 | 50 |
| WCA | 10 | 10 | 1.0 | 0 | 0 | 0 | 0 | 0 |
| **Middle S Total** | **208** | **146** | **0.7** | **5** | **7** | **11** | **18** | **72** |
| Hamilton High | 21 | 19 | 0.9 | 0 | 0 | 0 | 0 | 4 |
| Hemet High | 102 | 43 | 0.4 | 0 | 0 | 0 | 0 | 15 |
| Jackson (H H) * | 10 | 3 | 0.3 | 0 | 0 | 0 | 0 | 0 |
| Tahquitz High | 90 | 90 | 1.0 | 0 | 0 | 0 | 0 | 90 |
| West Valley HS | 85 | 40 | 0.5 | 0 | 0 | 0 | 20 | 0 |
| Alessandro HS | 25 | 19 | 0.8 | 0 | 0 | 0 | 13 | 8 |
| HAAAT | 8 | 12 | 1.5 | 0 | 0 | 0 | 0 | 12 |
| **HS / Alt Total** | **341** | **226** | **0.7** | **0** | **0** | **0** | **33** | **129** |
| **District Total** | **1001** | **730** | **0.7** | **11** | **15** | **25** | **118** | **295** |

*Given their nature as independent study schools, Family Tree and Helen Hunt Jackson will only need one LCD apiece.

**Need:** In order to support use of online resources and teacher and student presentations, the goal is 5:1 or better ratio of classrooms to LCD projectors in each school by June 2013, a 4:1 ratio by June 2014, and a 3:1 ratio by June 2015. Schools are encouraged to work toward the district vision of one LCD projector and one other type of presentation device per classroom.

**To be Acquired**: 25 projectors will be acquired (and installed) by June 2015, as per the chart, above. It is estimated that approximately 10 whiteboards and 30 InterWrite Pads will be purchased each year.

**Need:** Adaptive technologies as per student IEPs and 504 Plans.

**To be Acquired:** Adaptive technologies will be acquired as needs are identified.

Policies and procedures:

The district has established standard configurations for new student and teacher computers, document cameras, printers, and other types of equipment. It also has standards for accepting donated computers. Standards are updated as manufacturer specifications are changed/updated.

The district will also now require each site to adhere to the district Hardware Acquisition and Repurposing Policy:

District Acquisition, Replacement and Repurposing Poli**cy**:

New computers purchased will initially be installed in high-use common areas such as labs, libraries, and computer applications classrooms, or will be included in mobile labs. Since high use areas are the setting where whole classes and large learning groups congregate for various forms of computer based and assisted instruction, it is felt that these areas need the most up-to-date equipment. This is of high importance for networked programs and security concerns. This can also help maximize technical support resources by alleviating the support issues caused by older computers in labs.

Lab computers will then be repurposed into classrooms. Each site will designate a number of new computers to be purchased each year from site funds. Site plans will include such verbiage as, "Each year we will purchase 12 new computers for the computer lab. Upon installation, 12 lab computers will be repurposed into the classroom." Each year a different group will be the focus of the repurposed computers.

Example:

- 2013--English Dept; Fifth Grade
- 2014--Math Department; Fourth Grade
- 2015--Science Department; Second Grade

Sites will also plan for retiring computers that have passed their usefulness. Sites will use district guidelines for determining specifications for new equipment as well as for determining which machines are in need of retirement or upgrade. The district feels strongly that each site maintains its autonomy with respect to this type of planning; the district will provide all guidance necessary to help each site develop a site-specific plan that works best and supports the Technology Plan goals. Whatever plan a school develops should include rationale for how hardware is repurposed. It must also be noted that any plan for resource acquisition is dependent upon necessary funding being available. The district realistically understands the budgetary constraints that each school faces.

## Electronic Learning Resources:

**Existing:** The district already owns or uses most of the resources needed to support the activities of the Curriculum and Professional Development Components. These resources are shown in regular typeface in the list, below. See Section 3b for additional detail.

**Need:** The 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.

- Administrative software (Eagle Aeries, Data Director, Intel-Assess® , Eagle Aeries Standards Based Grading (K-5) and ABI GradeBook (6-12), Special Education

Information System (SEIS) for IEPs, and Follett Destiny) Odyssey Compass Learning, MIND Institute, and Measuring Academic Progress (MAP).

- Productivity software (Microsoft Office standard on all new computers; specialty programs such as Dreamweaver, MovieMaker and Google Docs for teachers).
- Technology resources accompanying adopted text series (online textbooks, e-books, teacher and student resources) including READ 180 and any **additional adoptions**.
- Online courseware such as APEX, Plato and A+, with sufficient licenses for all desired grade levels
- Supplemental software for diagnosis, assessment, individualized instruction, differentiation, reinforcement, and/or intervention in English language arts, English language development, and mathematics (such as MIND, CompassLearning, SuccessMaker, Accelerated Reader and Math, Rosetta Stone, Lexia, ALEKS, Measuring Up, and **other programs identified during the course of this Plan).**
- Streaming video/media services
- Adaptive technologies as needed
- Programs for enabling and facilitating home/school communication (ParentLink, Edline and Parent Portal for Eagle Aeries)
- On-line professional development registration and/or tracking system
- Network management and security software: Novell operating system; Groupwise for email and **Google Mail** as an option for email; Secure Content filter for Internet filtering; GWAVA from BeginFinite for spam filtering.

**To be Acquired**: The items in **boldface** (not yet owned or used by the district) in the above list 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.

Policies and procedures*:* The district maintains a combined centralized and decentralized policy regarding the acquisition of electronic learning resources. The district provides administrative systems and guidance on standardization of desktop applications. Certain applications are used district-wide and paid for by the district (see details in the budget chart in Section 6b). Sites are encouraged to secure the necessary resources to support the needs of students and staff.

The district has established an approved software list for all purchases by schools, to support and complement the core adoptions and State-approved Intervention materials. The district will annually evaluate resources to ensure they continue to support the long-term objectives of the Technology Plan and will determine the feasibility of acquiring additional electronic resources to support improvements in student achievement.

## Internet Access / Telecommunications and Networking Infrastructure:

Data Network:

**Existing**: Hemet Unified School District spans over 700 square miles in western Riverside County. There are four outlying sites that are about 30 miles from the district office: Idyllwild (K-8), Cottonwood (K-8), Hamilton Elementary (K-8) and Hamilton High School. Most physical sites are connected by high speed Verizon Switched Ethernet Service (formerly Transparent LAN Service) 1000Mbps backbone. All sites are wired with 100/1000 Mbps LANs. All classrooms have Internet access. Additional details are provided in the chart titled Description of Data Network, under To do /to be acquired, below.

| Locations on the District Network | |
|---|---|
| Acacia Middle School | Idyllwild School |
| Alessandro High School | Jacob Wiens Elementary School |
| Bautista Creek Elementary School | Little Lake Elementary School |
| Cawston Elementary School | McSweeny Elementary School |
| Cottonwood Elementary School | Nutrition Services |
| Dartmouth Elementary School | Ramona Elementary School |
| Diamond Valley Middle School | Rancho Viejo Middle School |
| District Office | Tahquitz High School |
| Family Tree/Helen Hunt Jackson | Transportation Department |
| Fruitvale Elementary School | Valle Vista Elementary School |
| HAAAT | West Valley High School |
| Hamilton K-8 | Western Center Academy |
| Hamilton High School | Whittier Elementary School |
| Harmony Elementary School | Winchester Elementary School |
| Hemet High School | |

**Need**: Reliable, fast wide area and local area networks, with safe Internet service and sufficient servers (for network management, file storage, and applications).

**To do / to be acquired:**

| **Description of Data Network** | | |
|---|---|---|
| | **Existing (Current Situation)** | **To be Acquired: (Upgrades Planned)** |
| Type and speed of connection of district office to Internet provider | 1Gbps up/down | |
| Internet Service Provider(s) | Time Warner Cable | |
| Firewall | Cisco ASA 550 | |
| Hub of district network | ***District office/Network Operations center at 1791 W. Acacia Avenue for Layer 3 switch to handle data communications; connects to a Cisco 3700 router for ISP connection | |

| Description of Data Network | | |
|---|---|---|
| | **Existing (Current Situation)** | **To be Acquired: (Upgrades Planned)** |
| Type and speed of connection(s) of schools to each other and/or to district office | 1000Mbps fiber, Verizon SES (formerly TLS)<br>Time Warner Cable Internet connection to Idyllwild (5Mbps up/down)<br>Each site uses one HP Layer 3 switch for routing and connection to the Verizon SES, providing inter-connectivity directly between school sites and the district office. Larger sites also have multiple VLANs, segmented to direct traffic to the correct VLANs. | Upgrade Idyllwild to 1000Mbps by June 2012. |
| Type and speed of backbone within sites; description of LAN; speed of connection at the desktop | 1 Gbps fiber backbone at all sites<br>All sites have 1Gbps to desktop except the following which have 100Mbps to desktop: Idyllwild, Valle Vista, Hemet High, Dartmouth, Little Lake, Harmony, Diamond Valley, McSweeny, Cawston. | 1Gbps to desktop at all sites (by June 2012) |
| Number of network drops per room | 4 to 9 | 9+ in all rooms (by June 2012) |
| Description of wireless equipment, access, coverage if available | Partial coverage at some sites: district office and classrooms with mobile laptop carts at HAAAT, West Valley HS, and all K-5 sites. We are standardizing to the Cisco 3502 access points. | Expand coverage as needed. |
| Servers (both central and at sites) & services they perform, both eligible for E-Rate and not eligible | Sites have at least one server for DNS/DHCP, file storage, and GroupWise email services. See the following chart for details. | Upgrades to newer models to be completed upon expiration of manufacturer warranty and as funding becomes available. (Replace when servers are 5 years old.) |

| Server Details | | | | |
|---|---|---|---|---|
| **Site** | **Server Name** | **Server Model #** | **Description** | **E-rate Eligible** |
| **Acacia** | Admin | Poweredge 2650 | Admin Server; inc. e-mail, DHCP & DNS | No |
| | Instructional | Poweredge 2950 | Instr. Svr; Instr Apps, inc. DHCP & DNS | Yes |
| **Alessandro** | Admin | PowerEdge 2650 | Admin Server; inc. e-mail, DHCP & DNS | No |

| | | | | |
|---|---|---|---|---|
| | Instructional | Poweredge 2950 | Instr. Svr; Instr Apps, inc. DHCP & DNS | Yes |
| **Bautista Creek** | Admin/Instructional | Poweredge 2950 | Admin/Instructional Server; inc. e-mail, DHCP & DNS | Yes |
| | | | | |
| **Cawston** | Admin/Instructional | Poweredge 2650 | Admin/Instructional Server; inc. e-mail, DHCP & DNS | Yes |
| | | | | |
| **Cottonwood** | Admin/Instructional | Poweredge 2950 | Admin/Instructional Server; inc. e-mail, DHCP & DNS | Yes |
| | | | | |
| **Diamond Valley** | Admin/Instructional | Poweredge 2650 | Combined Server; inc. e-mail, DHCP & DNS | Yes |
| | | | | |
| **Dartmouth** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |
| | | | | |
| **District Office** | | | | |
| | Aeries SQL1 | Poweredge R710 | Aeries SQL #1 Server | No |
| | Aeries SQL2 | Poweredge R710 | Aeries SQL #2 Server | No |
| | Aeries ABI1 | Poweredge R610 | Aeries ABI #1 Server | No |
| | Aeries ABI2 | Poweredge R610 | Aeries ABI #2 Server | No |
| | Aeries ABI3 | Poweredge R610 | Aeries ABI #3 Server | No |
| | Aeries.NET | Poweredge R610 | Aeries.NET Server | No |
| | VMWare | Poweredge R710 | VMWare Host | No |
| | VMWare | Poweredge R710 | VMWare Host | No |
| | VMWare | Poweredge R710 | VMWare Host | No |
| | Trivoli OffSite | Poweredge 2900 | Redundant Backup | No |
| | WEB Server | Poweredge 2650 | WEB Server | No |
| | E-Mail Server | Poweredge 2950 | Groupwise/GWAVA Server | No |
| | ZCM Server | Poweredge 2900 | ZCM Server | No |
| | DNS/DHCP | Poweredge 2950 | DNS/DHCP/File Server | No |
| | Backup Server | Poweredge 2900 | Trivoli Server | No |
| | Adult Ed | Poweredge 2650 | Adult Ed. Pearson VUE Testing Server | No |
| | ONSSI | Poweredge 2950 | DO Surveillance Camera Server | No |
| | Image Server | Poweredge 2850 | Ghost Image File Server/Host | No |
| | Edulog | Poweredge 2650 | Edulog Server | No |
| | Edulog/eTrip | PoweredgeR710 | EduLog/eTrip Server | No |
| | GPS Server | Roweredge R710 | GPS Tracker Server | No |
| | WebWork | Poweredge 2950 | M&O Work Order Server | No |
| | Virtual Server 1 | Poweredge R710 | Imaging Server – | No |

| | | | | |
|---|---|---|---|---|
| | | | Personnel & Transcripts | |
| | Virtual Server 2 | Poweredge R710 | Internet/Web Mail | No |
| | Virtual Server 3 | Poweredge R710 | APlus App. | No |
| | Virtual Server 4 | Poweredge R710 | Terminal Server | No |
| | Virtual Server 5 | Poweredge R710 | Groupwise Mobility | No |
| | Virtual Server 6 | Poweredge R710 | Read 180 App. | No |
| | Virtual Server 7 | Poweredge R710 | Destiny Wed & SQL Server | No |
| | Virtual Server 8 | Poweredge R710 | Sophos Antivirus Server | No |
| | Virtual Server 9 | Poweredge R710 | WHA Lexia Server | No |
| | Virtual Server 10 | Poweredge R710 | LL Lexia | No |
| | Virtual Server 11 | Poweredge R710 | HS ATRT Server | No |
| | Virtual Server 12 | Poweredge R710 | Lexia Server | No |
| | Virtual Server 13 | Poweredge R710 | RVMS TTL4 Server | No |
| | Virtual Server 14 | Poweredge R710 | Rosetta Stone Alessandro | No |
| | Virtual Server 15 | Poweredge R710 | Lexia for Hamilton | No |
| | Virtual Server 16 | Poweredge R710 | Whittier Waterford | No |
| | Virtual Server 17 | Poweredge R710 | Whittier FastMath | No |
| | Virtual Server 18 | Poweredge R710 | Caftrac Archieve | No |
| | Virtual Server 19 | Poweredge R710 | BlueBear Server | No |
| | Virtual Server 20 | Poweredge R710 | AIM Adult Ed. SIS | No |
| | Virtual Server 21 | Poweredge R710 | Zen Mgmt SQL | No |
| | Virtual Server 22 | Poweredge R710 | Zen Mgmt Pri. Server | No |
| | Virtual Server 23 | Poweredge R710 | WSUS Server | No |
| | Virtual Server 24 | Poweredge R710 | Caftrac Archieve Data | No |
| | Virtual Server 25 | Poweredge R710 | Printshop Pro Order | No |
| **Fruitvale** | Admin/Instructional | Poweredge 2950 | Combined Server; inc. e-mail, DHCP & DNS, Instr. Apps | Yes |
| | | | | |
| **Hamilton** | Admin | Poweredge 2850 | Admin Server; inc. e-mail, DHCP & DNS | No |
| | Instructional | Poweredge 2850 | Instr. Svr; Instr. Apps, inc. DHCP & DNS | Yes |
| **Harmony** | Admin/Instructional | Poweredge 2650 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |
| | | | | |
| **Hemet High** | Admin | Poweredge 2950 | Admin Server; inc. e-mail, DHCP & DNS | No |
| | Instructional | Poweredge 2950 | Instr. Svr; Instr. Apps, inc. DHCP & DNS | Yes |
| | Lab Server | Poweredge 2950 | Instr. Lab Svr. | Yes |
| **Idyllwild** | Admin | Poweredge 2950 | Admin Server; inc. e-mail, DHCP & DNS | No |

| | | | | |
|---|---|---|---|---|
| | Instructional | Poweredge 2950 | Instr. Svr; Instr. Apps, inc. DHCP & DNS | Yes |
| **Jacob Weins** | Admin/Instructional | Poweredge 2850 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |
| | | | | |
| **Little Lake** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |
| | | | | |
| **McSweeney** | Admin/Instructional | Poweredge 2650 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |
| | | | | |
| **Nutrition** | Admin | Poweredge 2850 | Admin Server; inc. e-mail, DHCP & DNS | No |
| | NUT Applications | Poweredge R710 | Café Connect & Rocket Scan SQL Server | No |
| **Ramona** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst. Apps. | Yes |
| | | | | |
| **Rancho Viejo** | Admin | Poweredge 2950 | Admin Server, inc. e-mail, DHCP & DNS | No |
| | Instructional | Poweredge 2950 | Instr. Svr; Instr. Apps | Yes |
| **Tahquitz** | Admin | Poweredge 2950 | Admin Server, inc. Mail, DHCP, DNS, ; Instr. Apps | No |
| | Instructional | Poweredge 2950 | Instr. Svr; Instr. Apps, inc. DHCP & DNS, etc. | Yes |
| | Lab Server | Poweredge 2950 | Lab Server | Yes |
| **Valle Vista** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS Inst Apps | Yes |
| | | | | |
| **West Valley** | Admin | Poweredge 2650 | Admin Server; inc. e-mail, DHCP & DNS | No |
| | Instructional | Poweredge 2950 | Instr. Svr; Instr. Apps, inc. DHCP & DNS | Yes |
| | Lab Server | Poweredge 2950 | Instr. Svr - Apps Only | Yes |
| **Western Center Academy** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps | Yes |
| | | | | |
| **Whittier ES** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps | Yes |

| | | | | |
|---|---|---|---|---|
| **Winchester** | Admin/Instructional | Poweredge 2950 | Consolidated Svr; inc. e-mail, DHCP & DNS, Inst Apps. | Yes |

Phone Systems:

**Existing**:

The district's voice network is PBX-based (HUSD owns its Toshiba PBX equipment and leases circuits from the telecommunications vendor). Each site has its own PBX. Voice mail is available for use by all administrators, office staff, and teachers. Local and long distance phone service is provided. Cell phones are provided to administrators and supervisors as needed.

**Need:** Up-to-date phone systems, including voicemail.

**To be Acquired:** The vendors for all services are regularly evaluated as part of the district's participation in the E-Rate program. As needed, the district may evaluate and secure maintenance contracts on voice/data and telecomm equipment. Telephone systems are scheduled for upgrade in each of the three years of the Technology Plan.

**Physical Plant:**

All school sites and district offices have sufficient electrical capacity for the current and expected needs. All new construction includes conduit in all four walls and the ceiling to accommodate current and new forms of technology.

The district is in the midst of completing a building and modernization program. Scheduled before the conclusion of this Technology Plan; Hemet High School, completion of the remodel and construction (including new classrooms and electrical upgrades/equipment) and Acacia Middle School classroom remodeling and modernization.

The district believes more network ports per room would allow better utilization of Internet and network resources at the classroom level. All newly constructed classrooms will have nine ports per room: two for the teacher station (computer and networked printer), six where the PC grouping will likely be located, and one extra drop which can be used to connect a wireless Access Point. Each data drop will have a quad 15A, 115VAC receptacle. One phone line will be located near the teacher's desk for incoming and outgoing phone calls.

**Technical Support:**

**Existing:** Technical support is centralized at the district office. The Information Technology department provides technology support to all school sites and district departments, including Professional Development, with district supported software applications, peripherals, login identification, passwords, hardware repair, and general information regarding technical support. It provides all technology support for all activities that take place in the Board Room. The department is involved in professional development for certificated and classified staff on online student attendance, the student information system (administrators, counselors, registrars, attendance clerks, and secretaries), GroupWise, and ParentLink and takes part in staff orientation.

The Information Technology department consists of a Director of Information Technology, two Network Managers, one System Analyst, one Attendance/Enrollment Manager, one Student Information System Technician, one Secretary and six Technicians (one of whom is assigned primarily to the outlying sites: Cottonwood, Hamilton Elementary, Hamilton High, and

Idyllwild). District level staff is responsible for technical issues at all sites. Given the physical size of the district, travel time can be an issue.

All technical problems are reported through a formal Help Desk process. The Technicians rotate in manning the Help Desk, which is available by phone or email from 7:30 AM to 4:30 PM. The Technicians input all technical issues into the computerized work order system. Technicians will fix problems over the phone if possible and/or use remote access software. The Technicians also are scheduled on a rotation basis for site visits. The rotation schedules are posted on the district web site so that any HUSD staff can access the schedule.

All repairs are done in-house; the six Technicians are certified for Dell warranty repair. New computers are bought with a three-year warranty (next day delivery of parts). The district maintains a service agreement with Dell for the network servers with 5x10 Next Business Day response time; all repairs are done internally.

The two Network Managers are on call 24x7 for system-down issues. The Technicians also support the Governing Board meetings on a rotational basis due to the paperless agenda system.

The System Analyst, Attendance/Enrollment Manager and the Student Information System Technician provide Eagle Aeries support for all sites and district departments. The System Analyst and the Network Managers also provide support for other district software, including Data Director, CALPADS, (Foster Youth Student Information System (FYSIS), Measures of Academic Progress (MAP), CompassLearning, MIND Research, CALPASS, eOffice (which links to School Bucks for Nutrition Services), Café Connect, ParentLink, Special Education Information System (SEIS) for IEPs, secondary student log-ins, Follett Destiny, A+, and Scott Foresman Digital Path (Social Science/History).

On the Technology Assessment Profile, teachers were asked to indicate the typical response time when they report a technical problem; their answers are as follows: Two hours or less, 34%; more than two hours but by the end of the day, 30%; within two to five workdays, 30%; more than a week but less than a month, 4%; a month or more, 1%.

The current ratio of computer nodes (devices connected to the network) to Technician is about 1300:1. The two newest schools, Tahquitz High School and Rancho Viejo Middle School, have ceiling-mounted projectors, InterWrite Pads, and DVD/VHS combos in all classrooms as well as a surveillance camera system. The Technicians also support hundreds of LCD projectors, interactive whiteboards, and InterWrite Pads throughout the district.

The current ratio of servers to Network Managers is about 40:1 In addition, the Network Managers administer about 300 managed switches district-wide, enterprise wireless solution and various applications throughout the District.

**To do**: The district will require at least one additional technician as the number of computers and other technology devices increases; the same will be true for the Network Managers regarding the servers. As funding becomes available, the district will maintain the computer node to technician ratio at 1000:1 (hire minimally one technician) and lower the servers to Network Managers ratio to 20:1. Currently, there is a need for a Webmaster, one technician and another Network Manager. As the district technology grows, some restructuring for the Technicians might be needed, including different levels (Audio/Video, Database Technician).

| Year | # of computers | # of printers | # of presentation devices | # of network items | Total to be supported | # of technicians | Items : technician ratio |
|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 11-12 | 9,828 | 1,000 | 948 | 85+/- | 11,861 | 6 | 1977:1 |
| 12-13 | 6,744 | 1,000 | 968 | 85+/- | 8,797 | 7 | 1257:1 |
| 13-14 | 5,230 | 1,000 | 988 | 85+/- | 7,303 | 7 | 1043:1 |
| 14-15 | 6,279 | 1,000 | 1,000 | 85+/- | 8,364 | 7 | 1195:1 |

Some schools have chosen to fund site technology leaders, teachers who receive stipends to provide assistance with district assessments, Edline, basic troubleshooting, and/or curriculum integration. In 2012-2013, working with principals, HUSD will assess and refine the roles of site technology leaders, examining formal and informal technology integration support structures at sites. A goal will be to develop coordination and a plan whereby site leaders can serve as liaisons with the district office.

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

**Hardware:**

**Please note that the following equipment-purchase objectives or recommendations are dependent on the acquisition of additional funding, including grants and the K-12 Educational Technology Voucher Program.**

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 5.1 | In each year, the district-wide student to computer (<49 months old) ratio will be 4:1 or better. | 6.9:1 (buy 1,600 computers) | 5.6:1 (buy 1,600 computers) | 4:1 (buy 1,600 computers) |
| 5.2 | In each year, there will be sufficient labs (fixed or mobile at middle and high schools so that teachers have class access for student projects as needed. | 100% | 100% | 100% |
| | | Purchases included in Obj. 5.1 | | |
| 5.3 | By June 2015, each middle and high school will have at least one student computer in each classroom. | 100% | 100% | 100% |
| | | Through transfer or purchases included in Obj. 5.1 | | |
| 5.4 | In each year, 100% of teachers will have an appropriate computer dedicated to their use in their classrooms. | 100% | 100% | 100% |
| | | Purchases included in Obj. 5.1 | | |
| 5.5 | By June 2015, each classroom will have a networked laser printer. | Buy 100 | Buy 100 | Buy 100 |
| 5.6 | By June 2015, each school will have one LCD projector per 3 classrooms, or better. | 100% at 5:1 Buy 11 projectors | 100% at 4:1 Buy 4 projectors | 100% at 3:1 Buy 10 projectors |
| 5.7 | In each year, schools will purchase interactive whiteboards, InterWrite Pads, or other presentation tools as needed. | Buy 10 boards, 30 Pads | Buy 10 boards, 30 Pads | Buy 10 boards, 30 Pads |
| 5.8 | Servers will be replaced approximately every 5 years. | Buy 15 | Buy 15 | Buy 15 |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | Assistant Superintendent and Director, Information Technology will inform principals of where their schools stand in relation to other schools and to Technology Plan goals in regard to each type of equipment. | Annually, in January and February | Director, Information Technology, will maintain records of per-school holdings and purchases. Coordinate with Director of State and Federal Categorical Programs.. |
| b | Sites will determine priorities for deployment of new computers and other technology related equipment. | Orders placed in July | Based on site needs assessment and administrative decision. |
| c | The District 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 | Site principal or designee will fill out; the Director, Information Technology will ensure accuracy. |

**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: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 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 science materials | New English language arts materials | --- |
| 5.11 | The district will conduct pilots of state-adopted core and intervention technology-based materials; successful programs will be purchased and implemented as needed. | Pilot & purchase TBD | Pilot & purchase TBD | Pilot & purchase TBD |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | At the end of each school year, examine current software for needed upgrades or additional licenses. | May/June of each year. | Principals plan site level purchases; Asst. Supt. of Ed. Services supervises use of categorical funds |

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| b | Examine available software choices; add to the approved list and conduct pilots; evaluate results; consider for district-wide purchase. Includes standalone intervention and courseware for equipment checkout/home use program. | Continuous process | Directors of Curriculum and Information Technology will cooperate to oversee this process. |

**Network and Telecommunications Infrastructure:**

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 5.12 | By July 2015, maintain all sites with at least 1000Mbps connections to network/Internet | All sites | All sites | All sites |
| 5.13 | By July 2015, maintain all sites with 1Gbps network speed to the desktop. | All sites | All sites | All sites |
| 5.14 | By July 2015, as funding permits, there will be 9 or more network drops in each classroom at all school sites. | Timing & additional sites TBD | Timing & additional sites TBD | Timing & additional sites TBD |
| 5.15 | Wireless network coverage will be expanded as needed. | All sites | All sites | All sites |
| 5.16 | All schools will have up-to-date phone systems. The use of mobile devices will expand as the need arises. | 100% Ongoing upgrades | 100% Ongoing upgrades | 100% Ongoing upgrades |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process |
|---|---|---|---|
| a | Equipment/services for higher speed network, up-graded network software, school site servers, and phone system improvements will be identified; timeline for rollouts will be developed; funding requests will be aligned with E-Rate cycle. | update annually as needed | Directors of Information Technology and Maintenance/Operations will develop timeline and coordinate with E-Rate. |

**Physical Plant:**

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 5.17 | District will carry out the Acacia Middle School remodeling/modernization project. | Project Complete (June) | ----- | ----- |

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 5.18 | District will carry out the Hemet High School remodeling and construction project, beginning July 2012. | Continue | Project Complete | ----- |

**Technical Support:**

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

| | OBJECTIVES & BENCHMARKS: | 2013 | 2014 | 2015 |
|---|---|---|---|---|
| 5.19 | In each year, the district computer node to Technician ratio will be maintained at approximately 1000 : 1. | Add 1 Tech-nician | Maintain 7 Tech-nicians | Maintain 8 Tech-nicians |
| 5.20 | By June 2015, the district will hire a Webmaster and additional Network Manager. | Hire Webmaste r | Hire Network Manager | --- |

**5d. Monitoring Process**

The Director of Information Technology will hold primary responsibility for monitoring implementation of Section 5 of the Technology Plan. Site administrators have, until this point, held responsibility for monitoring technology acquisition in their schools; they will continue to oversee site technology use to a lesser degree. Site administrators, with support from Director, Curriculum & Instruction and the Assistant Superintendent of Educational Services, will coordinate with the Technology Director to ensure that technology access is as specified.

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Purchase of classroom, lab, and library equipment carried out; numbers and placement of computers as recorded on the District Technology Survey. | Dir/Technology<br>Site principals<br>Dir/Curr & Inst.<br>Asst. Supt, Ed. Svcs. | Reviewed annually in January |
| Software/online services investigated, piloted, decided upon, purchased, implemented, effectiveness evaluated. | Dirs/Curriculum<br>Dir/Technology<br>Dir/Prof. Development<br>Asst. Supt Ed. Services<br>Site principals<br>Dir/Curr & Inst. | By July of each year |
| Network and telecommunications upgrades planned and carried out | Dir/Technology<br>Dir/ Maintenance & Operations | Reviewed in June annually |
| Site-level technology leader program evaluated and expanded if possible | Dirs./Curriculum<br>Dir./Technology<br>Dir/Curr & Inst.<br>Asst. Supt, Ed. Svcs.<br>Site principals | Reviewed in June annually |

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Additional Technology staff hired as needed. | Dir/Technology Personnel Services | July of each year |

## 6. FUNDING AND BUDGET COMPONENT

### 6a. Established and potential funding sources.

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

| District Level | Site Level |
|---|---|
| • General Fund<br>• Categorical:<br>Title I<br>Title II A<br>Title II D<br>Title III (EL)<br>SIP/Library Block Grant<br>ASES<br>GATE<br>Economic Impact Aid (state EL)<br>Lottery<br>Perkins<br>Professional Development Block Grant<br>Program Improvement<br>Instructional Materials Fund<br>• Facilities Budget:<br>State construction funds<br>Local G.O. bond<br>Developer fees<br>Community Facilities Districts<br>Redevelopment Revenue<br>• Hemet Education Foundation<br>• E-Rate discounts and rebates<br>• K-12 Educational Technology Voucher program<br>• Donations<br>• Community Based English Tutoring<br>• State one-time grants<br>• Other grants<br>• Adult Education | • All categorical funds<br>• Site budgets<br>• Local fund-raising efforts<br>• Donations<br>• ELAP (English Language Acquisition Program)<br>• Grants<br>• Lottery<br>• CAHSEE Intensive Instruction<br>• State one-time grants |

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

**PLEASE NOTE: ALL OF THE FIGURES ARE ESTIMATES AND WILL ONLY BE SPENT ONCE FUNDING BECOMES AVAILABLE.**

| | 2012-2013 | 2013-2014 | 2014-2015 | Potential Funding Sources | Amt. eligible for 2012-2013 E-Rate |
|---|---|---|---|---|---|
| **New Construction /Modernization (Physical Plant) Total Costs** | | | | | |
| Acacia Middle School (modernization) | 7,000,000 | ---- | ---- | State Facilities, G.O. bonds | 0 |
| Hemet High School (modernization) | 18,000,000 | 18,000,000 | ---- | | 0 |
| **Computer Hardware and Peripherals** | | | | | |
| Student and teacher computers | 950,000 | 950,000 | 950,000 | Site: Title I, EIA, Lottery, site discretionary<br>District: General Fund, Charter Funds | 0 |
| Laser printers | 27,500 | 27,500 | 27,500 | | 0 |
| LCD Projectors | 8,250 | 3,000 | 7,500 | | 0 |
| Supplies (toner, bulbs) | 12,000 | 12,000 | 12,000 | | 0 |
| Interactive whiteboards | 15,000 | 15,000 | 15,000 | | 0 |
| InterWrite Pads | 15,000 | 15,000 | 15,000 | | 0 |
| Servers | 70,000 | 70,000 | 70,000 | Site: Title I, Lottery, discretionary<br>District: General Fund, possible E-Rate discounts | TBD |
| Adaptive technologies | TBD | TBD | TBD | Special Ed/General Fund | 0 |
| **Electronic Learning Resources & Administrative Software** | | | | | |
| SuccessMaker | 5,000 | 5,000 | 5,000 | Site: Title I, EIA, lottery, site discretionary<br>District: General Fund, Title I, EIA | 0 |
| A+ Learning Systems | 27,563 | 27,563 | 27,563 | | 0 |
| Accelerated Reader/Math | 210,000 | 210,000 | 210,000 | | 0 |
| READ 180 | 33,075 | 33,075 | 33,075 | | 0 |
| Rosetta Stone | 12,025 | 12,025 | 12,025 | | 0 |
| ALEKS | 14,793 | 15,829 | 16,937 | | 0 |
| Eureka | 8,000 | 8,000 | 8,000 | | 0 |
| Compass | 94,000 | 94,000 | 94,000 | | 0 |

| | | | | | |
|---|---|---|---|---|---|
| MAP | 218,000 | 218,000 | 218,000 | | 0 |
| Microsoft licenses | 10,200 | 10,200 | 10,200 | | 0 |
| Measuring UP | 0 | 0 | 0 | | 0 |
| Technology components of new text adoptions | --- | --- | --- | | 0 |
| Aeries | 25,000 | 25,000 | 25,000 | | 0 |
| Data Director | 128,200 | 128,200 | 128,200 | | 0 |
| Intel-Assess® | 75,000 | 75,000 | 75,000 | | 0 |
| Follett Destiny | 28,000 | 28,000 | 28,000 | | 0 |
| ParentLink | 59,000 | 59,000 | 59,000 | | 0 |
| Edline (or similar) | 2,250 | 2,250 | 2,250 | | 0 |
| United Streaming | 15,600 | 15,600 | 15,600 | | 0 |
| APEX | 42,000 | 42,000 | 42,000 | | 0 |
| Read Live | 2,000 | 2,000 | 2,000 | | 0 |
| Study Island | 4,450 | 4,450 | 4,450 | | 0 |
| SAIS | 0 | 0 | 0 | Through SELPA | 0 |
| AIM (Adult Ed) | 6,100 | 6,100 | 6,100 | Adult Ed Fund | 0 |
| Plato Learning Systems | 600 | 642 | 687 | Adult Ed | 0 |
| CSIS/SSID/CalPADS | 22,300 | 22,300 | 22,300 | General Fund | 0 |
| **Financial, Purchasing & other District Office administrative software** | | | | | |
| Galaxy/One Source | 125,000 | 125,000 | 125,000 | General Fund | 0 |
| SchoolStream | 39,500 | 39,500 | 39,500 | General Fund | 0 |
| WebWork (M&O Work Order) | 2,500 | 2,500 | 2,500 | General Fund | 0 |
| School Dude | 12,100 | 12,100 | 12,100 | General Fund | 0 |
| Trans Traks | 1,300 | 1,300 | 1,300 | General Fund | 0 |
| PrintShop | 7,500 | 7,500 | 7,500 | General Fund | 0 |
| Edulog (Transportation) | 38,000 | 38,000 | 38,000 | General Fund | 0 |
| Gamut/Online Agendas | 11,000 | 11,000 | 11,000 | General Fund | 0 |
| Energy Management | 3,500 | 3,500 | 3,500 | General Fund | 0 |
| Blue Bear | 1,500 | 1,500 | 1,500 | General Fund | 0 |
| SmartFind | 13,000 | 13,000 | 13,000 | General Fund | 0 |
| eTrition | 31,000 | 32,000 | 33,000 | Cafeteria Fund | 0 |
| Rocket Scan | 5,000 | 5,000 | 5,000 | Cafeteria Fund | 0 |
| **Infrastructure Upgrades (Internal Connections for Voice, Data, Video Networks)** | | | | | |
| Network hardware (routers, switches, cabling, etc.) | 500,000 | 500,000 | 1,000,000 | General Fund; E-Rate discounts | 500,000 |
| Wireless networking | 7,500 | 7,500 | 7,500 | General Fund; E-Rate discounts | 7,500 |
| Phone system upgrades | 80,000 | 80,000 | 80,000 | Deferred Maintenance, | TBD |

| | | | | | |
|---|---|---|---|---|---|
| | | | | General Fund | |
| **Professional Development** | | | | | |
| Staff (subs, extra duty, incentives) | 16,000 | 16,000 | 16,000 | Title IID | 0 |
| Training Costs (such as programs, outside vendors, conferences ) | 6,000 | 6,000 | 6,000 | Title IID | 0 |
| **Technical Support & Maintenance** | | | | | |
| Technology support salaries and benefits | 1,169,946 | 1,374,440 | 1,470,651 | General Fund | 0 |
| Consultants | 35,000 | 35,000 | 35,000 | General Fund | 0 |
| **Network Management** | | | | | |
| Novell OS/email | 47,500 | 47,500 | 47,500 | General Fund | 0 |
| Endpoint Security | 18,900 | 18,900 | 18,900 | General Fund | 0 |
| Web Filtering & Reporting | 18,500 | 18,500 | 18,500 | General Fund | 0 |
| VM Ware | 26,500 | 26,500 | 26,500 | General Fund | 0 |
| **Telecommunications (Voice/Data/Network)** | | | | | |
| Internet, Telecommunications/WAN Services | 600,000 | 600,000 | 600,000 | General Fund; E-Rate discounts | 600.000 |
| Telephone Service | 420,000 | 435,000 | 450,000 | General Fund; E-Rate discounts | 420,000 |

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

| Year | Cost | Still TBD | Notes |
|---|---|---|---|
| 12-13 | $30,377,652 ($5,377,652 without construction) | Costs for adaptive technologies and tech components of new textbook adoptions to be determined as needed. | Total construction/modernization costs per multi-year project divided evenly to arrive at annual costs; |
| 13-14 | $23,593,974 ($5,593,974) | Same as above | Same as above |
| 14-15 | 5,711,838 | Same as previous | Same as above |

**6c. Obsolete Equipment Replacement Policy.**

The district will require schools to follow the District Acquisition, Replacement, and Repurposing Policy for instructional computers (see Plan Section 5a/b).

It is the district's ultimate goal to retire computers after four years and replace them with new computers. Preferably, computers that are more than four years old but still usable would continue to be used as standalones. However, due to budgetary constraints and the need to

provide more student computers in classrooms while maintaining labs at each school, computers may need to be kept on the network at least five years. In the time period 2012-2015, this Technology Plan calls for the purchase of 4800 new or refurbished instructional computers, which would serve to replace almost all of those computers which are currently three years old or more.

Older, lower quality, and standalone printers will be replaced with networked laser printers in 300 classrooms.

When equipment is no longer usable, it is disposed of following standard district policy for surplusing property and for proper disposal of electronic equipment.

**6d. Process for monitoring technology funding, implementation costs, and new funding opportunities and for adjusting budgets as necessary.**

All hardware and software purchases follow the standard district protocol. Staff obtains a quote, submits the purchase request to the Office Manager; the principal reviews and approves. Financial Services performs a budget check. The office that manages the funding sources then approves. The Director of Information Technology then reviews the purchase request for technology compatibility. Purchasing assigns a P.O. number and places orders. The central warehouse receives; Purchasing checks the order in and sends the packing slip to Accounts Payable. Equipment is inventoried and tagged at the warehouse; it is sent to the Technology Department for imaging and prepping, then returned to the warehouse for delivery to the schools.

As much as possible, the district seeks to share resources between programs and utilize funding flexibly and efficiently (such as using computers funded by ASES during the school day as well as after school).

| Individual(s) Responsible | Responsibilities | Feedback Loop |
|---|---|---|
| Site Administrators and Assistant Superintendent of Ed. Services | • Develop and monitor site budgets<br>• Work with site based planning teams to determine site technology needs and priorities<br>• Budget to meet those needs and priorities as appropriate<br>• Complete required surveys and reports<br>• Seek community partnerships<br>• Seek donations<br>• Seek grants | • Report progress and needs as assessed<br>• Submit recommended plan changes |
| Director, Information Technology | • Approves all Tech PO's (hardware and software)<br>• Seeks vendor discounts, volume licensing<br>• Plan for and seek Erate discounts | • Annual report to Asst. Supt., Business |

| Individual(s) Responsible | Responsibilities | Feedback Loop |
|---|---|---|
| Asst. Supt. of Ed. Services, Directors, District Coordinators | • Review for categorical program compliance and for alignment to site and district plans<br>• Receive and read funding alerts from CDE, RCOE, CTAP 10, School Services, ACSA<br>• Work with Educational Foundation<br>• Seek partnerships with community organizations<br>• Seek partnerships with government agencies | • Report to other stakeholders as appropriate |
| Asst. Supt., Business; Director of Financial Services | • Budget check<br>• Interim reporting<br>• Budget and expense review<br>• Receive and review alerts from CDE, CASBO, School Services | • Approval sent to purchasing<br>• Alerts sent to site principals |
| Cabinet | • Review technology spending priorities<br>• Monitor all expenditures in General Fund; encourage use of Restricted dollars first<br>• See community partnerships | • Feedback provided to Site Administrators |

## 7. MONITORING AND EVALUATION COMPONENT

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

Under the direction of the Assistant Superintendent, Educational Services, a review committee representing district stakeholders will meet twice a year to review progress on the Technology Plan Components and to guide decision-making for any updates to the Plan or its implementation. Smaller groups will meet throughout the year to focus on the individual Plan components in their areas of responsibility; they will recommend changes to implementation as needed.

Curricular Use of Educational Technology:
Each year, the Directors of Curriculum and Assessment will conduct a study of programmatic effectiveness in Language Arts and Mathematics proficiency and literacy development using current student academic achievement data including API, AYP, CAHSEE, CST, CFA and MAP assessments and key software diagnostic pre/post reports. Information on teacher and student use of technology will be aggregated from administrator observations and the EdTechProfile survey. The Assistant Superintendent, Educational Services, will meet with relevant Directors (including Director of Information Technology) to evaluate all this information in regard to the Technology Plan's goals and yearly benchmarks. Curriculum Committees will suggest additional technology resources; pilots will be developed and results of pilots will be discussed. Successful resources will be adopted for wider district implementation.

Professional Development:
Periodically, the Assistant Superintendent, Educational Services, will meet with the Directors of Professional Development, Curriculum, and Information Technology to monitor the courses offered and teacher training records to best design and modify training opportunities. They will also examine the needs, work, and progress of technology facilitators and coordinators at the school sites. Teachers will complete evaluations for each training and upon completion of a course, update their proficiency profile in EdTechProfile. Annually, EdTechProfile reports will be generated to best assess training needs district-wide and develop corresponding training opportunities. Results of trainings will be shared with the stakeholders annually.

Infrastructure/Hardware/Software:
To determine progress on recommended student to computer ratios, the Director of Information Technology and Assistant Superintendent of Educational Services will gather and provide data to stakeholders. Principals will be informed annually about where their schools stand in relation to other schools in the district and to the district vision of technology to be standard in each classroom. Bandwidth will be monitored by the Director of Information Technology to determine efficiency and will be reported to the Assistant Superintendent, Business Services.

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

This information is described in the Action Plans in Sections 3d-3j; in Section 3k; in Sections 4b and 4c; in Section 5d; and in the Action Plan (including timelines) of Section 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Technology Plan Review Committee | | | | X | | | | | | X | | |
| Technology Assessment Profile (EdTechProfile) | | | | | | | | | | | X | |
| EdTechProfile Student Survey (gr. 5, 8, 11) | | | | | | | | | | | X | |
| Student technology-based projects (5, 8, 11) | | | X | X | X | X | X | X | X | X | X | report |
| California Standards Tests | | report | | | | | | | | X | X | |
| CAHSEE | X | | | | X | | | X | X | | X | |
| District assessments | | | | | X | | X | | X | | | |
| Data Director usage reports | | | X | X | X | X | X | X | X | X | X | X |
| Review of teacher web pages | | | X | X | X | X | X | X | X | X | X | X |

**7c. Process and frequency of communicating evaluation results to technology plan stakeholders.**

Evaluation results will be communicated to Technology Plan stakeholders in a number of ways. The Assistant Superintendent of Educational Services, assisted by the Director of Information Technology, will provide information (such as progress in achieving the district vision for a basic level of technology in every classroom, district-wide Technology Assessment Profile and Student Survey results, or modifications in Plan goals and objectives) to principals at regular district Leadership meetings. Principals will then pass on necessary information to their staffs. The Assistant Superintendent will also provide an annual report to Cabinet, each spring. Progress reports for parents will be prepared as needed and posted on the district website. Please see section 7a for additional details.

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

It is the goal of Hemet Unified School District to continue to provide quality literacy instruction to adults in the district's communities.

Hemet Adult School, the district's primary adult literacy provider, shares a campus with Alessandro High School; adult classes are held in the evening following the end of Alessandro's academic day. The Adult School shares two technology resource labs with Alessandro. The labs are used to run English language learning software (Rosetta Stone), for teaching the Microsoft Office suite application programs, for TABE assessment (Test for Adult Basic Education), for Plato Learning Systems online curriculum, and for GED assessment. The Adult School provides Adult Basic Education, high school diploma and GED classes, Adult Independent Study, and computer and vocational skills training. ESL classes are offered at four levels. Additionally, the Adult School offers over 250 online fee-based classes through Education To Go (ed2go™), including courses in career development, computer applications, business administration, and languages. Adult School teachers are invited to take part in district professional development.

The district and the Riverside County Public Library system have a joint use agreement, with a public library located at Hamilton High School (Anza). The Riverside County Library Adult Literacy Network offers one-on-one literacy tutoring for English-speaking adults. HUSD works with the library to communicate this valuable resource to the community.

The Hemet Public Library Adult Literacy Program helps teach adults basic reading, writing, and math skills. Through one-on-one and small group tutoring done by volunteers in the community, the program's goals are to promote and maintain the basic literacy skills of English-speaking adults so they may attain personal goals and participate more fully in society as parents and family members, as community members and citizens. Public and school library staffs meet together in the fall to discuss issues and plan collaboration.

The district will continue to collaborate with these agencies to maximize the use of technology to support developing adult literacy.

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

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

The following annotated bibliography 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. Technology use for instruction in this plan focuses on technology components of state-adopted, research-based textbook series; supplemental software is also research-based.

**Research Literature:**

The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills & Society for Human Resource Management. (2006). Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Work Force.
http://www.p21.org/documents/FINAL_REPORT_PDF09-29-06.pdf

While the “three Rs” are still fundamental to any new workforce entrant’s ability to do the job, employers emphasize that applied skills are “very important” to success at work. Applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. The results of this study leave little doubt that improvements are needed in the readiness of new workforce entrants, if “excellence” is the standard for global competitiveness.

In accordance with this report, HUSD will update and implement the district matrix for teaching students technology and information literacy skills that will assist with their development of the applied skills most valued by employers. Student use of technology, particularly productivity software, will focus on research/use of information, collaboration, communication, and higher order thinking skills.

National Association of School Boards of Education. (2010). No Time to Wait, Creating Contemporary School Structures for All Students Today and Tomorrow.
http://nasbe.org/index.php/downloads/study-groups/structure-of-schools-study-group-2010/527-key-findings-from-structure-report

In this report and its companion study, *No Time to Wait: Creating Contemporary School Structures for All Students Today and Tomorrow,* study group members determined that developing sound new structures for education and the methods of teaching within those systems is not only inevitable, but critical to the future strength of the nation.

With this in mind, the panel arrived at 10 recommendations for state boards of education, prefaced by issues for state boards to consider before taking action. The recommendations include:

- State boards of education need to work with higher education institutions and accrediting entities to reexamine preparation programs to ensure that future educators are entering the workforce with 21st century skills and have the ability to transfer those skills to today's learning environment.

- Beginning educators need to be placed in learning teams as a means of ongoing learning, support, and growth in the profession.
- States and districts need to consistently invest time and resources in developing 21st century skills in their current workforce through intentional, practical professional development that promotes collaboration, reflective practices, and the integration of technology.

Currently, HUSD uses data to drive instruction with online collaboration in professional learning communities. The district will continue to develop and provide professional development with the goal of 21st century success for students. In keeping with new findings for preparing students with 21st century skills, HUSD continues to seek out and integrate best practices for teaching and learning with technology.

MIND Research Institute: A neuroscience and education research-based non-profit corporation
http://mindresearch.net/cont/research/landing_research.php
November, 20, 2011.

The MIND Research Institute's Research Division is a multidisciplinary, collaborative research organization, dedicated to basic research in neuroscience, mathematics, and education. The MIND Research Institute is also dedicated to channeling basic research results into educational and clinical applications.

Each year MIND Research Institute evaluates its entire customer database for implementation of the program and for standardized test score progress. A consistent pattern has emerged: schools which implement more than 50% of the program get fewer students at the lowest performance levels, and more at the highest performance levels. Schools below 50% proficiency to begin with have averaged 15 to 20 point gains in proficiency within two years. MIND's interactive mathematics software, textbooks and overall visual approach have demonstrated the efficacy in classrooms throughout the nation of many of the key findings released today from the National Mathematics Advisory Panel.

HUSD will use MIND Research Institute program with K-12 students. All Hemet teachers will be trained to use the instructional software and textbooks to ensure success with MIND's math education process that engages the learner's spatial temporal reasoning abilities to explain, understand, and solve multi-step problems.

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 Hemet Unified School District and each school maintain strict alignment of instruction with state content standards through long-range planning and curriculum Pacing Schedules. The Technology Plan bases all instruction on state content standards. Software is chosen to align with state standards. Student achievement is monitored through standards-based common district 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 the superintendent, the Governing Board, and the public. 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.

Williams, T., Kirst, M., Haertel, E., et. al. (2005). Similar Students, Different Results: Why Do Some Schools Do Better? A large-scale survey of California elementary schools serving low-income students. Mountain View, CA: EdSource. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/d3/8c/pdf

This study examined 257 California elementary schools with similar student populations (high percentages of low income students and English Learners) to determine which educational practices are most strongly associated with higher levels of student achievement (using 2005 API results). The four practices most highly correlated with higher API scores were implementing a coherent, standards-based instructional program (including use of pacing schedules); ensuring availability of instructional resources (up-to-date materials and supplementary instruction for struggling students); using assessment data to improve student achievement and instruction; and prioritizing student achievement.

Hemet USD will integrate technology use with all four of the highest ranked practices, including use of state-approved/adopted software and correlating software and technology/information literacy skills with district curriculum pacing schedules; increasing student access to technology, including online/CD-ROM textbooks and instructional programs for struggling students; emphasizing the automation of student assessment and data reporting and analysis; and evaluating the entire technology program based on student achievement.

CEO Forum (2000). The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content. http://www.ceoforum.org/downloads/report3.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, Hemet USD 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.

Renaissance Learning (2002). How Scientific Research Supports the School Renaissance School Improvement Process. Renaissance Learning Educational Research Department. http://research.renlearn.com/research/pdfs/128.pdf

This summary of 110 research reports demonstrates that Reading Renaissance and Math Renaissance are research-based programs according to the NCLB definition: grounded in theory, demonstrating evidence of effectiveness, evaluated by third parties, published in peer-reviewed journals, sustainable, and replicable in schools with diverse settings. Research-based principles include: more time for personalized instruction and practice, practice of skills focused at each student's appropriate ability level, information feedback to enhance the learning process, establishing personalized goals as an effective motivational strategy, and use of technology to provide formative and diagnostic information feedback on learning to inform instruction.

Consistent with this research, Hemet USD supports the use of Renaissance Accelerated Reader and Accelerated Math to provide complementary individualized practice and encourage reading outside of state-mandated instructional minutes.

Wenglinsky, Harold (1998). "Does It Compute? The Relationship Between Education Technology and Student Achievement in Mathematics." Educational Testing Service. http://ftp.ets.org/pub/res/technolog.pdf.

This article reports the findings from a national study of the relationship between different uses of educational technology and various educational outcomes. Data was drawn from the 1996 NAEP test in mathematics. The study concluded that, when they are properly used, computers may serve as important tools for improving student proficiency in mathematics, as well as the overall learning environment in the school. For eighth graders, teachers' professional development in technology and the use of computers to teach higher-order thinking skills were both positively related to student achievement in math.

Consistent with this research, Hemet USD holds improving student work in mathematics as a major goal of its Technology Plan.

Connecting the Bits. A Reference for Using Technology in Teaching and Learning in K-12 Schools. (2000). The National Foundation for the Improvement of Education. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/19/26/e1.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, Hemet USD has focused its attention first on establishing learning goals for students in alignment with the District's Local Education Agency

Plan and Addendum. The emphasis of the Technology 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 Hemet USD have been designed to incorporate these concepts.

Designs for learning: An introduction to high quality professional development for teachers. The California Department of Education.

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.

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

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

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).

Hemet USD will continue to provide its school libraries with the necessary technology to continue their instructional role. The District librarian will be central in providing information literacy skills instruction, assisting with updating the K-12 Instructional Technology Curriculum Matrix, serving as a trainer for Internet safety/ethical use issues, and collaborating with classroom teachers.

Strudler, N. (1994). The Role of School-Based Technology Coordinators As Change Agents in Elementary School Programs: A Follow-up Study. Presented at AERA, New Orleans, LA, April 5, 1994. http://www.eric.ed.gov/ERICDocs/data/ ericdocs2sql/content_storage_01 /0000019b/80/13/c9/e4.pdf.

There is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan.

Some HUSD schools have chosen to fund site technology leaders, teachers who receive stipends to provide assistance with district assessment programs and curriculum integration. In 2011-2012, working with principals, HUSD will assess and refine the roles of site technology leaders, examining formal and informal technology integration support structures at sites. A goal will be to develop coordination and a plan whereby site leaders can serve as liaisons with the district office (Director of Information Technology).

**9b. Description of plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**

Hemet USD uses a number of innovative strategies for using technology to deliver rigorous academic courses and curricula. Advanced students are provided opportunities for in-depth on-line research. Students are able to take courses using APEX Learning software.

Helen Hunt Jackson School and Family Tree Learning Center are alternative schools that offer independent study and home schooling as options for students in grades K-12. This creative, standards-based approach to education allows the student, parent, and staff to work as a team to customize each student's learning plan. Many students study at home; they can do advanced study in all disciplines using such software as APEX and A+ Learning Systems.

The AdvancePath Academy alternative program provides online options for 11$^{th}$ and 12$^{th}$ grade students. The district goal is to maintain 180 students enrolled in this program.

Western Center Academy (grades 6-8) and Hemet Academy for Applied Academics and Technology (grades 9-12) are district charter schools. They are focused on providing all students with a rigorous standards based education delivered through a project based learning model. They incorporate technology and community based business partnerships to assist students in their post high school career/educational interests.

District high schools offer a number of advanced and specialized courses that focus on or involve technology, including AP Computer Science, Digital Photography, Web CD Portfolios, and ROP Automotive Technology (a community partnership program in which students learn to use computerized diagnosis equipment). Other courses, such as Career Technical Education, use/teach computer animation, computer assisted design, video production, and music composition using computer software. The District also partners with the Riverside County Office of Education to offer career-based courses.

Hemet USD will make increased use of online resources for teachers and students that accompany new textbook adoptions. In addition, the district will increase the use of streaming video in instructional delivery in core areas.

Appendix A:

The Hemet Unified School District

# TECHNOLOGY

## CONTENT STANDARDS

# K-12

# TECHNOLOGY

## VISION:

## The Hemet Unified School District Educational System Must Produce Technology Capable Students.

## GOALS:

1) **Our students must be able to live, learn, and work successfully in an increasingly complex and information rich society.**
2) **Students must use technology effectively.**
3) **Within a sound educational setting, technology will offer students the opportunity to become:**
   - **Capable information technology users**
   - Information seekers, analyzers, and evaluators
   - Problems solvers and decision-makers
   - Creative and effective users of productivity tools
   - Communicators, collaborators, publishers, and producers
   - Informed, responsible, and contributing citizens

# The Hemet Unified School District

# TECHNOLOGY

## *CONTENT SKILLS* K-2

Proposed Exit Outcomes for Elementary Grade K-2 Learners:

- **Awareness and comfort with using technology**
- **Comprehension of vocabulary related to technology**
- **Ability to start up and quit programs and/or CD-ROMs**
- **Recognition of letter and function keys: delete, backspace, shift, and spacebar**
- **Knowledge of multimedia tools to navigate through programs with pre-constructed buttons**
- **Ability to use software programs and to communicate using the names of the tools and menu items.**
- **Ability to create a project using a single program.**
- **Technical familiarity with equipment including CD-ROMs, VCRs, calculators and other technologies as they continue to emerge.**
- **Use technology systems and software responsibly**

# TECHNOLOGY STANDARDS-Grades K-2

## Basic Operations and Concepts

**Standard 1 –** Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

1.1 Use input devices (e.g., mouse, keyboard, and remote control) and output devices (e.g., monitor, and printer) to successfully operate computers, VCRs audiotapes, telephones, and other technologies.
1.2 Use a variety of media and technology resources for directed and independent learning activities.
1.3 Communicate about technology using developmentally appropriate and accurate terminology.
1.4 Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, and elementary multimedia encyclopedias) to support learning.

## Social Ethical & Human Issues

**Standard 2 –** Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

2.1 Work cooperatively and with peer, family member, and others when using technology in the classroom.

2.2 Demonstrate positive social and ethical behaviors when using technology
Practice responsible use of technology systems and software.

## Technology Productivity Tools

**Standard 3 –** Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**3.1 Use a variety of media and technology resources for directed and independent learning activities.**
**3.2 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.**

3.3 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

# TECHNOLOGY STANDARDS-Grades K-2

## Technology Communications Tools

**Standard 4 –** Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

### CONTENT SKILLS

*Students meeting the standards will know and be able to:*

**4.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.**

4.2 Gather information and communicate with others using telecommunications, with support from teachers family members, or student partners.

## Technology Research Tools

**Standard 5 –** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

### CONTENT SKILLS

*Students meeting the standards will know and be able to:*

5.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

## Technology Problem-solving & Decision-making Tools

**Standard 6 –** Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world

### CONTENT SKILLS

*Students meeting the standards will know and be able to:*

6.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

# The Hemet Unified School District

# TECHNOLOGY

## *CONTENT SKILLS*

# 3-5

Proposed Exit Outcomes for Elementary Grade 3-5 Learners:

- **Awareness and comfort with using technology**
- **Editing skills including deleting, saving, and copying a file**
- **Ability to format a disk**
- **Recognition of letter and function keys**
- **Knowledge of spacing rules (two spaces after.!?/ one between words/ one after comma)**
- **Ability to use hardware and software and to manage a desktop**
- **Ability to use a spell checker and thesaurus**
- **Skill in cutting, copying, and pasting text and graphics**
- **Ability to communicate using word-processing vocabulary**
- **Ability to perform various file operations including editing, printing, and copying**
- **Ability to create a multimedia project using various programs**
- **Skills in technological research**
- **Knowledge of word processing, database, spreadsheet, and graphics**
- **Ability to use electronic information and Internet resources**
- **Ability to copy from disk to floppy and from disk to disk file**
- **Increasing familiarity with technical equipment including CD-ROMs, scanners, video cameras, laserdisc players, calculators, modems, and other technologies as they continue to emerge**
- **Knowledge of uses of technology**
- **Responsible use of technology systems and software**

# TECHNOLOGY STANDARDS-Grades 3 – 5

## Basic Operations and Concepts

**Standard 1 –** Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

1.1 Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

**1.2 Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.**

## Social Ethical & Human Issues

**Standard 2 –** Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**2.1 Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.**

**2.2 Discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use.**

## Technology Productivity Tools

**Standard 3 –** Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**3.1 Use general-purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum.**

**3.2 Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.**

# TECHNOLOGY STANDARDS-Grades 3 – 5

## Technology Communications Tools

**Standard 4 –** Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**4.1 Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.**

**4.2 Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests.**

**4.3 Use telecommunications and on-line resources (e.g., email, online discussions, and web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.**

## Technology Research Tools

**Standard 5 –** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**5.1 Use telecommunications and on-line resources (e.g., email, online discussions, and web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.**

**5.2 Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, and extended learning activities.**

**5.3 Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.**

# Technology Problem-solving & Decision-making Tools

**Standard 6 –** Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world

## CONTENT SKILLS

*Students meeting the standards will know and be able to:*

**6.1 Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, and extended learning activities.**

**6.2 Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.**

**6.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.**

The Hemet Unified School District

# TECHNOLOGY

## *CONTENT SKILLS*

# 6-8

Proposed Exit Outcomes for Elementary Grade 6-8 Learners:

- Knowledge of tools software and instructional software as appropriate across disciplines. Tool software includes integrated or stand-alone software for word processing, database, spreadsheet, presentations, and graphics.
- Ability to use technology in a multimedia environment and master the use of scanners, VCRs, laserdiscs, bar-code readers, computers, modems, and other technology tools.
- Ability to use telecommunications services to communicate, gather data on a local and global basis, and use the data to further the development of higher order thinking skills.
- Responsible use and application of technology systems and software

# TECHNOLOGY STANDARDS-Grades 6 – 8

## Basic Operations and Concepts

**Standard 1 –** Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**1.1 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.**

1.2 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.

1.3 Be proficient in keyboarding to a word per minute rate. Benchmark rates: 6th grade – 20 wpm, 7th grade – 25 wpm, 8th grade – 30 wpm.

## Social Ethical & Human Issues

**Standard 2 –** Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**2.1 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.**

2.2 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

**2.3 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.**

## Technology Productivity Tools

**Standard 3 –** Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**3.1 Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, and Web tools) to support learning and research.**

**3.2 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.** *(Word-processing, Spreadsheets, Database)*

**3.3 Utilize content websites, CDs provided by site and textbook publisher of adopted textbooks in an instructional setting.**

# TECHNOLOGY STANDARDS-Grades 6 – 8

Technology Productivity Tools

**Standard 4 –** Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**4.1 Design, develop, publish and present products (e.g., Web pages, videotapes, *LCD presentations, video productions*) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.**

**4.2 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.**

Technology Research Tools

**Standard 5 –** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**5.1 Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, and Web tools) to support learning and research.**

**5.2 Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.**

**5.3 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.**

**5.4 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.**

**5.5 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.**

# TECHNOLOGY STANDARDS-Grades 6 – 8

Technology Problem-solving & Decision-making

**Standard 6 –** Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world

## CONTENT SKILLS

*Students meeting the standards will know and be able to:*

**6.1 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.**

**6.2 Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.**

**6.3 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.**

**6.4 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical applications to learning and problem solving.**

**6.5 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.**

# The Hemet Unified School District

# TECHNOLOGY 9-12

## *CONTENT SKILLS*

## In the Classroom

By the end of twelfth grade, Hemet Unified School District students will:

1. **Basic operations and concepts**
   - *Students demonstrate a sound understanding of the nature and operation of technology systems.*
   - *Students are proficient in the use of technology*
2. **Social, ethical, and human issues**
   - *Students understand the ethical, cultural, and societal issues related to technology*
   - *Students practice responsible use of technology systems, information and software*
   -
3. **Technology productivity tools**
   - *Students use technology tools to enhance learning, increase productivity, and promote creativity.*
   - *Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.*
4. **Technology communication tools**
   - *Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.*
   - *Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.*
5. **Technology research tools**
   - *Students use technology to locate, evaluate, and collect information from a variety of sources.*
   - *Student use technology tools to process data and report results*
   - *Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.*
6. **Technology problem-solving and decision-making tools**
   - *Students use technology resources for solving problems and making informed decisions.*
   - *Students employ technology in the development of strategies for solving problems in the real world*

# TECHNOLOGY STANDARDS-Grades 9-12

## Basic Operations and Concepts

**Standard 1 –** Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

1.1 Make informed choices among technology systems, resources, and services.

## Social Ethical & Human Issues

**Standard 2 –** Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**2.1 Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.**

2.2 Make informed choices among technology systems, resources, and services.

2.3 Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.

2.4 Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

## Technology Productivity Tools

**Standard 3 –** Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**3.1 Use technology tools and resources for managing and communication personal/professional information (e.g., finances schedules, addresses, purchases, and correspondence).**

3.2 Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

# TECHNOLOGY STANDARDS-Grades 9-12

## Technology Communications Tools

**Standard 4 –** Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**4.1 Use technology tools and resources for managing and communication personal/professional information (e.g., finances schedules, addresses, purchases, and correspondence).**
**4.2 Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.**
**4.3 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.**
**4.4 Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.**

## Technology Research Tools

**Standard 5 –** Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

**CONTENT SKILLS**

*Students meeting the standards will know and be able to:*

**5.1 Evaluate technology-based options, including distance and distributed education, for lifelong learning.**
**5.2 Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.**
**5.3 Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning.**
**5.4 Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.**
**5.5 Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.**

# TECHNOLOGY STANDARDS-Grades 9-12

## Technology Problem-solving & Decision-making Tools

**Standard 6 –** Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world

### CONTENT SKILLS

*Students meeting the standards will know and be able to:*

**6.1 Routinely and efficiently use on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.**

**6.2 Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.**

6.3 Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

## APPENDIX B:

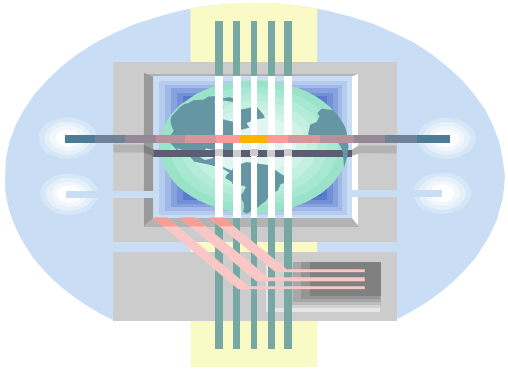
## HEMET UNIFIED SCHOOL DISTRICT

### *K-12 Instructional Technology Curriculum Matrix*

### Introduction

The K-12 Instructional technology Curriculum Matrix was created by teachers and administrators to provide district teachers with the ability to identify sequential skills to be taught to each child as each grade level.

The continuum is divided into six general objectives with skills contained within each objective. The matrix indicates where each skill is introduced and where it is reinforced or expanded. Some skills are listed as optional. These are skills presented to some students in specialized classes.



Revised
11/15/02

HEMET UNIFIED SCHOOL DISTRICT
K-12 Instructional Technology Curriculum Matrix

I=Introduce, R=Reinforce, E=Expand, O=Optional

| COMPUTER BASICS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Identify parts of a computer and peripherals. | I | E | | | | | | | | | | | |
| 2. Define and use computer terms. | I | E | | | | | | | | | | | |
| 3. Use proper start-up/shutdown sequences. | I | E | | | | | | | | | | | |
| 4. Explain basic care of hardware and software. | I | E | | | | | | | | | | | |
| 5. Identify simple dialog boxes, icons and error messages. | I | E | | | | | | | | | | | |
| 6. Explain how a computer works (input/process/output). | | | I | E | | | | | | | | | |
| 7. Pass computer competency exam or equivalent computer class. | | | | | | | | | | I | R | | |
| 8. Be aware of various programming languages & their functions. | O | O | O | O | O | O | O | O | O | O | O | O | O |
| 9. Be able to navigate the Internet, use e-mail. | | | | | I | E | | | | | | | |
| 10. Be able to store and retrieve information. | | | | | I | E | | | | | | | |

I=Introduce, R=Reinforce, E=Expand, O=Optional

| KEYBOARD SKILLS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Develop mouse & pointing device skills necessary for interacting with a computer. | I | E | | | | | | E | | | | | |
| 2. Identify and use letters, numbers and special symbols on a keyboard. | I | E | | | | | | E | | | | | |
| 3. Identify and use special function keys: CTRL, ESC, etc. | I | E | | | | | | E | | | | | |
| 4. Develop keyboarding skills using proper techniques. | | | I | E | | | | E | | | | | |

HEMET UNIFIED SCHOOL DISTRICT

K-12 Instructional Technology Curriculum Matrix

I=Introduce, R=Reinforce, E=Expand, O=Optional

| **COMPUTER APPLICATIONS** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Use appropriate software to enhance skills in various subject areas. | I | E | | | | | | E | | | | | |
| 2. Use a drawing program. | I | E | | | | | | E | | | | | |
| 3. Define and use computer menus and toolbars. | I | E | | | | | | E | | | | | |
| 4. Use a computer for word processing. | | I | E | | | | | E | | | | | |
| 5. Use interactive CD-ROM for the purpose of research. | | | | I | E | | | | | | | | |
| 6. Use and interact with a simulation program. | | I | E | | | | | E | | | | | |
| 7. Use and interact with a problem solving program. | | I | E | | | | | E | | | | | |
| 8. Use a computer for desktop publishing. | | | | I | E | | | E | | | | | |
| 9. Have a useful working knowledge of operating systems. | | | | | I | R | | | | E | | | |
| 10. Use computer databases. | | | | | | | | | | I | E | | |
| 11. Use a computer to create and use a spreadsheet. | | | | | | | | ~~I~~ | ~~E~~ | | | | |
| 12. Create and use a report/project integrating word processing & either database, spreadsheet and/or graphics. | | | | | | | | ~~I~~ | ~~E~~ | | | | |

*HEMET UNIFIED SCHOOL DISTRICT*
*K-12 Instructional Technology Curriculum Matrix*

*I=Introduce, R=Reinforce, E=Expand, O=Optional*

| **MULTIMEDIA** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Operate variety of audio and video equipment. | | | | | I | R | | E | | | | | |
| 2. Be exposed to uses of a video camera and other video equipment. | | | | | I | R | | E | | | | | |
| 3. Be able to duplicate (burn) CD's and DVD's. | | | | I | E | | | E | | | | | |
| 4. Use video and/or audio technology to present a project to the class. | | | | | I | E | | E | | | | | |
| 5. Use multimedia to create a project including text, graphics, and sound and/or motion. | | | | | I | E | | E | | | | | |
| 6. Use phone, fax, cameras, scanners and printers (digital imaging). | | | | | I | E | | | | | | | |
| 7. Be exposed to and recognize capabilities of FAX | | | | | I | E | | | | | | | |
| 8. Participate in teleconferencing, satellite interactive activities, electronic field trips and distance learning. | ~~O~~ | ~~O~~ | O | O | O | O | O | O | O | O | O | O | O |
| 9. Access academic information on-line with teacher guidance as appropriate with District policy. | | | | | ~~I~~ | | | | ~~E~~ | | | | |

HEMET UNIFIED SCHOOL DISTRICT

*K-12 Instructional Technology Curriculum Matrix*

*I=Introduce, R=Reinforce, E=Expand, O=Optional*

| **HISTORY & SOCIAL ISSUES** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Describe contemporary & historical uses of computers. | I | E | | | | | | | | | | | |
| 2. Explain ways computers and other technology affect people's lives. | I | E | | | | | | | | | | | |
| 3. Explain implications of copyright laws. | | I | R | | RE | | | RE | | RE | | | |
| 4. Discuss and practice ethical & legal use of all technology. | | I | R | | RE | | | RE | | RE | | | |
| 5. Identify computer and other technology-related occupations. | | ~~I~~ | ~~R~~ | | | E | | E | | | | | |
| 6. Recognize limitations and capabilities of computers and other technology | | ~~I~~ | ~~R~~ | | | ~~E~~ | | E | | | | | |
| 7. Be able to document Internet sources. | | | | ~~I~~ | ~~R~~ | ~~E~~ | | E | | | | | |
| 8. Be able to assess the reliability/validity of internet research. | | | | | ~~I~~ | ~~R~~ | ~~E~~ | | | | | | |

*Technology Matrix*
*Revised*
*11/15/02*

# Appendix C – Criteria for EETT Funded Technology Plans

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (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** |
|---|---|---|---|
| **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)** | **p. 6** | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable).<br>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.<br><br>Plan duration is 2008-11. |
| 2. **STAKEHOLDERS CRITERION**<br>**Corresponding EETT Requirement(s): 7 and 11 (Appendix D).** | **Page in District Plan** | **Example of Adequately Addressed** | **Not Adequately Addressed** |
| **Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.** | **p. 6-8** | 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. 9-10** | 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. 10-15** | The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| **c. Summary of the district's curricular goals that are supported by this tech plan.** | **p. 15-16** | 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. 16-20** | 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. |
| **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. 20-23** | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| **f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)** | **p. 23-24** | The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307). | The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals. |
| **g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)** | **p. 25-26** | The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307). | The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals. |
| **h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.** | **p. 26 - 27** | The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals. | The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| **i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.** | **p. 27-28** | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| **j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.** | **p. 29-30** | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| **k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | **p.30 - 31** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities. |

| 4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**. | **p. 32-35** | The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. |
| **b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.** | **p. 35-40** | The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |
| **c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | **P . 40** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.** | **p. 41-56** | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.** | **p. 41-56** | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |

| | | | |
|---|---|---|---|
| c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.** | **p. 56-59** | The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when. | The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when. |
| d. **Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.** | **p. 59-60** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 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. 61** | 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. 62-64** | 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. 64-65** | 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. 65-66** | 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. 67** | 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. 67-68** | 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. 68** | 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. 69** | 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. 70-75** | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |
| **b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.** | **p. 75-76** | The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources). | There is no plan to use technology to extend or supplement the district's curriculum offerings. |

# *Appendix J – Technology Plan Contact Information*

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 33 - 67082

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

LEA Name: Hemet Unified School District

*Salutation: Dr.

*First Name: Sally

*Last Name: Cawthon

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2nd Backup E-Mail: jannous@hemetusd.k12.ca.us

*Required information in the ETPRS