Hemet Unified School District

TECHNOLOGY PLAN

July 1, 2015 through June 30, 2018

HEMET UNIFIED SCHOOL DISTRICT

DISTRICT TECHNOLOGY PLAN

July 1, 2015
Through
June 30, 2018

Created: March 23, 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 approximately 21,500 students 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 2013-2014 CBEDS:

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple/ No resp.
Students	1.0%	1.1%	0.4%	1.0%	52.6%	8.0%	32.0%	4.0%
Teachers	0.9%	1.4%	0.7%	0.5%	14.3%	2.9%	85.3%	0.4%

In Spring 2014, 13.6% of district students were considered English Learners. Free and reduced lunch eligibility varies from Helen Hunt Jackson (58.4%) to Jacob Wiens Elementary (96.8%); 80.68% is the percentage for the district. Special Education students comprise 14.5% of the total enrollment. In 2013-2014, the 1,009 district teachers had served an average of 11.3 years in the district (13.7 years total in education); 56 (5.6%) were in their first year of teaching and 39 (3.9%) in their second year; 64.8% held a master's or higher degree.

Strategic Plan

The District Strategic Plan outlines the district purpose, vision, beliefs, areas of focus, and strategies as follows:

Purpose

The purpose of Hemet Unified School District is to educate the whole child, to ensure that all students will be college/career ready, productive global citizens. This will be accomplished through world class curriculum, high quality instruction, and well-prepared staff.

Vision

Hemet Unified School District, where teams of professionals use the continuous improvement cycle to create an exemplary educational experience for students by providing multiple paths of learning a foundation for excellence. This will be accomplished through increased graduation rates, prepared students entering a competitive workforce, and students succeeding in higher education.

Beliefs

All students *can* learn.
A strong *support* system is necessary to organizational success.
All *employees* are important to the education of each student.
Align an *accountability* system to the District's purpose and goals.
Resources should align with District's purpose and goals.
Ensure that students are *prepared* with the 21st century skills needed for their future.
Meet the needs of our diverse student population.
All decisions should *support* student learning.
Collaboration leads to informed decisions.
Family and community *involvement* are crucial.

Areas of Focus
Be Williams Compliant
Implement Academic Content & Performance Standards
Increase Parent Involvement, Pupil Achievement & Pupil Engagement
Create a Positive School Climate
Provide Access to courses & Staff Development & Support
Track Pupil Outcomes

Strategies
Align the District's budget, strategic plan and local accountability plans.
Attract and retain the best teachers, administrators and support staff.
Include parents and students in all planning activities.
Increase intervention programs for students who are below basic.
Increase classroom teacher support.
Increase access to technology.

Student Achievement
The available state student achievement data includes the 3-Year Average Academic Performance Index Report available at the school level only. District reports are not available.

Elementary Schools	CDS Code	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average*
McSweeny Elementary	33-67082-0101121	773	780	780
Harmony Elementary	33-67082-0101139	853	844	845
Hamilton Elementary	33-67082-0107359	731	729	729
Cottonwood Elementary	33-67082-6032080	852	883	884
Idyllwild	33-67082-6032114	909	893	892
Little Lake Elementary	33-67082-6032122	828	835	835
Ramona Elementary	33-67082-6032130	750	757	757
Whittier Elementary	33-67082-6032148	725	738	739
Winchester Elementary	33-67082-6032155	736	749	749
Cawston Elementary	33-67082-0102772	798	802	802
Family Tree Learning Center **	33-67082-0107631	728	708	711
Valle Vista Elementary	33-67082-6106728	790	784	784
Fruitvale Elementary	33-67082-6109805	776	784	784
Bautista Creek Elementary	33-67082-6110415	828	824	824
Jacob Wiens Elementary	33-67082-6118731	754	750	749

Middle Schools	CDS Code	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average*
Western Center Academy	33-67082-0120675	949	942	944
Rancho Viejo Middle	33-67082-0116962	736	742	742
Diamond Valley Middle	33-67082-0102780	732	736	736
Acacia Middle	33-67082-6084628	707	705	705
Dartmouth Middle	33-67082-6112007	778	775	775

High Schools	CDS Code	2013 Growth API	Non-Weighted 3-Year API Average*	Weighted 3-Year API Average*
Hamilton High	33-67082-0106716	751	743	742
Tahquitz High	33-67082-0113159	694	704	704
Alessandro High	33-67082-3330065	588	578	574
Helen Hunt Jackson Alternative High	33-67082-3330503	681	684	681
West Valley High	33-67082-3330537	731	736	736
Hemet High	33-67082-3332673	758	762	762
Hemet Academy for Applied Academics and	33-67082-0115162	777	750	748

In 2013-14, Hemet USD is in Year 3 of Program Improvement. State data also includes the 2013-14 Accountability Progress Reporting (APR) as follows:

Elementary Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Bautista Creek Elementary	33-67082-6110415	*	*	*	*	No	Year 2
Cawston Elementary	33-67082-0102772	*	*	*	*	No	Year 5
Cottonwood Elementary	33-67082-6032080	*	*	*	*	No	Not in PI
Family Tree Learning Center	33-67082-0107631	*	*	*	*	No	Not Title 1
Fruitvale Elementary	33-67082-6109805	*	*	*	*	No	Year 4
Hamilton Elementary	33-67082-0107359	*	*	*	*	No	Year 5

Elementary Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Harmony Elementary	33-67082-0101139	*	*	*	*	No	Not in PI
Idyllwild	33-67082-6032114	*	*	*	*	No	Not in PI
Jacob Wiens Elementary	33-67082-6118731	*	*	*	*	No	Year 3
Little Lake Elementary	33-67082-6032122	*	*	*	*	No	Year 1
McSweeny Elementary	33-67082-0101121	*	*	*	*	No	Year 5
Ramona Elementary	33-67082-6032130	*	*	*	*	No	Year 5
Valle Vista Elementary	33-67082-6106728	*	*	*	*	No	Year 5
Whittier Elementary	33-67082-6032148	*	*	*	*	No	Year 5
Winchester Elementary	33-67082-6032155	*	*	*	*	No	Year 5

Middle Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Acacia Middle	33-67082-6084628	*	*	*	*	No	Year 5
Dartmouth Middle	33-67082-6112007	*	*	*	*	No	Year 5
Diamond Valley Middle	33-67082-0102780	*	*	*	*	No	Year 5
Rancho Viejo Middle	33-67082-0116962	*	*	*	*	No	Year 4
Western Center Academy	33-67082-0120675	*	*	*	*	No	Not Title 1

High Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Alessandro High	33-67082-3330065	No	No	No	Yes	Yes	Year 5
College Prep High	33-67082-0128363	No	No	No	N/A	No	Not Title 1

High Schools	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Hamilton High	33-67082-0106716	No	No	No	Yes	Yes	Year 3
Helen Hunt Jackson Alternative High	33-67082-3330503	No	No	No	Yes	Yes	Not Title 1
Hemet High	33-67082-3332673	No	No	Yes	Yes	Yes	Year 4
Tahquitz High	33-67082-0113159	No	No	No	Yes	Yes	Year 5
West Valley High	33-67082-3330537	No	No	No	No	Yes	Year 5

Multiple Grade Spans	CDS Code	All Components	English-Language Arts	Mathematics	Graduation Rate	Graduation Report**	PI Status
Hemet Academy for Applied Academics	3367082-0115162	*	*	*	*	Yes	Not Title 1

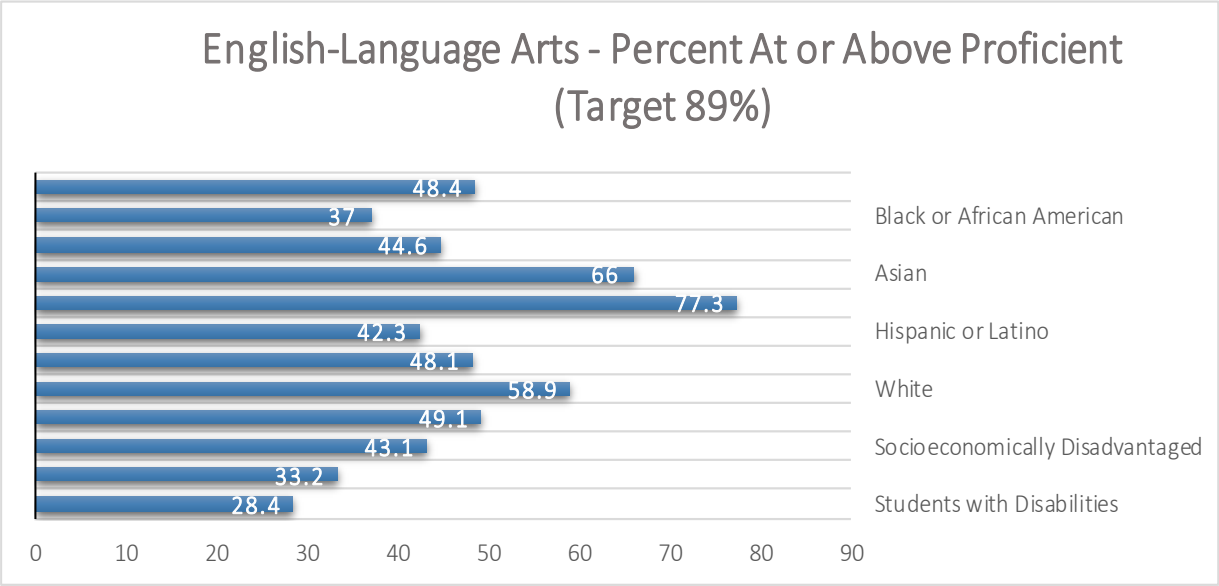
"*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

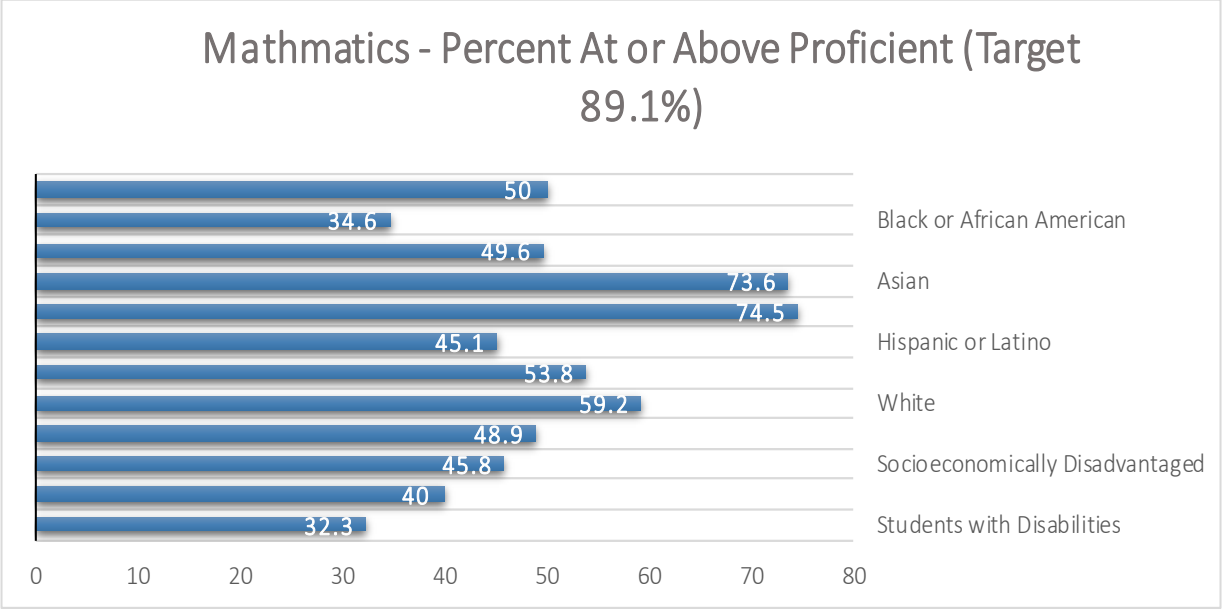
"**" A "Yes" in the "Graduation Rate Report" column indicates that the school or LEA had grade twelve enrollment or graduation data and a Cohort Graduation Rate Report is available. This report may be used to access the graduation targets for the 2015 AYP determination. The "Cohort Graduation Report" is available through the Accountability Progress Reporting Web page. (See "Cohort Graduation Rate" section)

An "N/A" in the "Graduation Rate" column means that the school or LEA is not required to meet the graduation rate criteria.

According to DataQuest, in 2014, the California High School Exit Exam (CAHSEE) pass rate for sophomores was 79% in English language arts and 80% in mathematics. The overall pass rate for all tests taken was 56% in English language arts and 54% in mathematics. The graduation rate for 2013 AYP (for the class of 2012-2013) was 79%.

District-wide, 48.4 % of students scored at or above Proficient on the AYP Annual Measurable Objectives in English/Language Arts; 50% scored at or above Proficient in Mathematics. The student subgroups English Learners, Socioeconomically Disadvantaged and Students with Disabilities scored below the target in English/Language Arts and Mathematics. 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:


English-Language Arts - Percent At or Above Proficient (Target 89%)
48.4
37
44.6
66
77.3
42.3
48.1
58.9
49.1
43.1
33.2
28.4
Black or African American
Asian
Hispanic or Latino
White
Socioeconomically Disadvantaged
Students with Disabilities
0
10
20
30
40
50
60
70
80
90


Mathmatics - Percent At or Above Proficient (Target 89.1%)
50
34.6
49.6
73.6
74.5
45.1
53.8
59.2
48.9
45.8
40
32.3
Black or African American
Asian
Hispanic or Latino
White
Socioeconomically Disadvantaged
Students with Disabilities
0
10
20
30
40
50
60
70
80

1. PLAN DURATION

This plan will guide Hemet Unified School District's use of technology for the three-year period from July 1, 2015, through June 30, 2018. 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

Key district staff and stakeholder groups reviewed past practices and provided input for the 2015-2018 District Technology Plan. Meetings were held with Cabinet, the District Leadership Team, and Instructional Coaches. Ongoing phone conferences and email communications were used with a variety of stakeholders. Surveys were administered to administrator and student groups. Draft plans were reviewed by Information Technology and Educational Services groups. Key stakeholders involved in the process were as follows:

Name	Title	Affiliation
Emil Basilio	Director, Information Technology	Hemet USD
David Howland	Director, Assessment & Accountability	Hemet USD
Dr. Barry L. Kayrell	Superintendent	Hemet USD
Dr. David Horton	Assistant Superintendent, Educational Services	Hemet USD
Vince Christakos	Assistant Superintendent, Business Services	Hemet USD
Dr. Jinane Annous	Director, Elementary Education	Hemet USD
Mark Attebury	Director, Secondary Education	Hemet USD
Pam Buckhout	Director, Fiscal Services	Hemet USD
Tracy Chambers	Director, Professional Development	Hemet USD
Hans Twardowski	Director, Facilities and Planning	Hemet USD
Natalie Ruddell	Coordinator, Curriculum & Instruction	Hemet USD
Tara O'Malley	Principal	Adult Education and Alternative Programs
Mike Canon	Technology Instructional Coach	Hemet USD
Casie Husby	Technology Instructional Coach	Hemet USD
	Principals	Various Sites
	Instructional Coaches	Hemet USD
Patricia Sanford	President and CEO	Tech Ed Services, Inc.
Irene Cox	Education Consultant	Tech Ed Services, Inc.
Pam Korporaal	Instructional Technology Consultant	Tech Ed Services, Inc.

An LCFF Priority Survey was administered by Educational Services with assistance from Business Services to parents, teachers, support staff, community members, students, and administrators in Spring 2014. The following results pertain to technology-related issues:

- At all levels, increased funding (21% average) for student supplies and needs was indicated as a top priority.
- In regard to basic services regarding elementary schools, 20% of 1,445 respondents indicated a technology device (laptop/tablet) for each students to access curriculum and 14% indicated

home access to digital textbook and computer network. Of the 2,721 respondents for middle school, 18% was indicated for the same item. Of the 1,651 respondents for high school, 16% was indicated.

- At the middle school level, 19% also indicated a priority for student achievement to be Wi-Fi access for students as well as program and textbook and computer network access at home. 17% indicated a wireless device for every student.
- In regard to course access per elementary school results, 22% indicated the need for magnet highs that focus on specialized areas such as engineering, agriculture, automotive technology, and biomedical technology to also include offerings in elementary and middle schools.
- For elementary, 23% indicated increasing the number of parent trainings.

The district conducted online surveys between November 2014 and January 2015 administered to site administrators, principals, parents, and students for purpose of collecting input for this Technology Plan.

On the site administrator survey with 23 responses, when asked what are the greatest needs regarding technology use in classrooms, the greatest needs indicated combining great and moderate need were professional development (76%), technical support (72%), support for curriculum integration in the classroom (65%), and replacement and addition of classroom desktop computers (60%). Table 1 below summarizes results from the administrator regarding greatest needs for the classroom:

TABLE 1: Needs for Classroom Technology

Hemet USD Administrator Survey
Results as January 2015

	Great Need	Moderate Need	Minor Need	Have Sufficient	Irrelevant
Additional mobile carts (laptops or netbooks)	15%	30%	15%	13%	25%
Add or replace classroom desktop computers	25%	35%	10%	10%	20%
Improve or add computer labs	15%	30%	15%	20%	20%
iPads or tablets for student use	45%	10%	20%	5%	20%
Internet access (bandwidth)	24%	24%	10%	33%	10%
Internet access (wireless)	19%	19%	10%	43%	10%
Laptop or iPad for administrator and teachers individual use	18%	38%	18%	14%	10%
More document cameras	14%	19%	24%	29%	14%
More presentation equipment (projectors, interactive whiteboards, etc.)	19%	33%	24%	15%	10%
Professional development	52%	24%	5%	10%	10%
Software	5%	33%	22%	29%	10%

	Great Need	Moderate Need	Minor Need	Have Sufficient	Irrelevant
Support for curriculum integration in the classroom	35%	30%	10%	15%	10%
Technical support	50%	22%	6%	11%	11%

Other needs indicated by administrators included need for onsite technical support, updated computers for office staff, and LCD mounted projectors on ceilings to limit damage to units and bulbs.

Comments from administrator survey regarding their vision for the future are summarized in the following:

- Technology integration in classrooms would be used to enhance student learning in core instruction, enrichment, and intervention.
- Access to technology would be expanded and updated for staff and students while also insuring appropriate use and safety for students.
- Students would develop proficiency in 21st century skills, become innovative, and would strengthen their learning of Common Core standards.
- Teacher proficiency would be increased in use of technology for delivery of instruction and integration into the curriculum.
- Creation and sharing of resources would be expanded for use by both staff and students.

On the parent survey, 39 responses were submitted. While not necessarily representative of all parents and for the parents responding, 94.9% had Internet access at home for student use and 92.1% had computers for students to use. Parents were asked to identify the most important uses of technology related to students' current and future academic, career, and personal success. The greatest importance was indicated for academic achievement and reinforcement (37), developing critical thinking and problem solving skills (37), communicating ideas or information (36), technology skills to prepare students for college (36), and technology skills to prepare students for careers and work (36).

On the student survey, 352 students responded primarily representing students in middle and high schools. When asked which technology tools would be most helpful for you with your learning, the highest response (61.2%) indicated a laptop, netbook, iPad, or tablet for their individual use. In their comments, students express the important need for and wanting more technology access, more up-to-date devices, and more use in all classes.

Technology use by teachers, students and staff is part of ongoing discussions in planning meetings, professional learning communities, staff meetings, and professional development opportunities as the district moves to expanding integration and collaboration district-wide.

Input from meetings held with the District Leadership Team and Instructional Coaches identified these needs:

- Continued training in Common Core implementation and assessment training
- Google Apps for document sharing and collaboration
- Expanded use of Haiku for both teachers and students

- Standard laptop for teacher use
- More and updated computer and tablet devices including Chromebooks
- Presentation systems
- Concerns about disparity of Internet access on different school sites
- Limitations on student use of some technologies
- Availability of loaner equipment when needed
- Clarification about who will be training teachers on new equipment and software
- How to address barrier to technology access in homes
- On-going equipment refresh policy
- Establish baselines for site and classroom equipment
- Additional support needed for teachers in classrooms
- Managed network printing
- Direct site tech support
- Monitoring of Internet safety

With the use of technology tools by teachers and students increasing as a result of Common Core State Standards implementation, there is a clear need for increased communication between the Educational Services Division and Information Technology Department. As a result, the Directors of Assessment, Curriculum, and Professional Development are beginning to meet with the Director of Information Technology on a monthly basis.

Additionally, a District Technology Leadership Team will be developed to include the Director of Information Technology, Director of Assessment and Accountability, Director of Curriculum, Director of Professional Development, Technology Instructional Coaches, Network Managers, and a site administrator representative. They will meet (at least) quarterly to monitor Technology Plan progress, make modifications as needed, identify key issues to be addressed and resolved for the expanded use of technology by teachers and students within the district.

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. Most elementary schools have at least two fixed or mobile computer labs; larger middle schools have five to six labs; and high school vary dependent upon number of students from 1 to 10 labs. Most libraries have computers for student use. 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 before or after school. Approximately 1,800 students participate in the SAFE (Students Achieving in Fun Environments) Program held for three hours after school for students in grades 1 through 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 April 2015 per a 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. It is evident that aging equipment and disparity between school sites are issues.

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	906	609	302	3.0:1	534	2	72	3
Cawston Elem	798	590	251	3.2:1	446	5	122	2
Cottonwood	258	213	98	2.6:1	135	2	42	36
Family Tree*	142	11	19	7.5:1	11	0	0	0
Fruitvale Elem	925	874	496	1.8:1	774	3	98	2
Hamilton Elem	435	342	242	1.8:1	261	2	70	11
Harmony Elem	880	522	329	2.8:1	398	3	120	4
Idyllwild Elem	324	241	161	1.8:1	169	2	69	3
Jacob Wien Elem	829	484	179	4.3:1	379	4	95	10
Little Lake Elem	864	539	251	3.6:1	432	3	104	3
McSweeny Elem	734	341	116	6.5:1	206	4	133	2
Ramona Elem	765	455	242	3.1:1	417	2	66	2

Valle Vista Elem	684	396	153	4.0:1	296	3	92	8
Whittier Elem	1,100	661	280	3.9:1	551	3	108	2
Winchester Elem	579	389	353	1.6:1	320	2	67	2
Elem Total	**10,223**	**6,667**	**3,472**	**3.0:1**	**5329**	**40**	**1348**	**90**
Acacia MS	740	444	140	5.3:1	239	6	200	5
Dartmouth MS	993	421	256	3.6:1	247	5	128	46
Diamond Valley	1,105	527	439	2.6:1	356	5	129	42
Rancho Viejo	1,210	439	367	3.4:1	145	6	254	40
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**
Western Center Academy	472	43	258	1.5:1	43	1	0	0
MS Total	**4,520**	**1,874**	**1,460**	**3.1:1**	**1030**	**23**	**711**	**133**
Hamilton HS	315	267	103	3.1:1	169	3	82	6
Hemet HS	2,256	782	730	3.3:1	586	5	146	50
Jackson (Helen Hunt) HS*	322	135	141	2.5:1	116	1	0	19
Tahquitz HS	1,580	901	260	6.2:1	648	10	253	0
West Valley HS	1,647	805	413	4.2:1	547	6	242	16
Alessandro HS	353	304	116	4.4:1	175	4	99	30
ACE**	101	84	105	2.4:1	84	0	0	0
CPHS***	115	140	84	2.2:1	140	0	0	0
HS/Alt Total	**6,689**	**3,418**	**2,126**	**3.1:1**	**2,465**	**29**	**822**	**121**
District Total	**21,432**	**11,959**	**7,058**	**3.0:1**	**8824**	**92**	**2791**	**344**

* Family Tree Learning Center and Helen Hunt Jackson School share a facility; their students have access to both schools' computers.

** Accelerated Core Education (ACE), physically located at the former Santa Fe Middle School, is a program under Alessandro High School. The Accelerated Core Education (ACE) program site has a combination of computers owned by the district and dumb terminals not owned by the district but available to be utilized by the students.

*** Each College Prep High School (CPHS) classroom has a mini-lab composed of desktop and laptop computers.

The following chart shows the numbers of up-to-date desktop, Chromebook, and iPad/Surface machines at each school site. It is evident that use of Chromebooks and tablets is helping to reduce the ratios for students to up-to-date devices.

School	Student Enrollment	Desktop Machines	Up-to-Date Desktops	Chrome-books	iPad/Surface Machines	Students: All Devices Ratio	Students: UTD Devices Ratio
Bautista Creek	906	609	302	192	4 (Surface)	1.1:1	3.0:1
Cawston Elem	798	590	251	150	11 & 5 (Surface)	1.1:1	3.2:1
Cottonwood	258	213	98	70	1	1.0:1	2.6:1
Family Tree	142	11	19	13	0	4.4:1	7.5:1
Fruitvale	925	874	496	4	3	1.0:1	1.8:1
Hamilton	435	342	242	104	4	1.0:1	1.8:1
Harmony	880	522	329	210	1	1.3:1	2.8:1
Idyllwild	324	241	161	101	1	1.0:1	1.8:1
Jacob Wien	829	484	179	100	0	1.3:1	4.3:1
Little Lake	864	539	251	40	5	1.5:1	3.61
McSweeny	734	341	116	100	2	1.7:1	6.5:1
Ramona Elem	765	455	242	100	0	1.3:1	3.1:1
Valle Vista	684	396	153	101	0	1.2:1	4.0:1
Whittier Elem	1100	661	280	184	2	1.3:1	3.9:1
Winchester	579	389	353	310	0	1.0:1	1.6:1
Elem Total	**10,223**	**6,667**	**3,472**	**1,779**	**39**	**1.2:1**	**3.0:1**
School	**Student Enrollment**	**Desktop Machines**	**Up-to-Date Desktops**	**Chrome-books**	**iPad/Surface Machines**	**Students: All Devices Ratio**	**Students: UTD Devices Ratio**
Acacia MS	740	444	140	61	3	1.5:1	5.3:1
Dartmouth MS	993	421	256	165	9	1.5:1	3.6:1
Diamond Valley	1105	527	439	80	0	1.9:1	2.6:1
Rancho Viejo	1210	439	367	295	4 (Surface)	1.7:1	3.4:1
Western Center Academy	472	43	258	240	122	1.0:1	1.5:1
MS Total	**4,520**	**1,874**	**1,460**	**841**	**138**	**1.7:1**	**3.1:1**
Hamilton HS	315	267	103	35	2	1.0:1	3.1:1
Hemet HS	2256	782	730	335	1	2.1:1	3.3:1
Jackson (Helen Hunt) HS	322	135	141	110	0	1.0:1	2.5:1
Tahquitz HS	1580	901	260	32	0	1.7:1	6.2:1
West Valley HS	1647	805	413	4	6	2.2:1	4.2:1
Alessandro HS	353	304	116	0	0	1.7:1	4.4:1
ACE**	101	84	105	0	0	1.0:1	2.4:1
CPHS***	115	140	84	67	2 (Surface)	1.2:1	2.2:1
HS/Alt Total	**6,689**	**3418**	**2,216**	**583**	**11**	**1.9:1**	**3.1:1**

District Total	**21,432**	**11,959**	**7,058**	**3,203**	**188**	**1.4:1**	**3.0:1**

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 four technology resource labs with Alessandro High School; each lab contains approximately twenty-five networked computers. Additionally, there are 3-4 networked computers, an LCD projector and SmartBoards in each classroom.

Other equipment available at schools includes InterWrite Pads, interactive whiteboards, interactive student response systems, scanners, DVDs, LCD projectors, document cameras, and video and digital cameras; some schools are set up for video broadcasting. Over 75% of classrooms have LCD projectors and document cameras.

Recently built schools have been designed to support modern technology. Older sites are updated as necessary. The main issue 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.

On the student survey of 352 responses, 77.5% indicate that they have cell phones with Internet access. Over 90% of the 39 parent responses on their survey indicated that Internet and computers are available for students to use a home; however, this is not a representative sample.

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

Hemet USD believes it is essential for teachers to incorporate technology to improve teaching and learning in the classroom. Technology is a useful tool to develop literacy, problem solving, and critical thinking. Emphasis is placed on students developing effective communication skills and mathematics competency toward becoming knowledgeable and productive citizens of an ever-changing global society.

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.

Technology is used by teachers to inform and support the delivery of instruction, to manage classroom records, to assess and monitor student achievement, and to communicate. Teachers use District online resources to complete gradebooks and provide information for students and parents though the district website. The Eagle Aeries.net Student Information System Aeries to record enrollment, attendance, schedules, and grades. Illuminate is used for data and assessment management. HUSD uses the Inspect from Key Data as well as Intel-Assess® as its test item bank providers. 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.

Edlio is the management system that Hemet USD uses for district, school and classroom level website hosting and support for administrators, parents, teachers, and students. Most teachers use computers or laptops with projection systems to deliver lessons, to access online resources, to assess

student learning, to motivate, and to engage students. Some teachers use document cameras for presentations and for students to share their writing, drawing, and other assignments with the entire class. The use of these tools makes it easier for students to follow lessons and hold their attention while providing teachers with a variety of ways to bring their lessons to life.

Technology is used by students to access curriculum-related activities and assignments and to increase productivity. Technology is integrated into standards-based instruction and learning and to check for understanding; for formative assessments and to access data; for collaborative learning, demonstration, and research; for personalization and differentiation; and to develop information literacy skills. In the classroom, teachers and students use technology as a tool to help acquire, evaluate, present and distribute information. Teachers and students are involved in project-based learning in student-centered environments.

Responding to administrator and teacher requests, HUSD now provides all staff with access to video sharing sites such as YouTube and Vimeo, while students are limited to education-related YouTube videos. A Social Media Board Policy was updated during Spring 2015. Teachers participate in a required training to begin use in their classes. HUSD will continue to explore opening access to additional social media and social networking websites for educational purposes in 2015. In response to requests for an email system with better spam filtering and greater accessibility on mobile devices, the district began providing Gmail and Google Apps accounts to all staff in 2014, migrating to Gmail as its primary email service. The district is increasing its use of Google Apps and tools as use of Chromebooks is expanded

As the District moves toward implementation of the adopted Common Core State Standards, the use of technology in alignment with those standards to inform, deliver, and enhance instruction in the core areas of English Language Arts, Mathematics, Science, and History/Social Studies will be integral to curriculum and assessment.

Currently, school sites use district-approved software based on local needs. Some examples of Electronic Learning Resources being used include:

A+nyWhere Learning System	Discovery Streaming	Plato Haiku
Accelerated Math	Edlio	READ 180/System 44
Accelerated Reader	English 3D	Rosetta Stone
Adobe Creative Suite	Envision Math	ST Math
All the Right Type	Eureka	Study Island
APEX	Google Apps	StudioWorks
Autodesk Suite	Google Earth	SuccessMaker
Career for Me Plus	Imagine Learning	Typing Pal
Compass Learning Odyssey	Lego Robotics	Windows Live Movie

Productivity software includes Microsoft Office or Google Apps for word processing, spreadsheets, and presentations, and Internet Explorer, or Chrome for web browsing. Teachers and students use textbook electronic resources (CD and online) for social studies, mathematics, and language arts. It is expected that use of Google Drive and Apps will continue to expand as Chromebooks are used.

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

On the Student Survey of a sampling of middle and high school students, the following summarizes the highest results about how students feel about the use of technology for their learning:

- 62.1% of student responses indicate students believe their teachers seem comfortable using technology.
- 60.5% of student respondents feel more in control of their learning when they can use technology.
- 58.1% indicate the way they use technology in school is useful to their learning.
- 58.1% believe they need to learn more technology skills to prepare for work and their career.
- 56.7% feel more motivated to learn when they can use technology to work with others.
- 55.6% need to learn more technology skills to prepare them for college.
- 55% indicate technology makes it easier to learn at their own pace.

On the Student Survey when asked in the class where you use technology the most, how frequently do you use technology, 62.2% of respondents indicated almost daily followed by 23.7% indicating weekly.

On the survey, students were also asked, in your class where technology is used the most, reflect how students use technology. The summary of responses with the highest percentages include:

- 44.4% of responses indicated that they learn from more than one subject at the same time.
- 39.5% learn and are motivates and enthusiastic about learning.
- 39.3% interact with each other, learning from and with each other.
- 39.3% solve complex problems, analyze, and evaluate information, and form opinions.
- 38.1% take an active role in learning – where the teacher is more like a coach than a leader.

Alessandro students use APEX, Plato Web and A+ Learning Systems. Labs are used to assess students using MAP and to deliver supplementary instruction through Compass Learning. A smaller lab located in the library is used for media and graphics production. An additional lab is used for Scholastic Read 180 and Compass Learning to support English Language Learners as well as students in the GED Academy.

Alessandro High School and Hemet Adult School use labs to run English language learning software (Rosetta Stone), for TABE assessment (Test for Adult Basic Education), and for GED and HiSET (High School Equivalency Test) 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 300 courses to choose from including GED Study Programs, computer and technology courses, real estate classes, and certification programs in Health Care and Fitness, Business and Professional, IT and Software Development, Management and Corporate, Media and Design, Hospitality and Gaming, Sustainable Energy and Going Green, and Skilled Trades and Industrial.

Teachers use the District's standardized learning management system called Edlio to create web pages that are accessible by parents and students through school websites to communicate with parents, post class and calendar information, homework and assignments due, and links for outside resources that parents and students can use. However, use of this resource varies from site to site. Through the Aeries parent portal, parents can also access attendance and grade information.

Special needs students (i.e. ELL, RSP, SDC, and GATE) may have additional software, hardware, and other assistive technologies available for their use to address their individual needs. Types of assistive technologies used include keyboards, audio equipment, portable devices, iPads, and other special software for the visually and hearing impaired. The District continues to explore effective strategies and provide equal access for all students. Special Education teachers use Special Education Information System (SEIS) software for IEPs and case management.

Administrators use email, Aeries, Illuminate, Edlio, and Internet resources to communicate, to access data and support data-driven instruction, and to research trends and strategies. Most administrators have smartphones, tablets, and laptops.

An administrator technology survey was administered between November 2014 and January 2015, Table 2 on the next page shows survey results regarding how administrators use technology. The responses with the highest percentages include to communicate with colleagues (100%), to communicate with parents (91%), and to gather and research information (91%).

TABLE 2: Use of Technology for School Administration

Hemet USD Administrator Survey
Results as January 2015

Use	Response Percentage
Collect information about classroom observations	52%
Communicate with colleagues	100%
Communicate with parents	91%
Communicate with students	61%
Create materials for administrative use	74%
Deliver presentations	78%
Gather and research information	91%
Monitor web sites under your supervision	48%
Online professional development	70%
Use assessment management system to make decisions regarding lesson design and improving student achievement	57%
Use student information systems to monitor attendance and student grades	74%
Video-Conferencing	30%

On the administrator survey, administrators were asked what they believe to be their role in regard to technology use by students and teachers. The highest percentages were reported in leadership (79%), planning for implementation (79%), acquisition of needed technology tools and resources (74%), and monitoring and evaluating implementation (74%). Table 3 summarizes those results:

TABLE 3: Administrator Role Technology Use by Students and Teachers	
Hemet USD Administrator Survey Results as January 2015	
Role	Response Percentage
Acquisition of needed technology tools and resources	74%
Coaching	58%
Coordination of technical support	53%
Curriculum support	63%
Leadership	79%
Modeling/demonstration	63%
Monitoring and evaluating implementation	74%
Role	Response Percentage
Planning for implementation	79%
Teacher Training	68%
Other	Campus Safety

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

The district has extensively planned to assist students to continue to meet content standards and to graduate from high school. Instructional technology supports student achievement and schoolwide improvement in alignment with district curricular goals and academic content standards, the Local Control Accountability Plan, the Local Educational Agency (LEA) Plan and Addendum, related Individual Site Single Plans for Student Achievement, Federal program monitoring, and the high school WASC accreditation self-study process. Schools in Program Improvement receive additional guidance support to identify technology resources and create appropriate interventions.

Common Core State Standards and CDE Content Frameworks drive district curriculum. Technology is a vital tool for delivery of curriculum and instruction. Teachers use technology within the parameters of these State Frameworks, guided by adopted texts and programs.

In the three-year Local Control Accountability Plan for 2014-2017. The key goals and technology-related progress indicators include:

Goal 1: All students will graduate from high school college/career ready.

- Implement Common Core State Standards

- Provide Advanced Placement classes and exams
- Implement Project Lead the Way
- Provide 0 and 7th period options to expand high school choices
- Monitor college/career readiness and UC a-g completers
- Develop student keyboarding skills
- Expand Career Technical Education options

Goal 2: All students will read at grade level or above. All English learners will acquire English proficiency in no more than 5 years.

- Expand literacy programs and increase student performance especially in English learners
- Increase number of K-1 students who are proficient grade level readers

Goal 3: All schools will have a positive, safe, and engaging climate. All schools will have an inclusive culture featuring parent participation.

- Increase site allocations for discretionary spending; provide more supplies and resources for schools
- Meet state targets for graduation rates
- Increase number of students enrolled in completing a-g courses and meeting graduation requirements
- Increase student performance on standardized tests, CAHSEE, and CAASPP
- Decrease the high school dropout rate
- Involve more parents in school and district meetings and activities

Goal 4: All actions and services in this plan will be implemented well. Systems of success and accountability will be identified, built, and regularly monitored.

- To provide oversight and accountability, Educational Services will create a system to support all and new and expanded services in the LCAP
- Maintain all sites and services to established State and County standards

HUSD desires to fully implement the Accountability in Action model as described in the research by The Leadership and Learning Center. In assessment, Common Formative Assessments (CFA) are created and support tools such as Illuminate and Intel-Assess® are used. The district is reformatting its curriculum using the Rigorous Curriculum Design to develop Units of Study. Instruction is supported by the Data Team process. Intervention tools are provided by MIND and Compass Learning. 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 (see Appendix A), based closely on the first edition National Educational Technology Standards for Students (NETS*S), and a K-12 Instructional Technology Curriculum Matrix (see Appendix B), which was developed locally.

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

The Hemet USD's purpose "is to educate the whole child, to ensure that all students will be college/career ready, productive global citizens." They believe that students should be prepared with the 21st century skills needed for their future. The strategies to be employed include:

- Aligning the District's budget, strategic plan, and local accountability plans.
- Attracting and retaining the best teachers, administrators, and support staff.
- Including parents and students in all planning activities.
- Increasing intervention programs for students who are below basic.
- Increasing classroom teacher support.
- Increasing access to technology.

Regarding the use of technology, the vision of Hemet Unified School District is to produce Technology Capable Students who can achieve the following goals:

1) 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

Hemet USD will continually evaluate hardware and curriculum software to provide students and teachers with tools that can enhance the learning process and improve student achievement. Expansion of access to learning resources is a primary goal, and planned expansions depending upon available funding include:

- Increased infrastructure bandwidth and expanded wireless access to classrooms to support 1:1 room environments.
- Expanded use of Cloud- and web-based application and free resources such as Google Drive and Apps.
- Expanded access to iPads, Chromebooks, laptops, and/or other mobile devices and applications.
- Use of Digital textbooks and other eBooks.
- Expanded use of Haiku and Google Mail to enhance digitally-based teaching and learning.

As Hemet Unified School District embarks on the journey into the Common Core State Standards (CCSS), central to implementation is the experience and innovative spirit of district

teachers. The CCSS are built with student outcomes in mind. The CCSS, as a continuum of learning from K-12, will provide the learning, rigor, collaboration skills, and critical thinking needed for the 21st Century. CCSS-aligned Units of Instruction via a process called "Rigorous Curriculum Design" (RCD) have been built by teachers to focus on the outcomes and options to ensure that students are prepared to be College and Career Ready.

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 for student learning will be English Language Arts and Mathematics for all students at all grade levels. Curriculum Designed Units of Study for Science and Social Science are in development as are English language arts and math Units of Study for English learners. Curriculum Designed Units of Study in English language arts and math K-12 have been developed and are accessible by all teachers for use in the classroom.

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.

Keyboarding instruction at elementary and middle school levels is also being expanded as use of technology for writing becomes integral to student learning.

The mission of HUSD Career and Technical Education is to assist schools in providing students with high quality career oriented technical training, the skills necessary for a successful transition to postsecondary education or the workforce, and a desire for learning that will serve them throughout their lives as productive citizens. The Hemet Unified School District offers numerous classes and programs to allow students to gain employment skills and prepare for further education. Career/Technical Education classes prepare students for entry level employment, as well as apprenticeships, trade schools, and advanced training programs. Some of the programs offered include Advanced Computer Skills, Automotive Technology, Computer Applications, Computer Repair, Construction Technology, Film Studies, Multimedia, Retail Sales and Marketing, Technical Theater, and Video Production.

The district is beginning implementation of Project Lead The Way to provide students with the opportunity to develop the knowledge, skills, and confidence required to pursue careers in science, mathematics, and engineering.

Hemet USD will continue to research, investigate, pilot, and promote best practices in the use of educational technologies to improve teaching and learning.

GOAL 3d.1: Student learning and academic achievement will improve through teacher and student use of technology for instruction and learning in support of district curricular goals.

Curriculum Link: LCAP Goals 1, 2, and 3

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
3d.1.1	All schools will reach annual goals regarding student achievement of District Benchmarks and Smarter Balanced Assessments in English language arts. Transition to and development of SBAC goals to be established as data becomes available.	Up 8-12 points over 14-15	Up 8-12 points over 15-16	Up 8-12 points over 16-17
3d.1.2	All schools will reach annual goals regarding student of achievement of District Benchmarks and Smarter Balanced Assessments in mathematics. Transition to and development of SBAC goals to be established as data becomes available.	Up 8-12 points over 14-15	Up 8-12 points over 15-16	Up 8-12 points over 16-17
3d.1.3	By June 2018, 87% of 12th grade students including subgroups will graduate.	85%	86%	87%
3d.1.4	By June 2018, the California High School Exit Exam (CAHSEE) pass rate for sophomores will be 85% in English language arts.	81%	83%	85%
3d.1.5	By June 2018, the California High School Exit Exam (CAHSEE) pass rate for sophomores will be 89% in mathematics.	85%	87%	89%

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

Curriculum Link: LCAP Goals 1, 2, and 3

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
3d.2.1	By June 2018, 100% of teachers will give their students classroom assignments requiring them to use computers/mobile devices and peripherals at least weekly using district-developed units of study as reported on a District Teacher Survey and/or as observed by site administrators.	20%	30%	50%
3d.2.2	By June 2018, 80% of teachers will assign their students work that involves creating reports and projects using technology at least monthly using district-developed units of study, as reported a District Teacher Survey for technology use and/or as reported by site administrators.	20%	30%	50%

	Action Plan	Timeline
a	Teachers and students engage in a coherent, systematic implementation of research-based, State Board of Education-approved core text programs that include technology components such as audio, tutorials, exam-builders, lesson planners, e-textbooks, and web resources. Use of electronic textbooks on mobile devices is	Aug – June, each year Pilot use of electronic textbooks, 2016-17

	Action Plan	Timeline
	being explored and will be implemented as feasible.	
b	Teachers will update and revise lesson plans and assessments to reflect implementation of the Common Core State Standards and district-developed Units of Study. Units of Study will continue to be developed and reviewed by a Vetting Committee of teachers.	ELA and Math, each year Science and Social Science, pilot 2015-16 and implement in 2016-17
c	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
d	Teachers and support staff will use supplemental instructional technology materials and resources developed for implementation of the Common Core State Standard, identified, and/or shared through the CDE Digital Chalkboard: https://www.mydigitalchalkboard.org/.	Aug – June, each year
e	Students and teachers use computers on their networks and some sites use wireless access for laptops and tablets to access the Internet and a variety of online resources as determined by each site. Wireless coverage will be expanded and improved over the Plan period. Students' use of iPads and mobile devices via wireless networks will be expanded as the district implements instruction in the Common Core State Standards, prepares students to take the SBAC online assessments, and moves toward the use of web-based and cloud-computing applications. Use of Goggle tools as a main platform for classroom digital workflow for teacher/student and student/student communications will be expanded.	Aug – June, each year
f	BYOD and One-to-One mobile school access will be promoted and expanded as community support and funding allows. Use of Chromebooks is being expanded.	Expansion as determined by district and school sites, each year Preparation and planning, 2015-16 3rd, 6th, and 9th grade roll-out, 2016-17 Grade 3-12 one-to-one implementation, 2017-18
g	Students use Microsoft Office and Google Apps software to complete assignments and projects including word processing for essays and reports, graphing and spreadsheets, presentations, and other web- and/cloud-based applications.	Aug – June, each year
h	Students use the Internet for research in all subject areas. Teachers use the Internet for lesson planning and resources to present in class. Library staff provides support as available.	Aug – June, each year
i	Students requiring intervention in Language Arts and Math use a variety of technology resources such as Compass Learning Odyssey, Accelerated Reader and Math, Read 180/System 44, ST Math, Reading Plus, Envision Math, English 3D, and Imagine Learning to	Aug – June, each year

	Action Plan	Timeline
	improve academic achievement.	
j	Teachers and students will expand their use of video conferencing and collaboration with students within and outside the District using web-based resources and tools including the use of virtual field trips, training, course work, and sharing of live events and presentations.	Aug- June, each year
k	Teachers will expand use of projection, document cameras, and large LCD monitors for lesson delivery with increased visual input toward expanding implementation of standards-based instruction and assessment of learning.	Aug - June, each year
l	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, each year
m	High school students will continue to participate in a wide variety of career technical education pathways toward developing academic and advanced technology skills. Project Lead the Way (PLTW) will be implemented.	Aug – June, each year PLTW expansion, each year; middle school in 2015-16 and elementary school in 2016-17
n	College and community partners provide support for career pathways to support student graduation and transition to postsecondary programs after high school.	Aug – June, each year
o	Hemet Adult School students use technology including the Internet and the district WAN for a variety of high school diploma and equivalency programs, adult basic education, English as a Second Language (ESL), and distance learning. Online programs will continued to be offered including GED Study Programs, computer and technology courses, real estate classes, and certification programs. Plans to expand use of computers and Chromebooks.	Aug – June, each year Asses needs, annually and update as funds are available
p	Hemet Adult School is in partnership with Mt. San Jacinto College toward developing Career Technical Education and expanding technology-based programs.	Logistics/Warehousing Pilot, beginning Fall 2015 Ongoing, each year
q	Preschool students use networked computers and tablets using wireless access for web-based resources toward developing their cognitive and language skills, creative self-expression, and literacy and numeracy skills.	Aug – June, each year
r	The District Instructional Coaches, Common Core Site Leads, Site Administrators, and site technology experts provide support to teachers for training and classroom implementation	Aug – June, each year
s	Instructional and technology leaders will work together to ensure that teachers are using the appropriate electronic learning resources for the curriculum and implementation of the Common Core State Standards. Instructional Coaches will develop and maintain a	Updated by Jan, each year

	Action Plan	Timeline
	collection of resources that includes web resources, recommended software, and best practices.	
t	Teachers will receive training and design lessons that require student use of technology to enhance learning including use of productivity software, the Internet, site academic software, and other technologies toward increasing student achievement in academic core content areas and personalizing and customizing instruction.	Aug – June, each year
u	Teachers will use Internet resources and collaboration tools like Google, Edlio, Gooru Learning, and Haiku for instruction and learning including student collaboration with each other. Use of social media and technology tools including video conferencing and Google+ for student collaboration within and outside the district will be explored and implemented as policy is developed.	Aug – June, each year Haiku prep for students in grades 3-4, 6-7, and 9-10, 2015-16 Haiku implementation with students, 2016-17 Haiku for administrators, 2015-16
v	Students participate in CAHSEE intervention programs that incorporate the use of technology before and after school, during the school day, and/or during the summer.	Aug – July, each year
w	High school administrators will expand options for providing online programs and classes for high school and adult students. Apex, and Plato are currently being used. Online and blended models will be piloted and use expanded as feasible.	Review and expand, annually
x	The district will maintain adequate versions of productivity software on all computers, will purchase additional licenses of existing curriculum-oriented software as required, and will keep up maintenance and service agreements for student information and assessment data management systems, other databases, and online tools/programs.	Ongoing, each year
y	Instructional and technology leadership will work together to ensure that all ELRs purchased for instruction and/or data management will work properly on the network and on district equipment.	Ongoing, each year
z	The Information Technology Director will annually assess needs for bandwidth and wireless coverage to make upgrades as needed in support of teacher and student use of technology. Wireless coverage provides flexibility and expanded access for instruction and learning to more efficiently use mobile carts, personal laptops, and other handheld technologies.	Assess needs and upgrade, each year

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Students	• Take district assessments and state tests as required • Complete required technology-based assignments and projects
Teachers	• Evaluate student technology-based work processes and products; teach/re-teach

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard) • Determine student need for intervention • Assign and monitor use and results of technology-based programs • Monitor CAHSEE, state, and district test and assessment data to drive instruction • Annually in Spring complete the District Survey to monitor use of technology
Site Administrators	• Coordinate efforts with Educational Services for implementation of Common Core standards and online statewide assessments • Ensure that teachers have proper materials and technology tools • Principals monitor classroom instruction via informal and formal observations and lesson plan review • Monitor use of libraries, computer labs/mobile carts, and handheld devices; will generate a report of assessed need and funding available • Monitor and evaluate the application of technology for all learners including English Learners and other significant subgroups • Monitor use of instructional technology, the WAN, and wireless access on their school campuses • Monitor developing needs for additional computer labs and equipment at all schools • Monitor teacher participation in annual District Survey • Monitor student progress and annual grade-level and subgroup assessments for appropriate placement in intervention courses • Work with Information Technology Director to monitor and evaluate use of technology resources and submit purchase recommendations
Instructional Coaches	• Assist in gathering data on implementation of Technology Plan • Monitor technology support for instructional programs • Research, investigate, and recommend new technology resources and tools • Participate in updating District Technology Plan annually (Spring) in response to student achievement, staff needs, and District Survey results • Provide input on the district-recommended software list
Director, Information Technology	• Administer annual District Survey to monitor use of technology • Evaluate District Survey findings and inform site administrators of results and needs. • Annually (Spring) monitor results of District Survey to recommend any Technology Plan changes • Monitor need and processes for network use and need for upgrades • Monitor technology support for instructional and assessment programs • Research, investigate, and recommend new technology resources and tools • Work with principals to monitor and evaluate use of technology resources and make purchase recommendations • Oversee acquisition and implementation of hardware and peripherals

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	• Assess bandwidth in regard to meeting instructional needs to make upgrades as needed in support of teacher and student use of technology • Evaluate level of hardware and software support for instructional resources in conjunction with Educational Services Division • Evaluate student file storage options annually • Participate in updating District Technology Plan annually (Spring) in response to student achievement, District Survey results, and Site Technology Plans • Review and prioritize technology support and funding sources needed to effectively implement the technology plan in collaboration with Educational Services • Work with Principals to authorize purchases of technology resources as needed • Review and prioritize technology support and funding sources needed to effectively implement the Technology Plan in collaboration with principals and the Assistant Superintendent of Business Services • Authorize needed bandwidth, infrastructure, and network upgrades • Bring major district-wide technology issues to Cabinet as needed
Director, Assessment and Accountability	• Supervise implementation of Common Core standards and online statewide assessments • Ensure that all students take state and District assessments annually • Monitor student assessments and analyze results • Provide data for site administrators to assess their programs
Educational Services Team	• Coordinate efforts with principals and monitor implementation of Common Core standards and online statewide assessments • Provide and monitor support and training to teachers for curriculum and technology integration as well as instruction and assessment programs • Monitor and assess the application of technology for all learners including English Learners and other significant subgroups • Ensure the appropriate instructional application of hardware and software • Assist in the planning and facilitation of professional development • Research, investigate, and recommend new technology resources and tools • Help to revise annual action steps to ensure full implementation of Technology Plan • Participate in updating District Technology Plan annually (Spring) in response to student achievement, survey results, and site needs.

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

In order to succeed in school, life, and work in the 21st century, students need to master a wide range of technology skills, including those relating to creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts. According to a study conducted for the Partnership for 21st Century Skills, 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.

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.

Common Core State Standards (CCSS) target Mathematics, English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects. There will be an emphasis on academic Common Core standards to address writing, research, problem solving, and media use. District-developed Units of Study will ensure uniformity. Next step in the process will be development of common grade level (elementary, middle, and high school) benchmarks for students to insure consistency and development of skills students need to be successful in school and work.

All teachers have received basic training regarding CCSS. English language arts and math Units of Study have been developed and are being implemented in the classroom. Science and social science Units of Study are in development. Instructional strategies and lesson planning are central to all professional development provided. The district wants to build capacity to increase student achievement, personalize learning for students, and prepare students to take the SBAC Online Assessments. Keyboarding skills will need to be developed by student beginning in Grade 3 and will be emphasize in elementary and middle schools. Teachers will need to emphasize communication, collaboration, creativity, and critical thinking as well as project-based learning.

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. Hemet USD students are taught information literacy skills through adopted materials and classroom instruction in fulfillment of the relevant content standards such as the following taken from the English Language Arts Common Core Standards:

- **W.4.6.** With some guidance and support from adults, use technology, including the use of Internet and keyboarding skills, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- **RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- **SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Currently, elementary students learn technology skills while doing classroom assignments and

using curriculum-oriented software; at some schools, classes are scheduled to use computer or mobile 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), Digital Portfolios, digital photography, film studies, multimedia, computer programming, AP Computer Science, automotive technology, and conservation. CPHS emphasizes the use of technology, group work, and presentations to assist students in learning the content standards; each CPHS 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.

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.

Curriculum Link: LCAP Goals 1, 2, and 3

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
3e.1.1	By June 2018, 85% of 5th, 8th, and 11th grade students will be proficient in grade level technology skills (including digital/information literacy) as determined through a technology-based product.	75%	80%	85%
3e.1.2	By June 2018, 90% of teachers will develop Common Core lessons which integrate technology for use with students as determined by administrator observation.	50%	75%	90%
3e.1.3	By June 2018, the percent of elementary and middle school students participating in keyboarding instruction will increase each year.	Establish baseline	Increase 10% from prior year	Increase 10% from prior year

	Action Plan	Timeline
a	Under the supervision of Educational Services and the Instructional Coaches, academic Units of Study will include development of grade-	ELA and Math implementation, each

	Action Plan	Timeline
	level appropriate technology and information literacy skills aligned to Common Core State Standards (CCSS). Technology enhanced project-based learning, cybersafety, digital citizenship, and digital literacy strategies will be included.	year Science and Social Science pilot; 2015-16 Science and Social Science implementation, 2016-17 Review and update, each year
b	Teachers and administrators will receive training on CCSS and the Units of Study and necessary technology and information literacy skills to achieve success with students with an emphasis on core subjects in Grades Pre-K to Adult. Teachers will develop lessons for class instruction.	Fall, each year and as determined by need Lesson development, ongoing
c	Rubrics for assessing 3th, 6th, and 9th grade student technology-based projects will be developed. Existing and future teacher-designed projects will be matched with the rubrics. As new textbook materials are adopted, technology-based resources that are appropriate to meeting the content standards in teaching areas and subject matter will be made available to teachers and supported by the Educational Services Division.	Starting, 2015 – 2016 via Rigorous Curriculum Design and Vetting processes
d	Students will be taught technology and information literacy skills by their classroom teachers and other support staff during the course of academic instruction.	Aug – June, each year
e	Students will use computers and mobile devices in classrooms, labs, and libraries to practice technology skills.	Aug – June, each year
f	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 **(**through collaboration between their teachers and the library staff).	Aug – June, each year
g	Students (Pre-K to Adult) will be taught basic computer knowledge and skills and application-specific procedures required to access and use each piece of required software. They will be taught how to use program feedback to track and improve their achievement.	Aug – June, each year
h	Students will be taught to use productivity software (such as Microsoft Office or Google Docs) to complete assignments, including word processors for essays, reports, and note-taking; spreadsheets for graphing and data analysis; presentation software for multimedia projects related to the curriculum; and specialized tools as available on each site.	Aug – June, each year
i	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 grade-level appropriate), such as printers, projectors, and digital still/video cameras as available on each school site.)	Aug – June, each year

	Action Plan	Timeline
j	Students will be taught and will have the opportunity to use, mobile devices such as laptops or tablets.	Aug – June, each year
k	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.	Aug – June, each year
l	Teachers and staff will receive appropriate training regarding the CCSS, Units of Study, productivity tools, Internet safety and digital/information literacy.	Aug – June, each year
m	District and site administrators will explore the feasibility for expanding elective, CTE, and ROP course offerings for students.	Aug – June, each year
n	District and site administrators will explore options for developing tech support pathway for students including coursework, job shadowing, and onsite training. Explore other options for cross-age tutoring and student team support on school sites.	2015-16

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Students	• Use technology to produce assignments and projects. • Take an annual online District Student Survey in the Spring.
Teachers	• Make modifications in lesson delivery and assignments to incorporate technology and information literacy skills and to utilize technology tools more often in assignments • Assess student technology and information literacy skills using student-completed assignments aligned to standards • Assess student technology-based products per curricular goals and district-developed Units of Study and Rubrics. • Evaluate student technology-based work processes and products; teach/re-teach as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard) • Take online District Teacher Survey in Spring • Monitor student completion of online District Student Survey in the spring
Library Staff	• Maintain schedules and records of library use by classes; evaluate library use and plan for improvements if needed • Provide assistance to classroom teachers as needed
Instructional Coaches and Site Common Core Leads	• Review, revise, and evaluate Units of Study annually to make recommendations for classroom implementation • Monitor teachers' use of textbook resources and other available electronic learning resources at school sites • Identify and make recommendations for specific skills training for teachers, library staff, and support teams • Provide assistance to teachers in the use of Common Core and technology

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	support materials
Site Administrators	• Ensure that teachers have proper materials and technology tools • Ensure that teachers take the District Teacher Survey annually • Monitor teachers' District Survey results annually • Monitor instruction in classrooms, libraries, and computer labs • Monitor teaching of digital/information literacy skills • Evaluate computer lab and library schedule/usage records
Instructional Coaches	• Oversee implementation of technology integration, Internet safety, and digital/information literacy • Oversee administration and evaluate results of online District Student Survey in Spring
Educational Services Division	• Coordinate and monitor implementation of Common Core State Standards and Units of Study.
Director, Information and Technology	• Update District Technology Plan annually (Spring) in response to student achievement, Site Plans, and District Survey results • Administer District Survey to teachers annually • Review and report results of the District Survey to District and site administrators

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.

Digital/information literacy, Internet safety, and addressing and communicating legal and ethical technology-related issues are critical components to support student learning.

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 training is provided to staff during annual and/or semester staff orientations as well as online training. Updates are provided throughout the year in staff meetings as needed. The district uses the iSafe curriculum. Training for students is embedded within core curriculum delivery in classrooms and/or orientations assemblies. Materials and online resources are provided to students.

The district filters the World Wide Web locally using iBoss Secure Web Gateway.

GOAL 3f.1: All staff and students will be educated on the appropriate and ethical use of information technology in the classroom.

Curriculum Link: LCAP Goals 3 and 4

	Action Plan	Timeline
a	The Director of Information Technology and the Director of Human Resources will review the District Internet and Technology Use agreements and acceptable use policies and procedures annually and suggest updates as needed.	Spring, each year Update as needed to comply with new legislation
b	Site principals and District administrators will ensure that all staff receives training and materials regarding the Acceptable Use and Safety policy and procedures, legal and ethical use of technology including copyright issues, and monitoring of student use of computers at the beginning of the year.	Fall staff meetings, each year
c	The Director of Safety will review and update the Internet Safety and information literacy curriculum (iSafe) including legal and ethical use of technology and Internet safety for students annually for use by teachers in class. Coaches will provide training support as needed.	Review and update Spring, each year
d	Student users of district technology will receive classroom instruction including the use of the district-provided curriculum regarding the safe, ethical, legal, and responsible use of the Internet and of the district's Internet system including the rights and responsibilities under Board Policy.	Aug – June, each year
e	Technology course curricula embeds topics including, but not limited to instruction regarding: copyright, fair use, appropriate and ethical use of information, Internet safety, avoiding plagiarism, lawful and unlawful online downloading.	Aug – June, each year
f	The Hemet Unified School District Internet Acceptable Use Policy (AUP) will be included in every student's annual registration packet, and every student that chooses to use the District network will have a signed (student and parent) AUP on file prior. The AUP is then tagged in the Student Information System permitting student use of the District network.	Fall, each year
g	Access to prescreened, appropriate, educationally relevant material is provided through the establishment of school and district websites.	Aug – June, each year
h	Student use of the district Internet system will be supervised by staff in a manner that is appropriate to the age of students and circumstances of use.	At all times
i	Technology staff development program will include components on technology integration in the classroom, appropriate supervision, and ethical use of the internet.	Aug – June, each year

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Monitor student use of district electronic information resources and the Internet to ensure appropriate use • Self-evaluate lessons related to instruction of copyright, fair use, appropriate and ethical use of information and Internet safety

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	• Use the Common Core Standards, Units of study, and iSafe curriculum that indicate instruction of copyrights, fair use, appropriate and ethical use of information and Internet safety
Instructional Coaches	• Evaluate software resources for inclusion in district-supported software list • Work with Director of Safety to annually evaluate Internet safety and information literacy curriculum to be used by teachers • Coordinate and provide support for staff training regarding legal and ethical issues of technology and Internet safety
Site Administrators	• Ensure that all students and teachers have signed the AUP which is filed appropriately • Ensure school compliance with district policies • Ensure staff has received training regarding legal and ethical compliance issues • Ensure that all students receive training regarding Internet safety, legal and ethical use, and digital/information literacy • Conduct walkthroughs to evaluate and monitor appropriate technology use
Educational Services	• Review district policies annually for compliance with new legislation • Annually evaluate effectiveness of monitoring/tracking procedures and make recommendations to site administrators
Director, Information Technology	• Monitor adequacy of Internet technology protection measures; recommend and implement upgrades as needed

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 training is provided to staff during annual and/or semester staff orientations as well as online training. Updates are provided throughout the year in staff meetings as needed. The district uses the iSafe curriculum. Training for students is embedded within core curriculum delivery in classrooms and or orientation assemblies. Materials and online resources are provided to students. Additional online resources are in process of being developed for both teachers and students.

The district filters the World Wide Web locally using iBoss Secure Web Gateway. A district policy regarding use of social media has been development in Spring 2015. Teachers will be required to go through training prior to use in the classroom.

GOAL 3g.1: The district will promote a safe environment for online activities through appropriate policies and staff and student education.

Curriculum Link: LCAP Goal 3 and 4

	Action Plan	**Timeline**
a	The District's Accessible Use Policy (AUP) will be reviewed to ensure alignment with the Children's Internet Protection Act and will be implemented with a monitoring process to ensure that students and teachers are protected.	Spring, each year
b	Site principals and district administrators will ensure that all staff receives training and materials regarding the Acceptable Use and Safety policy; Internet safety, including online privacy and avoidance of online predators; and monitoring of student use of computers at the beginning of the year. Online training is being developed for staff.	Fall staff meetings, each year Online staff training to begin in Fall, 2015
c	The district will use a pop-up banner reiterating Electronic Appropriate Usage Policy language whenever users log in to the district network or connect to the guest wi-fi network to remind users of district policy.	Ongoing
d	The district will continue to use content filtering and measures to protect against access to visual depiction that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act.	Ongoing
e	Teachers will provide instruction to students on safe, ethical legal, and responsible use of the Internet and of the district's Internet system; their rights and responsibilities under Board Policy; digital citizenship, maintaining a safe online profile, identity theft, online predators, harassment, humiliation, threatening, appropriate text messaging, and other aspects of cybersafety and cyberbullying with grade appropriate strategies and language using a district-provided curriculum.	Aug – June, each year
f	District and site administrators will address issues of legal and ethical use of technology and Internet safety for all age groups using District-	Aug – June, each year

	Action Plan	Timeline
	provided curriculum and/or district-selected online resources such as iSafe.	
g	Student use and activities will be structured in a manner that is appropriate to the age and skills of students, recognizing the importance of providing more secure environments for younger students and supporting safe, responsible, independent use by older students and monitored by teachers.	Aug – June, each year
h	Review the process for creating and maintaining an accurate list of non-signed AUPs and making the list available to school administrators for proper actions.	Annually
i	Ensure that AUP status is used by teachers and counselors so that no students are using computers without a signed AUP on file.	Annually
j	Technology course curriculum will be used, reviewed, and revised as needed to include, but not be limited to, instruction regarding: copyrights, fair use, appropriate and ethical use of information, Internet safety, online privacy and avoidance of online predators.	Aug – June, each year
k	Technology staff development program will include components on technology integration in the classroom, appropriate supervision, and ethical and safe use of the internet.	Aug – June, each year
l	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

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Monitor student use of district electronic information resources • Monitor student use of technology for AUP violation
Instructional Coaches	• Review and update Internet safety and information literacy curriculum annually • Coordinate and provide support for staff training regarding legal and ethical issues of technology and Internet safety
Site Administrators	• Ensure school compliance with district policies • Ensure that staff is provided training regarding Internet safety and legal and ethical compliance issues • Ensure that all students receive training regarding Internet safety, legal and ethical use, and online predators • Monitor communication of AUP process to school. • Monitor individual student accounts for AUP compliance, oversee the removal of accounts for students in violation of AUP (or not signed) • Monitor completion of staff and student AUPs • Monitor student use of technology for AUP violations
Director,	• Review web filtering and Internet safety and monitoring software and analytical

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Information Technology	tools and addresses upgrades as needed • Enforce filtering policies and spam/virus protection • Review district policies annually for compliance with new legislation • Annually evaluate effectiveness of monitoring/tracking procedures and make recommendations to site administrators • Evaluate the AUPs annually, modify as needed

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 and Imagine Learning instructional programs.

Programs such as ST Math, Compass Learning Odyssey, Imagine Learning, 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.

The district will continue to examine existing funds and explore sources of funding for increasing the number of computers and/or mobile devices available for student use toward providing expanded access to students.

The Director of Information Technology and the Assistant Superintendent of Educational Services will monitor the progress of all initiatives to ensure equality of access for all students per District's practices and policies.

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

Aeries.net is used as the student information system, maintaining enrollment, attendance, demographic, and scheduling information and state test scores. 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. Eagle Aeries Standards Based Grading for grades 6-12 is used to manage grades.

HUSD uses the database management system Illuminate. 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 Illuminate at home as well as at school. HUSD uses Inspect and Intel-Assess® as its test item bank providers. This allows the district to strategically design district assessments that are objectively created. Exams are designed to have strong correlation to Common Core State Standards. District assessments use scanned answer sheets. In addition, some district assessments will be taken online. The Authentic Performance Tests (APT) currently being used will begin to include online components.

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.

Teachers and administrators use Edlio for personalized school and class web pages. Aeries provides access to parent and student portals. These resources are gaining traction throughout the District.

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: Teachers and administrators will use technology for efficient student record-keeping and assessment data management.

Curriculum Link: LCAP Goals 1, 2, 3, and 4.

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
3i.1.1	By June 2018, 80% of core teachers will use Aeries and Illuminate or other similar District-approved software for efficient record keeping and assessment to drive instruction as measured by usage reports.	60%	70%	80%

	Action Plan	Timeline
a	District will ensure that all teachers have an appropriate computer available in their classrooms for their use.	Aug – June, each year
b	Student state and local assessment data will be accessible online to administrators and teachers through the Aeries student information system and Illuminate.	Aug – June, each year
c	Staff will access Aeries ABI for attendance and grading. District will provide ongoing training as needed.	Aug – June, each year
d	District is currently planning for and will do all necessary to prepare for implementation of statewide SBAC Online Assessments for the Common Core State Standards. This will include ensuring the necessary bandwidth is provided and the acquisition of any devices/systems as may be required by SBAC toward implementation of best practices for online student assessments.	Aug – June, each year Training provided annually for implementation
e	Educational Services will evaluate the use of Illuminate.	As needed
f	Teachers and support staff will continue to work in Professional Learning Communities to review and use data to inform instruction and develop common assessments toward increasing student achievement. They will also focus on sharing strategies and implementing project-based learning.	Monthly, each year
g	Students will continue to take state and District tests and participate in technology-related assessments as well as practice tests in preparation for SBAC Online Assessments.	Aug – June, each year
h	Teachers will utilize assessment and test data to analyze trends and drive instruction in their content courses.	Aug – June, each year
i	Classroom observation tools will be explored for use in monitoring classroom implementation of CCSS.	By June, 2017
j	The district will use MAP tests in English language arts and math for K-8 and high school students at-risk for CAHSEE.	Aug – June, each year
k	Schools/district will have sufficient scanners and computers to allow entry of assessment data from Inspect created tests into Illuminate.	Ongoing
l	Site administrators will lead Data Teams applying the results of analysis in classrooms.	Aug – June, each year
m	All teachers will access Illuminate for class and individual reports; grade levels and departments will use Illuminate reports in Data Team meetings.	Ongoing

	Action Plan	Timeline
n	Teacher teams and instructional coaches are in process of development and will continue to update common assessments using Illuminate.	Beginning implementation, 2015 – 2016 Review and revise as needed, each year

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Access student assessment data and reports • Evaluate student data within Professional Learning Communities in collaboration with site administrators to use data to drive instruction • Communicate information about grades and assessments to parents
Site Administrators	• Monitor professional development needs relating to use of assessment data • Schedule and attend staff collaboration meetings, review reports or notes of collaboration meetings, and review usage/access records of Illuminate
Director, Information Technology	• Hold monitoring and evaluating responsibilities for use of Aeries • Work with district technology staff to provide related Aeries training
Director, Assessment and Accountability	• Oversee the process for use of Illuminate, evaluate effectiveness, determine needs, and coordinate professional development; plan for future use or replacement • Conduct periodic site visits and participate in principal and monthly administrator meetings to communicate progress and updates • Access and distribute information regarding SBAC updates, will complete SBAC surveys as developed, will attend CDE trainings regarding Common Core assessments, and will coordinate district trainings and provide support for statewide online assessments within the district • Oversees efforts to plan and prepare for CDE statewide online assessments • Evaluate need for professional development relating to use of assessment data for teachers and site administrators, assessment tools, and preparation for CDE SBAC assessments • Works with principals to coordinate training, resource allocation, and implementation • Monitors implementation and report progress to stakeholders

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 and district administrators use 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.

On the Parent Survey, parents indicated that the most useful services that the district could provide would include online access to homework assignments and test reminders, email access to teachers, online access to grades and test scores, and online resources that help students to do their homework.

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

GOAL 3j.1: The district will use technology to enable and improve two-way communication between school and homes.

Curriculum Link: LCAP Goal 3

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
3j.1.1	By June 2018, the percentage of Edlio and/or Haiku teacher websites that are used as a learning management system will increase to 75%.	40%	57%	75%
3j.1.2	By June 2018, the percentage of students using Google accounts will increase to 80%.	40%	60%	80%
3j.1.3	Hemet Unified School District will maintain high speed voice and data networks including phone systems at each site.	100%	100%	100%

	Action Plan	Timeline
a	Staff will have and use district Gmail accounts.	Aug – June, each year
b	District and site administrators will encourage and promote staff use of electronic communications media (websites, email, and parent portal), in order to facilitate better home/school communication. Administrators will be trained to monitor websites. The Edlio parent portal allows parents web-based access to the student information system regarding test scores, grades, and class information. Use of Haiku with students will be expanded.	Aug – June, each year
c	The district and schools will develop/maintain/keep up-to-date district and school websites, including information for parents, using a web-hosting service.	Aug – June, each year
d	Information Technology will promote and provide staff training in the use of Aeries and Edlio for parent access to student information and teacher websites. Instructional Coaches will provide Haiku training. Principals will encourage teachers to post information for access by parents.	Aug – June, each year
e	Principals and site technology leaders will coordinate site technology trainings for parents as needed in support of site and District parent groups. Main topics will include information on using the parental portal, District and school websites, Internet safety, and other relevant online resources. Language translation will be provided as needed.	Aug – June, each year

	Action Plan	Timeline
f	The Information Technology Director will assess instructional needs regarding bandwidth and network upgrades and make recommendations to the Assistant Superintendent, Business Services, for future planning and implementation.	Spring, each year

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Use email and Edlio and/or Haiku websites to communicate with parents
Site Administrators	• Ensure staff are properly trained with email and its associated collaboration and productivity applications • Monitor use and updates of site and teacher websites and use of Parent Portal • Communicate needs and coordinate training for staff • Ascertain need for parent training; facilitate and evaluate training
Director, Information Technology	• Monitor parent access through Aeries Parent Portal and Edlio school and teacher websites; analyze problems, suggest or make changes to the processes and procedures • Ensure that all staff have email accounts and that the district email system is reliably available and that staff are properly trained with email and its associated collaboration and productivity applications • Monitor need and processes for network use and need for upgrades • Annually monitor the adequacy of Internet access, the WAN, wireless network, and phone systems to determine upgrades needed and to be addressed • Evaluates need for professional development to coordinate efforts with site principals • Monitor use and standardization of website content

3k. Monitoring of Curriculum Component

With the use of technology tools by teachers and students increasing as a result of Common Core State Standards implementation, there is a clear need to increase communication between the Educational Services Division and Information Technology Department. As a result, the Directors of Assessment, Curriculum, and Professional Development are beginning to meet with the Director of Information Technology on a monthly basis. Additionally, a District Technology Leadership Team will be developed to include: the Director of Information Technology, the Director of Assessment and Accountability, the Director of Curriculum, the Director of Professional Development, Technology Instructional Coaches, Network Managers, and a representative from site administrators.

They will meet at least quarterly to monitor Technology Plan progress, make Plan modifications as needed, identify key issues to be addressed and resolved for the expanded use of technology by teachers and students within the district.

Processes for monitoring, evaluation, and program modification are addressed for each goal within sections 3d-3j. Using the tools and processes described, the responsible person will collect data about each activity or benchmark. The District Technology Leadership Team will have

responsibility for oversight of the overall process for monitoring and evaluating all goals, objectives, and benchmarks related to the Technology Plan. Educational Services meets with principals monthly for updates and information collection regarding Technology Plan implementation to monitor Plan progress and assess needs. They review relevant data and make recommendations for program modifications. Major district-wide technology issues are brought to Cabinet. The Director of Information Technology works with the Assistant Superintendent of Business Services regarding budget issues as needed. Plan modifications and updates are shared with stakeholders yearly through online postings, email, and regularly scheduled staff meetings.

The district is strongly committed to ongoing communication among all stakeholders toward developing a common vision for expanding the use of technology in teaching and learning toward increased student achievement and success.

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, Common Formative Assessments, and MAP assessments, Data Teams, and standardized test scores. The Assistant Superintendent of Educational Services 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 Illuminate. Principal and District Leadership Days are regularly held during the year. The District Technology Leadership Team 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.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

Between November 2014 and January 2015, site administrators took an online district survey showing responses from 23 administrators. Table 4 summarizes the results for proficiency in computer knowledge and skills. For overall computer knowledge and skills, 87% scored Intermediate or Proficient, with strengths in word processing, email, and Internet use. The lowest skill level is reported in use of spreadsheets.

TABLE 4: Administrator Proficiency
Computer Knowledge and Skills

Hemet USD Administrator Survey
Results as January 2015

	Not applicable (Non-User)	Beginning	Intermediate	Proficient
Overall computer knowledge & skills	1%	12%	40%	47%
Database software	0%	18%	55%	27%
Email skills	0%	4%	39%	57%
Internet use	0%	9%	35%	57%
Presentation software skills	4%	13%	48%	35%
Spreadsheet software skills	4%	30%	26%	39%
Word Processing software skills	0%	0%	35%	65%

On the same Administrator Survey, proficiency results related to use of technology tools is shown in Table 5 below. 100% reported Intermediate or Proficient in their own of computers/laptops and printers. Lowest proficiency (Beginning) of 17% is reported in use of iPads/tablets and video-based creation devices.

TABLE 5: Administrator Proficiency
Use of Technology Tools

Hemet USD Administrator Survey
Results as January 2015

	Not applicable (Non-User)	Beginning	Intermediate	Proficient
Computer or Laptop	0%	0%	22%	78%
iPad or tablet	4%	17%	30%	48%
Printers	0%	0%	44%	57%
Scanners	0%	9%	44%	48%
SmartPhone	0%	13%	52%	22%

	Not applicable (Non-User)	Beginning	Intermediate	Proficient
Video-based creation devices (digital camera, video camera)	4%	17%	52%	22%
Video-based presentation devices (LCD projector, DVD)	9%	4%	48%	35%

Table 6 below indicates the results on the Administrator Survey regarding their needs for technology training. Greatest needs for training combining most needed and somewhat needed responses include internet tools and resources (68%), online state assessments (56%), software applications (55%), project-based learning using technology (51%), and Cloud-based resources (50%).

TABLE 6: Administrator Training Needs

Hemet USD Administrator Survey
Results as January 2015

	Most Needed	Somewhat Needed	Like to Learn	Not Needed
Cloud-based resources (Google Drive and apps, storage lockers, etc.)	23%	27%	36%	13%
Common Core Curriculum Integration (including use of technology)	23%	18%	36%	23%
Data use to inform instruction	9%	26%	35%	30%
Internet safety and legal and ethical uses of technology	13%	30%	26%	30%
Internet tools and resources	27%	41%	14%	18%
Online state assessments	26%	30%	22%	22%
Project-based learning using technology	46%	5%	32%	18%
Social media resources (YouTube, Teacher Tube, Edmodo, etc.)	30%	17%	26%	26%
Software applications	35%	20%	30%	15%
Technology device use (e.g. iPads/tablets/ Chromebooks, presentation equipment, laptops)	18%	27%	27%	27%

Administrator preferences for training format were small group (18, 82%), one-on-one informal (6, 27%), and online (5, 23%). Preferences for scheduling of training includes during school day (19, 82.6%), summer (12, 52.2%), and after school (7, 30.4%).

Principals were asked to complete a site survey focused on teacher proficiency, results as of January 2015 are shown in Table 7 that follows and is based on their knowledge and observations of teachers related to teacher technology skills and technology integration

proficiencies described as shown in the chart below indicating district-wide percentages. The findings summarized below are discrete skills that include Commission on Teacher Credentialing (CTC) Standards 9 and 16 proficiencies. Levels of proficiency are indicated as follows:

Level 1: Non-user (may not have the necessary hardware or software) or beginner or occasional user. Not very confident. Definitely needs professional development.

Level 2: Does regularly. Generally competent and confident. Could use professional development for growth in some areas of the skill.

Level 3: Highly competent and confident; innovative or eager to try new things. Could serve as a model for other teachers.

Relative strengths are shown in knows and uses a productivity suite (83% Level 2 and 3), demonstrates knowledge of and compliance with issues of Internet safety and ethical use (80%), and knows and uses presentation hardware and software in lessons (80%). Lowest proficiency is reported in analyzes best practices and research findings on the use of technology and design lesson accordingly (32% at Level 1 with only 24% at Level 3) and evaluates and selects appropriate technology resources to create technology-enhanced lessons aligned with the adopted curriculum (32% at Level 1 with only 28% at Level 3).

TABLE 7: Teacher Proficiency

Hemet USD Principal Survey
Results as of January 2015

Technology Skills and Technology Integration Proficiencies	CCTC Standards	District Teachers at Level 1	District Teachers at Level 2	District Teachers at Level 3
Knows basic operating principles of computer hardware and software, including basic troubleshooting skills.	9c	24%	39%	37%
Knows/uses presentation hardware and software in lessons (e.g. LCD projectors, document cameras, Mobis, interactive whiteboards, student response systems; presentation and/or lesson-design software).	9c, 16c	17%	43%	40%
Knows and uses a productivity suite (e.g. Microsoft Word and Excel or similar online applications).	9d	20%	45%	35%
Demonstrates knowledge of and compliance with issues of Internet safety and ethical use (e.g. copyright, privacy, security, cyberbullying, and Acceptable Use Policies).	9i	32%	44%	24%

Technology Skills and Technology Integration Proficiencies	CCTC Standards	District Teachers at Level 1	District Teachers at Level 2	District Teachers at Level 3
Competent in the use of online research tools (searching, databases, teacher-resource sites) and the ability to assess the authenticity, reliability, and bias of the information gathered.	9h	20%	39%	41%
Evaluates and selects appropriate technological resources (devices, software, online resources) to create technology-enhanced lessons aligned with the adopted curriculum.	9a, 9f, 9g, 16c	26%	38%	36%
Involves technology in lessons and assignments to increase students' ability to plan, locate, evaluate, select, and use information to solve problems, draw conclusions, and develop higher-order thinking skills.	16d, 16e	32%	40%	28%
Interacts with other professionals using technology (e.g. email, Twitter, discussion boards, blogs, wikis, lesson-sharing sites).	9e, 16a, 16b	29%	42%	29%
Communicates with parents and students using technology (e.g. email, class webpages).	16a	23%	40%	36%
Uses computer applications to access and analyze data as a tool for assessing student learning, providing feedback to students and parents, and planning instruction/interventions.	16f, 16g	22%	45%	33%

On the same survey, principals were asked to identify the technology training needs for their school site staff. Results are show in Table 8 below. The results with the highest needs include Cloud-based resources (96%), Common Core Curriculum Integration (91%), and project-based learning using technology (87%).

Table 8: Technology Training Needs for School Site Staff

Hemet USD Principal Survey
Results as of January 2015

Training Need	Percentage
Cloud-based resources (Google Drive and apps, storage lockers, etc.)	96%
Common Core Curriculum Integration (including use of technology)	91%
Data use to inform instruction	70%

Training Need	Percentage
Internet safety and legal and ethical uses of technology	22%
Internet tools and resources	57%
Online state assessment	48%
Project-based learning using technology	87%
Social media resources (YouTube, Teacher Tube, Edmodo, etc.)	70%
Software Applications	39%
SmartBoard training	13%
Technology device use (e.g. iPads or tablets, presentation equipment, laptops)	61%
Using Chromebooks in classroom	9%

Input from the District Leadership Team and Instructional Coaches have also identified these needs related to professional development:

- Continued training in Common Core implementation and assessment training
- Google Apps and Google+ for collaboration
- Expanded use of Haiku for both teachers and students
- Increase use of laptops and tablet devices
- Clarification about who will be training teachers on new equipment and software
- Standard laptop for teacher use to facilitate access to resources and training
- Additional support needed for teachers in classrooms

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

The Professional Development Department's mission is to provide resources and programs that actively engage all members of the school community in continuous professional growth, designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction.

Professional development opportunities will continue to be offered to administrators, teachers, and support staff based on needs identified in Section 4a above and the Curriculum Component goals, objectives, and action plans described in this Technology Plan. Training will focus on implementation of Common Core State Standards and increasing student achievement using technology tools to advance learning and actively engage students. Site needs and resources, feedback from past trainings, and individual and principal requests are also taken into consideration in developing the Professional Development Plan. Providing a variety of options to address different levels of proficiency needs, the assortment of technology tools used, and the need to address the diversity of student needs requires support for teachers at all levels. Key components include preparing teachers to provide instruction to their students to develop academic and technology/information literacy skills, to increase awareness of Internet safety and responsible use, to use data to drive instruction, to use web-based programs to monitor and differentiate instruction, and to use technology to communicate with colleagues, parents, and

students.

Instructional Coaches have received training in Action Learning Systems, Reflective Coaching, content-specific subjects, MAP/NWEA, Odyssey Learning Systems, Riverside County Office of Education trainings, Common Core content and frameworks, and the Decision Making for Results (DMR) process.

Technology training will be integrated into all professional development activities as much as possible including online use of online training calendars and registration, modeling of technology-based strategies, accessing and sharing of resources online, and teachers' use of technology tools during training sessions. Under the supervision of the Director of Professional Development and through the Professional Development Academy, 13 instructional coaches with individual experiences at elementary and/or secondary school levels provide support specializing in a variety of areas including English language arts, English learners, history/social science, math, science, special education, and technology.

The instructional coaches provide new teacher training as well as ongoing curriculum and assessment training for teachers at district office, model and demonstrate lessons, provide coaching, support for curriculum development and professional learning community collaborations on Tuesday mornings, and address principal requests for site trainings. All coaches are proficient technology users. Haiku is the Learning Management System and repository of professional development resources. Most trainings are currently face-to-face with some online training for key software used district-wide. It is expected that the use of virtual online and blended training options will be expanded.

Input collected from stakeholder meetings clearly identify a need for technology curriculum integration training for both teachers and administrators as Common Core State Standards instruction is implemented. Reflective of the Hemet USD vision, the International Society for Technology in Education (ISTE) offers this definition of technology curriculum integration:

> *"Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting. . . Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools."*

Past professional development topics for teachers and administrators have included:

- Basic Common Core training for all
- Advanced Common Core training for site leaders and administrators
- Common Core English language arts and math
- Google Apps at site trainings
- Special education co-hort focused on SEIS, Common Core, and teacher needs
- English Learner Committee and Imagine Learning
- Read 180, System 44
- ST Math
- Compass Learning Odyssey
- Typing Pal and All the Right Type

- Illuminate
- MAP/NWEA
- Curriculum Vetting Committee
- SMART Boards
- Aeries.net
- ParentLink
- Edlio

Training will continue to be provided as shown in the list above as Common Core implementation, assessment training, and the district-approved software will continue to be focus areas. Classified staff will continue to be trained to use productivity, administrative, and curriculum-support software as needed.

Professional Learning Communities (PLCs) have been developed to conduct collaborative, team, and grade level meetings at the elementary schools and by departments at middle and high schools. Key topics include use of data and assessments to drive instruction, development of lesson plans aligned to CCSS, and sharing of instructional strategies.

The Hemet USD professional development model will continue to use District Instructional Coaches and site teacher leaders. The process for site teacher leaders needs to be formalized to better support teacher needs. These coaches and site leaders have increased skills in using select technology tools, use of data, research-based practices, and processes to support integration of technology across the curriculum.

Professional development at the district and site levels will continue to follow a variety of models, including full-day and after school offerings. Formal training is provided by district personnel, site administrators, coaches, outside consultants such as RCOE, and vendors, as appropriate. The district will take advantage of available RCOE or other regional workshops and online resources.

The Instructional Coaches are the first to receive training as they become key trainers and facilitators especially as focused on technology and online resources and curriculum integration. An emphasis on Google Apps and Google+ (communities) training is beginning and will continue to grow. Training in the use of Haiku is being expanded as teachers will be encouraged to develop classroom content for student use and access. As the use of mobile devices expands, training will also be needed regarding their use and access to online resources. All teachers will be trained through Kennan's iSafe Internet safety and responsible use curriculum. The Information Technology department will offer training on Aeries.net and ParentLink.

The following are key strategies recommended by Instructional Coaches toward providing enhanced support to classroom teachers:

- Common laptops for all teachers because of compatibility issues.
- Common standard equipment and computer designed tables for all teachers and classrooms.
- Development of a committee to clearly define responsibilities regarding technical support, technology installations, and training between Information Technology, Maintenance, and Professional Development Departments.
- Resolution of Internet issues and access problems to online resources.

- Point person with paid stipend on each site to support both tech support, curriculum integration, and teacher needs.
- Use of student teams for additional support.

Working with principals, the HUSD Information Technology and Educational Services Divisions will assess and refine the needs for additional technology and the necessary infrastructure to further support the district's vision.

GOAL 4b.1: <u>The district will provide high-quality, comprehensive, ongoing, sustained professional development for teachers, administrators, and classified staff.</u>

Curriculum Link: LCAP Goals 1, 2, 3, and 4

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
4b.1.1	During the plan period, 100% of teachers will be trained to design and implement lessons aligned to the Common Core State Standards integrating the use of technology in the classroom.	80% trained	90% trained	100% trained
4b.1.2	By June 2018, 85% of teachers will rate themselves Intermediate or Proficient in regard to "evaluation and selection of appropriate technological resources (devices, software, online resources) to create technology-enhanced lessons aligned with the adopted curriculum" on the District Teacher Survey.	65%	75%	85%
4b.1.3	By June 2018, 75% of teachers will rate themselves Intermediate or Proficient in regard to "Involving technology in lessons and assignments to increase students' ability to plan locate, evaluate, select, and use information to solve problems, draw conclusion, and develop higher-order thinking skills" on the District Teacher Survey.	55%	65%	75%

	Action Plan	Timeline
a	Instructional staff training will focus on implementation of the Common Core Standards, Units of Study, and strategies including technology integration, information literacy instruction, digital citizenship, and Internet safety.	July – June, each year
b	Teachers and administrators will receive training in using research-based technology, which supports the core curriculum through the Professional Development Academy and Instructional Coaches.	July – June, each year
c	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, each year
d	Instructional Coaches will review the structure of new teacher orientation, including training/overviews of district technology. BSTA training will include CCTC-required technology integration skills. New Teachers will also participate in the RCOE Center for Teacher	Summer, annually Follow up, throughout the year

	Action Plan	Timeline
	Innovation.	
e	Technical staff attends Aeries training annually and outside trainings through conferences and workshops from outside vendors as needed and approved. Training is provided as needed as new equipment or applications are acquired to implement use of technology. Informal training between technical staff occurs on an ongoing basis.	July – June, each year
f	A committee of representatives from the Information Technology, Maintenance, and Professional Development Departments will be established and will meet regularly to clearly define responsibilities and plan for issues regarding technical support, technology installations, and training.	Beginning, 2015 – 2016 Meet at least quarterly, each year
g	The district will provide flexible training options, such as before/after school, Saturdays, summer academies, off-track, in-class modeling, small group, one-on-one, face-to-face, online, and blended models. Direct instruction and coach/mentor models will be used. Some training will be required and some will be optional to support those who wish to improve their skills.	July – June, each year
h	Training will be provided by the most appropriate of the following: District and site administrators and staff, instructional coaches, site technology teachers, textbook publishers, Riverside County Office of Education, local community college and university partners, CDE, and other outside consultants. Workshops, conferences, online and distance learning resources, and other professional development opportunities will also be promoted to staff as available and approved.	July – June, each year
i	On-site assistance and support, including follow-up to more formal training, will be provided by District Instructional Coaches, site Common Core Leads, and site technology leaders.	Aug – June, each year
j	Working with principals, the district will assess and refine the roles of site technology leaders, examining formal and informal technology integration support structures at sites. A coordination plan will be developed as feasible toward site leaders providing expanded support to teachers and serving as liaisons between school sites and the district office.	Fall, 2015 Schedule follow-up meetings, as needed Coordination Plan, by June 2016
k	The Professional Development Department with assistance from the Educational Services Division and the Information Technology Division will coordinate and develop the Professional Development Plan including technology training.	Spring, each year Update Jan, each year
l	The Director of Assessment and Accountability coordinates preparation and training for state testing and state online assessments (SBAC).	Each semester, each year
m	Teachers and support staff will be trained to use the Statewide CDE Digital Library for implementation of the Common Core State Standards to access supplemental instructional materials and resources.	Fall, each year
n	Instructional coaches will coordinate development of and train teachers to use Common Core aligned units of study.	Ongoing, each year

	Action Plan	Timeline
o	Under the supervision of the Information Technology Director, district/site administrators and teachers will be trained regarding the Internet safety policy and Acceptable Use Agreement and related 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 District-provided materials.	Fall orientations, each year
p	Teachers and administrators will be trained on technology components of SBE-approved adopted core, supplemental and intervention materials, (including software and resources for English Learners) by vendors, teacher leaders, or county consultants.	Aug – June, each year
q	Teachers and administrators will be trained by consultants and/or Educational Services personnel to access and analyze assessment reports through Illuminate, MAP, and other software to drive instruction, and in constructing, administering and analyzing standards-aligned assessments.	Aug – June, each year
r	Teachers and administrators will be trained by Information Technology Department, vendors, and other designated staff on Aeries ABI for grading and attendance.	Aug – June, each year
s	Administrators and teachers will be trained in the use of ParentLink as well as Edlio to monitor and use teacher and school websites and other technologies for communicating with parents and students.	Ongoing, each year
t	Teachers, administrators, and classified staff will be offered training in productivity applications such as Microsoft Office and Google Apps for personal and instructional use (one-on-one and centralized training).	As needed, anually
u	Training will include use of hardware, software, handhelds/tablets, Google, collaborative tools, online resources, and web- and cloud-based computing applications as applicable.	As determined by site needs, each year
v	Site and district administrators will continue to provide opportunities for teachers through Professional Learning Communities and other district/staff meetings to plan and share trends, ideas, student projects and products, best practices, and lessons that integrate technology. Other options for sharing successes including use of websites, newsletters, and email will be explored and implemented as feasible.	Monthly at PLC and/or staff meetings, each year
w	The district will continue to expand to use of Haiku Learning Management System for teacher Professional Development and sharing of resources, online tutorials, webinars, teleconferencing, and blended models for professional development and best practices.	Aug – June, each year
x	The district will continue to use Go Sign Me Up for online registration for professional development purposes.	As trainings are scheduled, each year
y	Professional Development staff will inform staff about training opportunities via a district professional development calendar, fliers, email, and notices to site administrators for dissemination to staff.	Aug – June, each year
z	Educational Services staff will forward word of relevant RCOE trainings	Aug – June, each year

	Action Plan	Timeline
	to site administrators for dissemination to staff.	
aa	Special Education teachers will receive training on the use of SEIS, Common Core, and other teacher-identified needs. Other related technology-based training will be provided to other Special Program (English learners, GATE, Preschool, Career Technical Education, etc.) staff as needed.	Annually, each year
bb	Site administrators will be trained in effective use of technology for instructional purposes.	Beginning, 2015 – 2016

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. Professional Development will be adjusted as needed to meet academic needs and fulfill the requirements of the Technology Plan.

At least one district administrator attends all trainings given by outside providers. Participant evaluations are collected after every training session, including work with Instructional 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.

Person Responsible	Monitoring, Evaluation, and Program Modification Process
Teachers	• Redesign lessons and assignments to incorporate Common Core State Standards and the District Technology Standards, Benchmarks, and Strategies • Complete evaluations from formal district and site trainings • Complete a District Teacher Technology Survey annually in Spring • Survey results will be analyzed be the Educational Services team and adjustments to professional development plan will be made accordingly
Professional Development Staff	• Maintain records of work with teachers (individuals and groups) • Develop/collect/maintain agendas, sign-ins, and participant evaluations after training sessions • Analyze evaluations; decide on training modifications as needed • Collect anecdotal evidence of teacher use of technology; observe classrooms and share information with site and District administration
Site Administrators	• Analyze results of the District Survey; determine need for and schedule site-based technology trainings • Informally observe/look for specific uses of technology after teachers have taken part in training • Conduct monthly classroom walkthroughs to observe teacher instructional methods and use of technology • Ensure teachers take the District Teacher Survey in the Spring • Supervise new teacher participation in training • Facilitate implementation Units of Study and lesson plans aligned to CCSS

Person Responsible	Monitoring, Evaluation, and Program Modification Process
	• Ensure training of staff on AUPs, Internet safety, and legal/ethical use of technology • At end of year, analyze success/appropriateness of trainings offered and consider improvements for the following year
Director, Information and Technology	• Supervise the technical support needed to implement trainings • Administer District Survey to teachers in the Spring • Maintain and upgrade technology infrastructure and systems to support instructional programs • Ensure that hardware and software remains up to date and is well maintained for ease of use in the classroom and readiness for implementation of new applications • Oversee training in regard to Aeries, Edlio, email, voicemail, and other technology-related systems • Consult with Assistant Superintendent of Educational Services to establish priorities in regards to hardware, software, and services needed to effectively implement the Technology Plan
Director, Professional Development	• Coordinate district-wide professional development including technology trainings and support to school sites • Assist in the analysis of the results of the District Survey to determine needs for training and disseminate results to principals • Work with Educational Services Team to coordinate and monitor district-wide professional development opportunities • Oversee the annual development of the district professional development calendar. Agendas, sign-in sheets, and evaluations forms will be kept after formal training sessions • Oversee planning, implementation, and training regarding Common Core Standards including Units of Study and lesson plan development • Work with Principals to establish priorities for and monitor district-wide professional development • Supervise, coordinate, and communicate professional development calendar and training opportunities • Supervise training of new teachers • Collect and analyze results from formal district and site trainings. Determine the needs for further professional development

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, SmartBoard, or similar presentation technology
- Document camera for visualization and assessment test scanning
- 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 April 2015 per a 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. It is evident that aging equipment and disparity between school sites are issues.

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	906	609	302	3.0:1	534	2	72	3
Cawston Elem	798	590	251	3.2:1	446	5	122	2
Cottonwood	258	213	98	2.6:1	135	2	42	36
Family Tree*	142	11	19	7.5:1	11	0	0	0
Fruitvale Elem	925	874	496	1.8:1	774	3	98	2
Hamilton Elem	435	342	242	1.8:1	261	2	70	11
Harmony Elem	880	522	329	2.8:1	398	3	120	4
Idyllwild Elem	324	241	161	1.8:1	169	2	69	3
Jacob Wien Elem	829	484	179	4.3:1	379	4	95	10

Little Lake Elem	864	539	251	3.6:1	432	3	104	3
McSweeny Elem	734	341	116	6.5:1	206	4	133	2
Ramona Elem	765	455	242	3.1:1	417	2	66	2
Valle Vista Elem	684	396	153	4.0:1	296	3	92	8
Whittier Elem	1,100	661	280	3.9:1	551	3	108	2
Winchester Elem	579	389	353	1.6:1	320	2	67	2
Elem Total	**10,223**	**6,667**	**3,472**	**3.0:1**	**5329**	**40**	**1348**	**90**
Acacia MS	740	444	140	5.3:1	239	6	200	5
Dartmouth MS	993	421	256	3.6:1	247	5	128	46
Diamond Valley	1,105	527	439	2.6:1	356	5	129	42
Rancho Viejo	1,210	439	367	3.4:1	145	6	254	40
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**
Western Center Academy	472	43	258	1.5:1	43	1	0	0
MS Total	**4,520**	**1,874**	**1,460**	**3.1:1**	**1030**	**23**	**711**	**133**
Hamilton HS	315	267	103	3.1:1	169	3	82	6
Hemet HS	2,256	782	730	3.3:1	586	5	146	50
Jackson (Helen Hunt) HS*	322	135	141	2.5:1	116	1	0	19
Tahquitz HS	1,580	901	260	6.2:1	648	10	253	0
West Valley HS	1,647	805	413	4.2:1	547	6	242	16
Alessandro HS	353	304	116	4.4:1	175	4	99	30
ACE**	101	84	105	2.4:1	84	0	0	0
CPHS***	115	140	84	2.2:1	140	0	0	0
HS/Alt Total	**6,689**	**3,418**	**2,126**	**3.1:1**	**2,465**	**29**	**822**	**121**
District Total	**21,432**	**11,959**	**7,058**	**3.0:1**	**8824**	**92**	**2791**	**344**

* Family Tree Learning Center and Helen Hunt Jackson School share a facility; their students have access to both schools' computers.

** Accelerated Core Education (ACE), physically located at the former Santa Fe Middle School, is a program under Alessandro High School. The Accelerated Core Education (ACE) program

site has a combination of computers owned by the district and dumb terminals not owned by the district but available to be utilized by the students.

*** Each College Prep High School (CPHS) classroom has a mini-lab composed of desktop and laptop computers.

The next chart shows the ages of instructional computers per school site:

School	# of Inst. Computers	1 year	2 years	3 years	4+ years
Bautista Creek Elem	609	4	33	73	499
Cawston Elem	590	43	6	52	489
Cottonwood Elem	213	9	1	18	185
Family Tree	11	0	2	4	5
Fruitvale Elem	874	47	91	354	382
Hamilton Elem	342	20	25	93	204
Harmony Elem Elementary	522	41	12	66	403
Idyllwild Elem	241	30	6	24	181
Jacob Wiens Elem	484	2	8	69	405
Little Lake Elem	539	43	4	164	328
McSweeny Elem	341	2	4	10	325
Ramona Elem	455	24	4	114	313
Valle Vista Elem	396	10	0	42	344
Whittier Elem	661	33	2	61	565
Winchester Elem	389	13	4	26	346
Elem Totals	**6,667**	**321**	**202**	**1,170**	**4,974**
Acacia Middle	444	6	16	57	365
Dartmouth Middle	421	3	23	65	330
Diamond Valley MS	527	14	39	306	168
Rancho Viejo	439	60	10	2	367
Western Center Acad	43	10	4	4	25
MS Totals	**1,874**	**93**	**92**	**434**	**1,255**
Hamilton High	267	10	15	43	199
Hemet High	782	92	45	258	387
Jackson (Helen Hunt) High	135	9	7	15	104
Tahquitz High	901	149	15	64	673
West Valley High	805	135	73	201	396
Alessandro High	304	77	3	36	188
CPHS	140	8	6	24	102
ACE	84	0	0	84	0
HS Totals	**3,418**	**480**	**164**	**725**	**2,049**
District Totals	**11,959**	**894**	**458**	**2,329**	**8,278**

The following chart shows the numbers of up-to-date desktop, Chromebook, and iPad/Surface machines at each school site. It is evident that use of Chromebooks and tablets is helping to reduce the ratios for students to up-to-date devices.

School	Student Enrollment	Desktop Machines	Up-to-Date Desktops	Chrome-books	iPad/Surface Machines	Students: All Devices Ratio	Students: UTD Devices Ratio
Bautista Creek	906	609	302	192	4 (Surface)	1.1:1	3.0:1
Cawston Elem	798	590	251	150	11 & 5 (Surface)	1.1:1	3.2:1
Cottonwood	258	213	98	70	1	1.0:1	2.6:1
Family Tree	142	11	19	13	0	4.4:1	7.5:1
Fruitvale	925	874	496	4	3	1.0:1	1.8:1
Hamilton	435	342	242	104	4	1.0:1	1.8:1
Harmony	880	522	329	210	1	1.3:1	2.8:1
Idyllwild	324	241	161	101	1	1.0:1	1.8:1
Jacob Wien	764	484	79	100	0	1.6:1	9.7:1
Little Lake	864	539	251	40	5	1.5:1	3.6:1
McSweeny	734	341	16	100	2	1.7:1	6.5:1
Ramona Elem	765	455	242	100	0	1.3:1	3.1:1
Valle Vista	6153	396	52	101	0	1.2:1	4.0:1
Whittier Elem	1100	661	280	184	2	1.3:1	3.9:1
Winchester	579	389	353	310	0	1.0:1	1.6:1
Elem Total	**10,223**	**6,667**	**3,472**	**1,779**	**39**	**1.2:1**	**2.0:1**
Acacia MS	740	444	140	61	3	1.5:1	5.3:1
Dartmouth MS	993	421	256	165	9	1.5:1	3.6:1
Diamond Valley	1105	527	439	80	0	1.9:1	2.6:1
Rancho Viejo	1210	439	367	295	4 (Surface)	1.7:1	3.4:1
Western Center Academy	472	43	258	240	122	1.0:1	1.5:1
MS Total	**4,520**	**1,874**	**1,460**	**841**	**138**	**1.7:1**	**3.0:1**
Hamilton HS	315	267	103	35	2	1.0:1	3.1:1
Hemet HS	2256	782	730	335	1	2.1:1	3.3:1
Jackson (Helen Hunt) HS	322	135	141	110	0	1.0:1	2.5:1
Tahquitz HS	1580	901	260	32	0	1.7:1	6.2:1
West Valley HS	1647	805	413	4	6	2.2:1	4.2:1
Alessandro HS	33	304	116	0	0	1.7:1	4.4:1

CPHS*	115	140	84	67	0	1.2:1	2.2:1
ACE**	101	84	105	0	2 (Surface)	1.0:1	2.4:1
ASPIRE		14	14	160			
HS/Alt Total	**6,689**	**3432**	**2140**	**743**	**11**	**1.8:1**	**3.9:1**
District Total	**21,432**	**11,973**	**7,072**	**3,363**	**188**	**1.4:1**	**2.1:1**

Need: HUSD is putting together a plan to begin implementation of 1:1 starting with Grades 3, 6, and 9 in the 2016-2017 school year and to be completed by 2018-2019 for all Grade 3 to Grade 12 students. Projected ratio for Grade K-2 students is expected to be 4:1.

Computers in (or immediately outside) libraries and classrooms will continue to be available as the district works toward the 1:1 ratio for grades 3 to 12 in the 2018-2019 school year.

To Be Acquired: The district and school sites will acquire new or refurbished computers per the following chart, at the rate of approximately 6,000 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 Chromebooks and refurbished machines to make their ratio projections. Most schools have at least one computer lab, fixed or mobile with many having three or more. Replacement computers and new labs will be purchased as needed until they reach the 1:1 ratio for grades 3 to12. Numbers and projected purchases below include providing Grade K-2 students with a 4:1 ratio. Numbers below include replacement of existing 2014-15 Chromebooks and tablets over the three-year period as well.

	14/15	**15/16**	**16/17**	**17/18**
Carryover number of up-to-date computers including Chromebooks and tablets	3,695 3,363	7,058	96083	14,029
Total devices	7,058			
Less computers becoming >48 mos. and one-third of Chromebooks and tablets needing to be replaced	0	2,329 1,121	458 1,121	908 1,121
Total devices to be replaced	0	3,450	1,579	2,029
Add new computers/Chromebooks/tablets to be purchased	**0**	**6,000**	**6,000**	**6,000**
Total of up-to-date devices	7,058	9,608	14,029	18,000
Projected enrollment	21,432	21,219	21,006	20,793
Ratio of students to up-to-date devices	**3.0:1**	**2.2:1**	**1.5:1**	**1.2:1**

Printers:

Existing: All classrooms have a printer, but not all are networked. Approximately 60-70% of

elementary classrooms have networked printers; 80% of middle and high schools printers are networked.

Need: By June 2018, all classrooms will have networked laser classroom printers.

To Be Acquired: Networkable laser printers will be acquired at the rate of approximately 130 per year.

Projectors and Electronic Whiteboards and InterWrite Pads:

School	# of Classrooms	LCD Projectors	# of LCDs Needed for 1:1 Room Ratio	Document Cameras	Interactive Whiteboards	InterWrite Pads
Bautista Creek Elem	30	42	0	29	0	0
Cawston Elem	35	43	0	29	21	0
Cottonwood Elem	14	11	3	11	0	2
Family Tree*	16	8	8	2	0	0
Fruitvale Elem	36	37	0	35	0	15
Hamilton Elem	23	26	0	23	26	26
Harmony Elem	32	26	6	26	0	6
Idyllwild Elem	17	10	7	10	0	3
Jacob Wiens Elem	37	22	15	22	0	6
Little Lake Elem	35	30	5	30	10	0
McSweeny Elem	37	25	12	28	1	0
Ramona Elem	33	30	3	31	5	26
Valle Vista Elem	31	27	4	29	0	7
Whittier Elem	42	48	0	42	4	3
Winchester Elem	24	10	14	15	0	0
Elem Total	**442**	**395**	**77**	**362**	**67**	**94**

School	# of Classrooms	LCD Projectors	# of LCDs Needed for 1:1 Room Ratio	Document Cameras	Interactive Whiteboards	InterWrite Pads
Acacia Middle	31	31	0	31	7	10
Dartmouth Middle	34	16	18	20	1	0
Diamond Valley	49	45	4	45	9	12
Rancho Viejo	46	57	0	46	1	50
Western Center Academy	18	14	4	15	0	0
MS Total	**178**	**163**	**26**	**157**	**18**	**72**
Hamilton High	25	22	3	20	0	4
Hemet High	114	57	57	60	0	15
Jackson (Helen Hunt)*	16	7	9	8	0	0
Tahquitz High	109	90	19	90	0	90
West Valley High	87	48	39	50	20	0
Alessandro High	17	19	0	17	13	8
CPHS	8	12	0	8	0	12

School	# of Classrooms	LCD Projectors	# of LCDs Needed for 1:1 Room Ratio	Document Cameras	Interactive Whiteboards	InterWrite Pads
ASPIRE	14	14	0	0	0	0
HS/Alt Total	**390**	**269**	**127**	**253**	**33**	**129**
District Total	**1010**	**825**	**230**	**772**	**118**	**295**

*Given their nature as independent study schools, Family Tree and Helen Hunt Jackson have sufficient projectors to meet their needs.

Existing: The chart above shows the numbers of classrooms, LCD projectors, document cameras, SmartBoards, and InterWrite Pads in each school as of fall 2014. Over 80% or classrooms have LCD projectors, and 78% have document cameras.

Need: In order to support the use of online resources and teacher and student presentations, the goal is 1:1 ratio of classrooms to LCD projectors in each school by June 2018. Schools are encouraged to work toward the district vision of one (mounted) LCD projector and one other type of presentation device per classroom. Additional LCD projectors are needed. There are sufficient numbers of others types of presentation devices.

To Be Acquired: As shown in chart above, approximately 230 LCD projectors will need to be acquired (and installed) by June 2018. An additional 20 of each will be purchased for replacements as needed. It is estimated that approximately 20 document cameras, 10 whiteboards, and 30 InterWrite Pads will be purchased each year.

Adaptive Technologies:

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

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

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.

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 Policy:

New computers purchased will initially be installed in high-use common areas such as labs, libraries, and computer applications classrooms. Use of mobile labs will expand as district moves to implement one-to-one student use. 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 33% new computers for the computer lab. Upon installation, 33% of the lab computers will be repurposed into the classroom." Each year a different group will be the focus of the repurposed computers.

Example:

- 2015--English Department; Fifth Grade
- 2016--Math Department; Fourth Grade
- 2017--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 such as Aeries.net, Aeries Standards Based Grading (K-5) and Illuminate (6-12), Inspect, Intel-Assess®, Measuring Academic Progress (MAP/NWEA), Special Education Information System (SEIS) for IEPs, and Follett Destiny (School Library Management)
- Productivity software including Microsoft Office standard on all new computers; Google Apps; and specialty programs such as PrintShop Plus and Adobe Creative Suite for teachers
- Technology resources accompanying adopted text series (online textbooks, e-books, teacher and student resources); **others as adopted**
- Online courseware such as All the Right Type Online, Typing Pal Online, STMath, A+nyWhere Learning System, APEX, Plato, Compass Learning Odyssey, and Accelerated Reader, **and other programs identified during the course of this Plan**.
- Supplemental software for diagnosis, assessment, individualized instruction, differentiation, reinforcement, and/or intervention in English language arts, English

language development, and mathematics (such as Read 180/System 44, SuccessMaker, Accelerated Math, Rosetta Stone, Study Island, English 3D, Imagine Learning, Envision Math, and **other programs identified during the course of this Plan**).
- Career Planning such as Eureka and Career for Me Plus
- Streaming video/media services such as Discovery Streaming
- Adaptive technologies as needed
- Programs for enabling and facilitating home/school communication including ParentLink, Edlio for website and classroom pages, and Aeries Parent and Student Portals
- Online professional development registration and/or tracking system (Go Sign Me Up)
- Learning Management System (Haiku) for teacher curriculum units and resources, **expand for classroom use by students**
- Network management and security software: Novell operating system; Google Mail for email; Secure Content filter for Internet filtering; Google 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) 1000 Mbps backbone. All sites are wired with 1Gbps LANs except for Harmony with 100 Mbps to desktop. 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 K-8 School
Alessandro High School	Jacob Wiens Elementary School
ASPIRE Community Day School	Little Lake Elementary School

Locations on the District Network	
Bautista Creek Elementary School	McSweeny Elementary School
Cawston Elementary School	Nutrition Services
Cottonwood K-8 Elementary School	Pre-School
Dartmouth Middle School	Ramona Elementary School
Diamond Valley Middle School	Rancho Viejo Middle School
District Office	Tahquitz High School
Family Tree/Helen Hunt Jackson/CPHS	Transportation Department
Fruitvale Elementary School	Valle Vista Elementary School
Hemet Community Day School	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 hub to Internet provider	1 Gbps up/down	10 Gbps up/down
Internet Service Provider(s)	Time Warner Cable	
Firewall	Cisco ASA 5585-X SSP40	
Network Hub	District office/Network Operations Center at 1791 W. Acacia Avenue for Layer 3 switch to handle data communications; ISP connection	
Type and speed of connection(s) of schools to each other and/or to district hub.	1000 Mbps fiber, Verizon SES (formerly TLS) Time Warner Cable Internet connection to Idyllwild (1000 Mbps up/down) Each site uses one Layer 3 switch for routing and connection to the Verizon SES, providing inter-connectivity directly between school sites and the district office.	Adequacy of the connections of schools to each other and/or district hub will be assessed annually and updates acquired as needed.

Description of Data Network		
	Existing (Current Situation)	**To be Acquired: (Upgrades Planned)**
Type and speed of backbone within sites; description of LAN; speed of connection at the desktop	1 Gbps fiber backbone at all sites All sites have 1Gbps to desktop except for Harmony, which has 100Mbps to desktop.	1 Gbps to desktop at all sites (by June 2018)
Number of network drops per room	4 to 9	9+ in all rooms (by June 2018)
Description of wireless equipment, access, coverage	Full coverage at some sites.	Adequacy of Wireless Access points will be assessed annually, with upgrading of access 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 and file storage. 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.)
Web filtering system	The District currently has iBoss web filtering system that is centrally managed and located at the District Office.	Adequacy of the system will be assessed annually and updates acquired as needed.

Server Details				
Site	**Server Name**	**Server Model #**	**Description**	**E-rate Eligible**
Acacia	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual Server	File Server; inc. DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual Server	Endpoint Management Server	No
	Physical Server 2	Poweredge R720	Surveillance Cameras	No
Server Details				
Site	**Server Name**	**Server Model #**	**Description**	**E-rate Eligible**
Alessandro	Hypervisor 1 Virtual Server 1	PowerEdge R720 Virtual	File Server, DHCP & DNS	Yes
ASPIRE	Hypervisor 1 Virtual Server 1	PowerEdge R720 Virtual	File Server, DHCP & DNS	
	Physical Server 2	Poweredge R720	Surveillance Cameras	No

Bautista Creek	Hypervisor 1 Virtual Server 1	PowerEdge R710 Virtual	File Server, DHCP & DNS	Yes
Cawston	Hypervisor 1 Virtual Server 1	PowerEdge R710 Virtual	File Server, DHCP & DNS	Yes
Cottonwood	Hypervisor 1 Virtual Server 1	PowerEdge R710 Virtual	File Server, DHCP & DNS	Yes
Diamond Valley	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	Endpoint Management Server	No
Dartmouth	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	Endpoint Management Server	No
District Office				
	Physical Server 1 Physical Server 2 Physical Server 3 Physical Server 4 Physical Server 5 Physical Server 6 Hypervisor 1 Hypervisor 2 Hypervisor 3 Physical Server 7 Physical Server 8 Physical Server 9 Physical Server 11	Poweredge R710 Poweredge R710 Poweredge R610 Poweredge R610 Poweredge R610 Poweredge R610 Poweredge R710 Poweredge R710 Poweredge R710 Poweredge 2900 Poweredge R710 Poweredge 2950 Poweredge R710	Aeries SQL #1 Aeries SQL #2 Aeries.NET #1 Aeries.NET #2 Aeries.NET #3 Aeries.NET #4 VMWare Host VMWare Host VMWare Host Redundant Backup WEB Apps eDirectory Master DNS/DHCP/File	No No No No No No No No No No No No No
	Physical Server 11 Physical Server 12 Physical Server 13 Physical Server 14 Physical Server 15 Physical Server 16	Poweredge 2900 Poweredge R720 Poweredge 2950 Poweredge R710 Roweredge R710 Poweredge 2950	Primary Backup Server Surveillance Cameras WDS Server Edulog/eTrip Edulog GPS Card Key Management	No No No No No No
	Virtual Server 1 Virtual Server 2	Virtual Virtual	Filenet Archiving Mail Relay	No No
Server Details				
Site	**Server Name**	**Server Model #**	**Description**	**E-rate Eligible**
	Virtual Server 3 Virtual Server 4	Virtual Virtual	APlus App Terminal Server	No No

	Virtual Server 5	Virtual	Imagine Learning	No
	Virtual Server 6	Virtual	ALS App	No
	Virtual Server 7	Virtual	Destiny Library	No
	Virtual Server 8	Virtual	Sophos Antivirus	No
	Virtual Server 9	Virtual	Lexia Server	No
	Virtual Server 10	Virtual	Lexia Server	No
	Virtual Server 11	Virtual	Lexia & Rosetta Stone	No
	Virtual Server 12	Virtual	Lexia & ArcGIS	No
	Virtual Server 13	Virtual	Successmaker	No
	Virtual Server 14	Virtual	Caftrac Archive	No
	Virtual Server 15	Virtual	BlueBear Server	No
	Virtual Server 16	Virtual	Adult Ed. SIS	No
	Virtual Server 17	Virtual	Endpoint Mgmt SQL	No
	Virtual Server 18	Virtual	Endpoint Mgmt Primary	No
	Virtual Server 19	Virtual	WSUS	No
	Virtual Server 20	Virtual	Caftrac Archive Data	No
	Virtual Server 21	Virtual	Content Central Archiving	No
	Virtual Server 22	Virtual	Printshop	No
	Virtual Server 23	Virtual	Procurve Manager	No
	Virtual Server 24	Virtual	Cisco NCS	No
	Virtual Server 25	Virtual	SIS Task Automation	No
	Virtual Server 26	Virtual	HelpDesk Apps	No
	Virtual Server 27	Virtual	IT WorkOrder & Inventory	No
	Virtual Server 28	Virtual	TimeClock	No
	Virtual Server 29	Virtual	vCenter	No
Fruitvale	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Hamilton K-8	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server	No
Hamilton High	Hypervisor 1 Virtual Server 2	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Physical Server 2	Poweredge R720	Surveillance Cameras	No
Harmony	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Hemet High	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	File Server	No
Server Details				
Site	**Server Name**	**Server Model #**	**Description**	**E-rate Eligible**
	Physical Server 2	Poweredge R710	Surveillance Cameras	No

Idyllwild	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Jacob Weins	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Little Lake	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
McSweeney	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Nutrition	Virtual Server 1	Virtual	File Server, DHCP & DNS	No
	Physical Server 1	Poweredge R710	eTrition & Rocket Scan SQL Server	No
Ramona	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Rancho Viejo	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	Endpoint Management Server	No
	Physical Server 2	Poweredge 2950	Surveillance Cameras	No
Tahquitz	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	File Server	No
Valle Vista	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
West Valley	Hypervisor 1 Virtual Server 1	Poweredge R720 Virtual	File Server, DHCP & DNS	Yes
	Hypervisor 1 Virtual Server 2	Virtual	File Server	No
Western Center Academy	Virtual Server 1	Virtual	File Server, DHCP & DNS	Yes
Whittier ES	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	Yes
Server Details				
Site	**Server Name**	**Server Model #**	**Description**	**E-rate Eligible**

Winchester	Hypervisor 1 Virtual Server 1	Poweredge R710 Virtual	File Server, DHCP & DNS	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 Do/To Be Acquired: As needed, the district may evaluate and secure maintenance contracts on voice/data and telecomm equipment.

Physical Plant:

Existing: All school sites and district offices have sufficient electrical capacity for the current and expected needs.

Need: All new construction includes conduit in all four walls and the ceiling to accommodate current and new forms of technology.

To Do/To Be Acquired: The district believes more network ports per room and better overall wireless network coverage 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. Listed below is a brief list of IT staff responsibilities:

- Configuration, installation, maintenance and troubleshooting of the district wide-area network
- Configuration, installation, maintenance and troubleshooting of the administrative and instructional servers at all school sites and the district office
- Mission critical software including STMath, Compass Learning Odyssey, Aeries, etc.
- Configuration of new network printers
- Maintenance and troubleshooting of PC's throughout the district
- Technology plan update
- Technology purchasing standards and guidelines

The department provides professional development for certificated and classified staff for online student attendance, the student information system (administrators, counselors, registrars, attendance clerks, and secretaries), Google Mail, and ParentLink. The department takes part in staff orientations.

The Information Technology department consists of twenty-five personnel, a Director of Information Technology, one Information Technology Supervisor, two Network Managers, one Information System Analyst, one Attendance/Enrollment Manager, one Administrative Secretary, one Student Information System Technician, one CALPADS technician, two Network Technicians, and fourteen Computer 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 a.m. to 4:30 p.m. Technicians input all technical issues into the computerized work order system. Technicians fix problems over the phone if possible and/or use remote access software. 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.

Most repairs are done in-house. 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 Next Business Day response time; all repairs are done internally.

The two Network Managers are on call 24/7 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 Illuminate, CALPADS, Foster Youth Student Information System (FYSIS), Measures of Academic Progress (MAP), Compass Learning, MIND Research (ST Math), READ180, Imagine Learning, CALPASS, eTrition (which links to School Bucks for Nutrition Services), ParentLink, Special Education Information System (SEIS) for IEPs, secondary student log-ins, Follett Destiny and A+ Learning.

On the Hemet District Technology Survey, administrators were asked to indicate the typical response time when they report a technical problem; their responses were as follows: Two hours or less (39%), 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 (0%), and a month or more (0%).

The current ratio of computer nodes (devices connected to the network) to Technician is about 1,400:1. The two newest schools, Tahquitz High School and Rancho Viejo Middle School, as well as many recently remodeled and renovated schools have ceiling-mounted projectors, InterWrite Pads, and DVDs in all classrooms as well as a surveillance camera system. 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: As the district technology grows, the district will maintain the computer to technician ratio at 1,119:1 as funding allows. The increase of 1:1 and other technology devices grow this will require additional technician(s). 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 to Technician Ratio
14-15	16,000	1,000	814	85+/-	17,899	16	1119:1
15-16	17,500	1,000	889	85+/-	19,474	16	1217:1
16-17	19,000	1,000	964	85+/-	21,049	16	1315:1
17-18	20,500	1,000	1,000	85+/-	22,585	16	1411:1

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 2015-2016, 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.

Password recovery incidents are increasing as user accounts are provided to more staff and students and the users are expected to remember more and more passwords. Hemet Unified is utilizing more than forty different products that have separate user accounts. Various departments oversee their own systems, so no one department handles access to everything. There is only a small amount of supervision of the various systems between departments. The Information Technology Department provides password recovery service for the largest portion of these systems. The Department also assists users in discovering who to contact for other various systems. A central location for password retrieval for systems should be considered.

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

Hardware:

The following equipment-purchase objectives or recommendations are dependent on the acquisition of additional funding, including grants and state one-time monies.

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
5.1	In each year, the district-wide student to computer (<49 months old) ratio will be reduced.	2.5:1 (buy 6,000 computers/ devices)	1.6:1 (buy 6,000 computers/ devices)	1.2:1 (buy 6,000 computers/ devices)
5.2	By June 2018, all classrooms will have at least a 4:1 computer ratio in Grades K-2 and 1:1 computer ratio for Grades 3-12.	40%	65%	100%
		Through transfer or purchases included in Obj. 5.1		
5.3	In each year, 100% of teachers will have an	100%	100%	100%
				Purchases included in Obj. 5.1

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
	appropriate computer dedicated to their use in their classrooms.			
5.4	By June 2018, all classrooms will have a networked laser printer.	Buy 130	Buy 130	Buy 130
5.5	By June 2018, each classroom will have one LCD projector.	Buy 95 projectors	Buy 95 projectors	Buy 95 projectors
5.6	In each year, schools will purchase document cameras, interactive whiteboards, InterWrite Pads, or other presentation tools as needed.	Buy 20 Doc Cameras, 10 Boards, 30 Pads	Buy 20 Doc Cameras, 10 Boards, 30 Pads	Buy 20 Doc Cameras, 10 Boards, 30 Pads
5.7	Servers will be replaced approximately every 5 years.	Buy 15	Buy 15	Buy 15
5.8	All students will have access to assistive devices per their IEPs or 504 Plans.	Acquisitions TBD	Acquisitions TBD	Acquisitions 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	The Assistant Superintendent and the Information Technology Director 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.	Jan/Feb, annually	Director of Information Technology will maintain records of per-school holdings and purchases and will coordinate with Director of State and Federal Categorical Programs.
b	Sites will determine priorities for deployment of new computers and other technology-related equipment.	Order in July, annually	Based on site needs assessment and administrative decision.
c	The District Inventory Survey will be filled out for/by each school accurately reflecting the number, age, and locations of computers, within the required window.	Jan to March, annually	Site principal or designee will fill out; the Director of Information Technology will ensure accuracy.

<u>Electronic Learning Resources</u>:

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

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
5.9	By July 2015, and each year thereafter, district/sites will purchase upgrades and additional licenses for existing software and	100%	100%	100%

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
	services as needed.			
5.10	Teachers and students will have access to technology resources accompanying adopted text series.	TBD	TBD	TBD
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
5.12	District will maintain the use of Internet content filtering.	Maintain	Maintain	Maintain
5.13	All students will have access to assistive software as per their IEPs or 504 Plans	Acquisitions TBD	Acquisitions TBD	Acquisitions 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, each year	Principals plan site level purchases; Asst. Supt. of Ed. Services supervises use of categorical funds.
b	Examine available software choices; conduct pilots; evaluate results; add to the approved list; and consider for district-wide purchase if feasible. Includes standalone intervention and courseware for equipment checkout/ home-use program.	Ongoing	Coordinator of Curriculum and Instruction and the Director of Information Technology will cooperate to oversee this process.

Telecommunications and Network Infrastructure:

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
5.14	By July 2015, maintain all sites with at least 1000 Mbps connections to network/Internet.	All sites	All sites	All sites
5.15	By July 2018, maintain all sites with 1Gbps network speed to the desktop.	All sites except for Harmony	All sites except for Harmony	All sites
5.16	By July 2018, as funding permits, there will be 9 or more network drops in each classroom at all school sites.	Timing & sites TBD	Timing & sites TBD	Timing & sites TBD
5.17	Wireless network coverage will be expanded as needed.	All sites	All sites	All sites

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
5.18	All schools will have up-to-date phone systems. The use of mobile devices or SmartPhones 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 as needed, annually	Directors of Information Technology and Maintenance/ Operations will develop timeline and align implementation to E-Rate cycle as appropriate.

Technical Support:

	OBJECTIVES & BENCHMARKS:	2016	2017	2018
5.19	In each year, the district computer node to Technician ratio will be maintained at approximately 1,400:1.	Add 1 Technician 11 total	Add 1 Technician 12 total	Add 2 Technicians 14 total
5.20	During 2015-16, the Technology Department, Human Resources, Fiscal Services and Maintenance and Operations will develop a centralized solution to password retrieval.	Meet to Discuss	Pilot	Implement as Feasible

Action Plan:

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
a	Information Technology staff will continue to provide support to schools sites.	Ongoing	Director of Information Technology hires and assigns staff as needed.
b	The Professional Development and Technology Departments will meet quarterly to coordinate and develop new processes for the selection and integration of new classroom technologies and the subsequent training and technical support.	Quarterly, each year	Directors of Professional Development and Information Technology will coordinate and supervise implementation.
c	Discussions between the Technology Department, Human Resources, Fiscal Services and Maintenance and Operations will be scheduled for a centralized solution to password retrieval.	Begin Fall, 2015 Schedule, as needed	The Director of Information Technology will schedule and supervise implementation.

5d. Monitoring Process

The Director of Information Technology will hold primary responsibility for monitoring and implementation of Section 5 of the Technology Plan. Site administrators have responsibility for monitoring technology use and acquisition in their schools. Greater coordination between site administrators and the Director of Information Technology will be needed to ensure technology access as specified in the Plan. Ongoing communication by Principals as well as the Director of Information Technology with the Director of Curriculum and Instruction and the Assistant Superintendent of Educational Services will also be needed to insure curriculum goals are also being addressed.

Monitoring Activity	Person Responsible	Schedule
Purchase of classroom, lab, and library equipment carried out; inventory kept up to date; numbers and placement of computers reported on District Inventory Survey.	Dir, Info Tech Site Principals Coor, Curr and Inst Asst Supt, Ed Services	Reviewed annually in January
Software/online services investigated, piloted, decided upon, purchased, implemented, and effectiveness evaluated.	Coor, Curr and Inst Dir, Info Tech Dir, Prof Dev Asst Supt, Ed Services Site Principals Coor, Curr and Inst	By July of each year
Network and telecommunications maintained, upgrades planned and carried out as needed.	Dir, Info Tech Dir, Maint & Oper	Reviewed in June annually
Site-level technology leader program evaluated and expanded as feasible.	Coor, Curr and Inst Dir, Info Tech Asst Supt, Ed Services Site Principals	Reviewed in June annually
Technical support performance monitored for consistent and timely response; additional Technology staff hired as needed.	Dir, Info Tech Personnel Services	July of each year

6. FUNDING AND BUDGET COMPONENT

6a. Established and potential funding sources.

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

District Level	Site Level
• General Fund/LCFF • Categorical: Title I A (Basic Grants) Title II A - Teacher Quality Title III A (Immigrant Ed., LEP) Title IV - 21st Century After Schl Prgm Title VII (Indian Ed) ASES Lottery Carl Perkins CTE • Facilities Funds: Community Facilities Districts Capital Facilities General Obligation Bonds Technology Bonds • Hemet Education Foundation • E-Rate discounts and rebates • Donations • State one-time grants • Other grants	• All categorical funds • Site budgets • Local fund-raising efforts • Donations • Misc Grants • Lottery • 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.

	2015-2016	2016-2017	2017-2018	Potential Funding Sources	LCAP
Computer Hardware and Peripherals					
Student and teacher computers	2,130,000	2,130,000	2,130,000	Site: Title I, Lottery, Discretionary District: General & Charter Funds	X

	2015-2016	2016-2017	2017-2018	Potential Funding Sources	LCAP
Laser printers	36,400	36,400	36,400		
LCD Projectors	47,025	47,025	47,025		
Document Cameras	13,500	13,500	13,500		
Supplies (toner, bulbs)	12,000	12,000	12,000		
Interactive whiteboards	18,750	18,750	18,750		
InterWrite Pads	5,250	5,250	5,250		
Equipment (Project Lead the Way)	40,000	80,000	100,000		X
Servers	70,000	70,000	70,000	Site: Title I, Lottery, Discretionary District: General Fund, possible E-Rate discounts	
Adaptive technologies	TBD	TBD	TBD	Special Ed/General Fund	
Electronic Learning Resources & Administrative Software					
A+ Learning Systems	27,563	27,563	27,563	Site: Title I, Lottery, discretionary, Donations District: General Fund, possible E-Rate discounts	
Accelerated Reader/Math	101,000	101,300	101,400		
Aeries	29,150	29,200	29,250		
ALEKS	5,440	5,500	5,600		
APEX	94,094	94,100	94,200		
ArcGIS	6,791	6,800	6,850		
Audacity	0	0	0		
Blender	0	0	0		
Careers for Me Plus	2,000	2,050	2,100		
Chief Architect	5,308	5,350	5,400		
Compass Learning Odyssey	85,600	85,650	85,700		
DemiQuiz	750	800	850		
Discovery Streaming	20,679	20,700	20,750		
Edgenuity	19,700	19,750	19,800		
EnVision Math	50,000	60,000	60,000		
English 3D	50,857	50,900	51,000		X
Eureka	61,826	61,850	61,900		
ExtrMath	0	0	0		
FlipBook	6,000	6,000	6,000		
Follett Destiny	32,983	33,000	33,050		

	2015-2016	2016-2017	2017-2018	Potential Funding Sources	LCAP
Game Maker	27	30	30		
Google Apps	2,500	2,550	2,600		
Google Earth	0	0	0		
GiMP	0	0	0		
Illuminate	363,000	364,000	365,000		
Imagine Learing	518,400	518,450	518,500		X
Intel-Assess®	66,100	66,150	66,200		
Jcreator	500	500	500		
K-1 Learning Reading Dynamics	1,000	1,000	1,000		X
Lego Robotics	10,737	10,740	10,750		
MAP/NWEA	218,000	218,000	218,000		
Measuring UP	21,191	21,200	21,300		
Microsoft licenses	66,438	66,500	66,500		
ParentLink	64,956	65,000	65,100		
READ 180/System 44	278,079	278,100	278,150		
Read Live	2,000	2,000	2,000		
Rosetta Stone	12,025	12,025	12,025		
Scratch	0	0	0		
SEIS	0	0	0		
Sim City	2,000	2,000	2,000		
Sketchup	2,000	2,000	2,000		
SMARTSync	4,567	4,600	4,650		
STMath	86,478	86,500	86,550		
Stellarium	300	100	100		
StudioWorks	2,916	2,950	3,000		
Study Island	4,450	4,450	4,450		
SuccessMaker	5,000	5,000	5,000		
Toon Boom Studio	4,087	4,100	4,150		
Typing Pal Online	13,500	13,600	13,700		X
Type to Learn	4,000	4,000	4,000		X
Window Live Movie Maker	0	0	0		
Technology components of new text adoptions	TBD	TBD	TBD		
AIM (Adult Ed)	7,024	7,100	7,150	General Fund	
TABE	8,000	8,000	8,000		
Blue Bear	3,849	3,900	3,950	General Fund	
CSIS/SSID/CalPADS	0	0	0		

	2015-2016	2016-2017	2017-2018	Potential Funding Sources	LCAP
Edlio	9,695	9,700	9,750		
Edulog (Transportation)	45,431	45,450	45,500		
Energy Management	3,443	3,450	3,500		
eTrition	31,000	32,000	33,000		
FileNET	5,000	6,000	6,500		
Galaxy/One Source	89,829	89,850	89,900		
Gamut/Online Agendas	6,950	7,000	7,050		
Go Sign Me Up	17,200	17,250	17,300		
Haiku	7,180	7,200	7,250		
Novell	131,627	131,650	131,700		
Nutrikids	5,000	5,000	5,000		
Onssi	30,000	30,000	30,000		
PrintShop Plus	7,500	7,500	7,500		
School Dude	21,583	21,600	21,650		
SchoolStream	39,739	39,750	39,800		
SmartFind	21,156	21,200	21,250		
Talent Ed	10,000	10,500	11,000		
TimeClockPlus	2,897	2,900	2,950		
Trans Traks	1,300	1,300	1,300		
Zoo Tycoon	500	550	600		
Infrastructure Upgrades (Internal Connections for Voice, Data, Video Networks)					
Network hardware (servers, routers, switches, cabling, etc.)	500,000	500,000	1,000,000	General Fund; E-Rate Discounts	
Wireless networking	150,000	150,000	150,000	General Fund; E-Rate Discounts	
Phone system upgrades	80,000	80,000	80,000	Deferred Maintenance, General Fund	
Professional Development					
Training for Project Lead the Way, content area software and keyboarding	9,000	9,000	9,000	Site: Title I, Lottery, Discretionary District: General & Charter Funds	X
District TOSAs (2)	200,000	225,000	250,000	General Fund,	
Staff (subs, extra duty, incentives)	16,000	16,000	16,000		

	2015-2016	2016-2017	2017-2018	Potential Funding Sources	LCAP
Training Costs (such as programs, outside vendors, conferences)	6,000	6,000	6,000		
Technical Support & Maintenance					
Technology support salaries and benefits	1,470,651	1,670,000	1,870,000	General Fund	
Consultants	35,000	35,000	35,000	General Fund	
Network Management					
Novell OS/email	47,500	47,500	47,500	General Fund	
Endpoint Security	18,900	18,900	18,900	General Fund	
Web Filtering & Reporting	18,500	18,500	18,500	General Fund	
VM Ware	26,500	26,500	26,500	General Fund	
Telecommunications (Voice/Data/Network)					
Internet, Telecommunications/WAN Services	600,000	600,000	600,000	General Fund; E-Rate Discounts	
Telephone Service	420,000	435,000	450,000	General Fund; E-Rate Discounts	

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

Year	Cost	Still TBD
15-16	$8,830,871	Other peripherals (school decisions), adaptive technologies including software, technology resources of adopted text series, new electronic resources identified during the Plan period, and network hardware.
16-17	$9,125,233	Same as above
17-18	$9,890,593	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. Between 2015-2018, this Technology Plan calls for the purchase of 18,000 new or refurbished instructional computers or Chromebooks, which would serve to replace almost all of those computers which are currently three years old or more. Throughout the Technology Plan period, equipment inventories will be

reviewed and monitored as the district moves toward a 1:1 plan for students in Grades 3-12.

Older, lower quality, and standalone printers will be replaced with networked laser printers in approximately 390 classrooms.

When equipment is no longer usable, it is disposed of following standard district policy for surplus 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 efficiency.

Individual(s) Responsible	Responsibilities	Feedback Loop
Site Administrators and Assistant Superintendent of Educational Services	• Develop and monitor site budgets • Work with site based planning teams to determine site technology needs and priorities • Budget to meet those needs and priorities as appropriate • Complete required surveys and reports • Seek community partnerships • Seek donations • Seek grants	• Report progress and needs as assessed • Submit recommended plan changes
Director, Information Technology	• Approves all Technology-Related PO's (hardware and software) • Seeks vendor discounts, volume licensing • Plan for and seek E-rate discounts	• Annual report to Assistant Superintendent of Business Services
Assistant Superintendent of Educational Services, Directors, District Coordinators	• Review for categorical program compliance and for alignment to site and district plans • Receive and read funding alerts from CDE, RCOE, School Services, and ACSA • Work with Educational Foundation • Seek partnerships with community organizations • Seek partnerships with government agencies	• Report to other stakeholders as appropriate
Assistant	• Budget check	• Approval sent to purchasing

Individual(s) Responsible	Responsibilities	Feedback Loop
Superintendent of Business Services and Director of Financial Services	• Interim reporting • Budget and expense review • Receive and review alerts from CDE, CASBO, and School Services	• Alerts sent to site principals
Cabinet	• Review technology spending priorities • Monitor all expenditures in General Fund; encourage use of Restricted dollars first • Seek 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, Smarter Balanced Assessments 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 District Technology Survey results. 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 and Instructional Coaches 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 of 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. Annually, District Technology Surveys will be administered and 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		
Administrator and/or Teacher Technology Surveys											X	
Student Technology Survey (gr. 5, 8, 11)											X	
Student technology-based projects (5, 8, 11)			X	X	X	X	X	X	X	X	X	report
California SBAC Tests		report								X	X	
CAHSEE	X				X			X	X		X	
District assessments					X		X		X			
Illuminate 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 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 technology resources labs with Alessandro High School. The labs are used to run English language learning software (Rosetta Stone), 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 equivalency program and testing for GED and HiSET, Adult Independent Study, and computer and vocational skills training. ESL classes are offered at four levels. Additionally, the Adult School offers over 300 online fee-based classes through Education To Go (ed2go™) including GED Study Programs, computer and technology courses, real estate classes, and certification programs in Health Care and Fitness, Business and Professional, IT and Software Development, Management and Corporate, Media and Design, Hospitality and Gaming, Sustainable Energy and Going Green, and Skilled Trades and Industrial. 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-one-one literacy tutoring for English-speaking adults within the district at Anza, Idyllwild, and Valle Vista branch libraries. 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 Adult School also works with the Department of Social Services to provide GAIN employment-related services to adults. Additionally, they are part of a local consortium with Mt. San Jacinto College to develop and provide Career Technical Education programs to adults.

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

9. EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

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

The 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.

Are you Ready for BYOD? the Journal Digital Edition. (2012).
http://thejournal.com/Articles/2012/05/10/Are-You-Ready-for-BYOD.aspx?Page=1

Many districts around the country face some issues as they launch their own bring-your-own-device (BYOD) initiatives. Putting aside the instructional questions, the infrastructure issues alone can be daunting. In this article, four K-12 technology leaders from all over the United States describe the paths they took to BYOD, the preparations they made, the lessons they learned, and the most important questions they asked--or wish they'd asked. (Contains ten online resources.)

Hemet USD is planning for possible implementation of BYOD or one-to-one learning, exploring lessons learned from other districts where BYOD has been implemented to fully look at issues to be planned for and considered for implementation.

Bell, Stephanie. Project-Based Learning for the 21st Century: Skills for the Future. (2010). The Clearing House.
http://www.bie.org/images/uploads/useful_stuff/PBL_Skills_for_the_Future.pdf

Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the 21st century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.

Measuring Effectiveness of Project-Based Learning - Students develop twenty-first-century skills through PBL that will aid them in becoming productive members of a global society. Many of these skills are not measureable through standardized tests. We must shift our thinking about assessment when teaching 21st century skills. With PBL, assessment is authentic. A child's performance is measured via rubrics, but a critical aspect of this model includes self-evaluation and reflection. Children learn from their processes. They reflect on how well they worked in a collaborative group and how well they contributed, negotiated, listened, and welcomed other group members' ideas. Students also self-evaluate their own projects, efforts, motivations, interests, and productivity levels. Students become critical friends by giving constructive feedback to each other, which helps them become aware of their own strengths and improve on their interactions with each other.

In the future, children must enter a workforce in which they will be judged on their performance. They will be evaluated not only on their outcomes, but also on their collaborative, negotiating, planning, and organizational skills. By implementing PBL, we are preparing our students to meet the 21st century with preparedness and a repertoire of skills they can use successfully. Moreover, PBL projects are often impressive, grand undertakings created and presented with ultimate pride

and care.

Hemet USD is planning to implement PBL in alignment with Common Core Standards. Assessment is a critical component in the PBL model. A key factor in authentic assessment is the student's involvement in the process. As the district moves toward PBL, they will develop strategies for students to reflect and self-evaluate on their projects and collaboration.

CEO Forum (2001). The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century.

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.

Student achievement in Hemet USD is monitored through standards-based common and benchmark assessments and Common Core State Standards. Software is chosen to align with Common Core State Standards. Through ongoing data collection and analysis, the district will continuously monitor its attainment of the goals and objectives of the Technology Plan and will report results annually to the Superintendent, the school 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.

CEO Forum (2000). The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content.

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.

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.cvworkingfamilies.org/system/files/readytoworkexecsum.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, Hemet USD has developed units of study for teaching students academic, technology, and information literacy skills that will assist with their development of the applied skills most valued by employers. The units align fully with the new Common Core State Standards. Student use of technology, particularly productivity will focus on research/use of information, collaboration, communication, projects, and higher order thinking skills.

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.neafoundation.org/downloads/NEA-Connecting_the_Bits.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 Strategic Plan, Local Control and Accountability Plan, and the Local Education Agency Plan. The emphasis of the plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula. Integral to the plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at Hemet USD have been designed to incorporate these concepts.

Flipped Learning: A Response To Five Common Criticisms. NovemberLearning.com http://novemberlearning.com/wp/assets/flipped-learning-a-response-to-five-common-criticisms.pdf

Dr. Eric Mazur of Harvard University has been researching this type of learning since the early '90s, and other educators have been applying pieces of the Flipped Learning method for even longer. A debate exists because there is no true definition of what Flipped Learning is. The method is often simplified to videos being watched at home and homework being done at school. If this is the definition, then we should all be skeptical. Instead, we should look closer at Dr.

Mazur's work. The components he includes in his implementation make for a thoughtful, rigorous experience:

- Students prepare for class by watching video, listening to podcasts, reading articles, or contemplating questions that access their prior knowledge.
- After accessing this content, students are asked to reflect upon what they have learned and organize questions and areas of confusion.
- Students then log in to a Facebook-like social tool, where they post their questions.
- The instructor sorts through these questions prior to class, organizes them, and develops class material and scenarios that address the various areas of confusion. The instructor does not prepare to teach material that the class already understands.
- In class, the instructor uses a Socratic method of teaching, where questions and problems are posed and students work together to answer the questions or solve the problems. The role of the instructor is to listen to conversations and engage with individuals and groups as needed.

The downsides to implementing Flipped Learning to address five major criticisms are also discussed. One of the most important concepts in teaching is creating opportunities to make thinking visible. When teachers can really see the thinking of their students, they can provide these students with the support and encouragement they need to be successful. By using a thoughtful approach to the Flipped Learning method described at the beginning of the article, teachers have an amazing opportunity to gain insights into where students are struggling.

Hemet USD is investigating strategies that enhance and deepen student learning. The flipped classroom uses technology as a powerful tool to increase student engagement and to increase teacher time with individual students and to differentiate instruction. With the implementation of Common Core, the district is developing curriculum and providing professional development for project based learning, blended learning, and flipped classroom instruction.

Framework for 21st Century Learning March (2011). The Partnership for 21st Century Skills. http://www.p21.org/storage/documents/1.__p21_framework_2-pager.pdf

The Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies. Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Hemet USD will incorporate the skills and knowledge students are required to master outlined in this framework in order to be successful in college and careers in the 21st century. This district will work toward creating a support system to help students develop multi-dimensional abilities.

From Paper to Pixel: Digital Textbooks and Florida Schools A White Paper. (2010). Partnerships for Advancing Library Media (PALM) Center The Florida State University. http://www.lsi.fsu.edu/documents/digitaltextbooks_whitepaper.pdf

Digital textbooks will soon be part of every classroom in the United States. This trend accompanies an imperative for schools to facilitate 21st century learning in which educators prepare students to learn and live productively in a global society where accurate and current information is a meaningful part of everyday learning. School librarians, especially those in Florida, can be key players in the successful implementation of digital textbooks to foster a sensible, balanced solution for educators and learners.

What is a Digital Textbook? Digital textbooks come in many forms ranging from:

- Electronic textbooks (e-textbooks) specially created for a reader like Amazon's Kindle or Apple's iPad.
- Read-on-demand computer-based textbooks like those from Google Books and NetLibrary.
- Print-on-demand e-textbooks.
- Modular assemblages of audio, visual, interactive, and text resources presented via iTunesU, wikis, and digital applications.

In this White Paper, they explore all types of digital textbooks and weigh the benefits and drawbacks of each format for schools. They examine the advantages and challenges of the growing use of digital textbooks and make recommendations for school librarians' roles in the digital textbook implementation process.

Hemet USD wants to expand the use of digital textbooks and their application on handheld devices as appropriate to implementation of Common Core State Standards. Providing electronic resources to students that are both cost-effective and appropriate while providing the most benefit are key considerations as the district moves to the use of these kinds of resources.

Hamilton, Laura, et al (2009). "Using Student Achievement Data to Support Instructional Decision Making." IES Practice Guide. NCEE 2009-4067. National Center for Education Evaluation and Regional Assistance. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf

The purpose of this practice guide is to help K-12 teachers and administrators use student achievement data to make instructional decisions intended to raise student achievement. The guide focuses on how schools can make use of common assessment data to improve teaching and learning. For the purpose of the guide, the panel defined common assessments as those that are administered in a routine, consistent manner by a state, district, or school to measure students' academic achievement. These include: (1) annual statewide accountability tests such as those required by No Child Left Behind; (2) commercially produced tests--including interim assessments, benchmark assessments, or early-grade reading assessments--administered at multiple points throughout the school year to provide feedback on student learning; (3) end-of-course tests administered across schools or districts; and (4) interim tests developed by districts or schools, such as quarterly writing or mathematics prompts, as long as these are administered consistently and routinely to provide information that can be compared across classrooms or schools. This guide includes five recommendations that the panel believes are a priority to

implement: (1) Make data part of an ongoing cycle of instructional improvement; (2) Teach students to examine their own data and set learning goals; (3) Establish a clear vision for school-wide data use; (4) Provide supports that foster a data-driven culture within the school; and (5) Develop and maintain a district wide data system.

As Hemet USD implements training and instruction for Common Core standards and the CDE online assessments, the District will refine and enhance the process of using benchmark assessments, interim tests, and course tests to inform instruction and establish a clear vision for the use of data.

Johnson, L., Adams, S., and Cummins, M. (2012). NMC Horizon Report: 2012 K-12 Edition. Austin, Texas: The New Media Consortium. http://www.nmc.org/pdf/2012-horizon-report-K12.pdf

The NMC Horizon Report: 2012 K-12 Edition is a collaboration between the New Media Consortium, the Consortium for School Networking, and the International Society for Technology in Education. The six technologies featured in the report are placed along three adoption horizons that indicate likely timeframes for their entrance into mainstream use for teaching, learning, and creative inquiry. The near-term horizon assumes the likelihood of entry into the mainstream for schools within the next 12 months; the mid-term horizon, within two to three years; and the far-term, within four to five years. It should be noted at the outset that the NMC Horizon Report is not a predictive tool. It is meant, rather, to highlight emerging technologies with considerable potential for our focus areas of education and interpretation. Each of the six is already the target of work at a number of innovative organizations around the world, and the projects we showcase here reveal the promise of a wider impact.

Hemet USD Site Technology Leaders and Instructional Coaches will share best technology practices and explore the use of new emerging technologies for instructional use to assist teachers in assessing learning, increasing student achievement, and supporting success for all students. Of the six emerging technologies, Hemet USD is piloting and exploring the use of mobile devices and apps and expanding the use of tablets and laptops for many assignments as well as replacing far more expensive and cumbersome devices and equipment.

Jonassen, David H. (1999). Computers as Mindtools for Schools: Engaging Critical Thinking. 2nd edition. Prentice Hall http://www.siue.edu/education/techready/5_Software_Tutorials/5_AncillaryPages/Mindtools.pdf

Jonassen provides good models of teaching and learning with technology taking into consideration a set of recognized best practices that support the effective integration of technology into the curriculum: standards (all technology-enhanced activities should be deliberately aligned with local, state, and national standards); assessment (each learning activity should be accompanied with well-defined indicators of success); accessibility (technology must be readily accessible in a way that meets the needs of all learners); and multiple learning strategies (including active, constructive, authentic, cooperative, and/or reflective learning strategies).

Hemet USD will follow these principles in using computer software to personalize instruction for all students according to their individual needs, to adapt and develop lessons for teaching students technology and information literacy skills, and to assure access to technology through

maintaining a low student to computer ratio, providing Internet access in all classrooms, and increasing the number of presentation systems in classrooms.

Lei, Jing. Zhao. Yong. Michigan State University. One-To-One Computing: What Does It Bring To Schools? http://late-dpedago.urv.cat/site_media/papers/One-To-One_Computing_What_Does_It_Bring_To_Schools.pdf

This study investigates students' use of one-to-one laptops for various activities and the impact of one-to-one computing on student learning and school culture. Based on data collected from surveys and interviews of teachers, students, and parents in a Midwestern middle school over one academic year, this study answers the following major questions: 1) How did students use their laptops? 2) What impact did the one-to-one laptop program have on student learning and school culture? 3) What were the perceptions of and concerns over one-to-one computing? A sound understanding of these issues is increasingly important as more and more schools are joining in this one-to-one computing initiative and more money is being invested. Results revealed that students used their laptops for various tasks related to learning, communication, expression, and exploration. Students gained significantly in their technology proficiency. The one-to-one laptops have provided great opportunities and resources for teaching and learning, but also raised issues such as student discipline problems, concerns on digital literacy, and fear of over-dependency on information technology.

Results from this study suggest that having one-to-one computers can significantly help increase student technology proficiency because of the increased opportunities of learning technology knowledge and skills while using the laptops to work on various tasks for learning, communication, expression, and exploration. Second, interviews with teachers and students suggested that one-to-one computers and related technologies have enriched students' learning experiences, expanded their horizons, and opened more opportunities and possibilities

The Hemet USD will continue to investigate options and strategies for implementation of a 1:1 initiative as funding permits. The district is preparing for the state online assessments and use of handheld devices and laptops toward providing one-to-one student access. Hemet USD will continue to maintain and upgrade the network infrastructure as needed to address bandwidth issues and wireless access issues.

Meyer, C. K., Vines, N. A., & Shankland, R. K. (2012). Designing high-quality professional development: Scaffolding secondary content-area teachers' discipline literacy instruction. American Reading Forum Annual Yearbook [Online],Vol. http://americanreadingforum.org/yearbook/12_yearbook/documents/Meyer-C-K-Vines-N-A-Shankland-R-K-(2012).pdf

This document provides the framework for designing high quality professional development. It is based on the following principles: (a) providing learning opportunities that will expand teachers' content and pedagogical knowledge, (b) providing multiple and varied learning opportunities which include all participants, (c) providing protected time for collegial explorations of strategies, (d) valuing teachers for their expertise, (e) and respecting the culture of the community of practice.

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.

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 the 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.

Moeller, Babette and Reitzes, Tim (2011). Integrating Technology with Student-Centered Learning. Education Development Center, Inc. (EDC). Quincy, MA: Nellie Mae Education Foundation. http://www.nmefoundation.org/getmedia/befa9751-d8ad-47e9-949d-bd649f7c0044/Integrating-Technology-with-Student-Centered-Learning?ext=.pdf

Research suggests that technology can support key practices of student-centered learning, such as assessing individual students' strengths and needs, flexible scheduling and pacing, advising, presenting content in alternative ways, project-based learning, and involving the community. Technology also has been successfully integrated in curriculum-based and school-based approaches to personalize learning. However, while technology can support student centered learning, technology alone is not likely to transform traditional learning environments into student-centered ones. Research on the use and integration of technology suggests that teachers and schools are most likely to use technology to personalize learning if (1) it supports already existing, student-centered practices and helps to solve problems or address challenges; (2) it is part of a systemic, organization-wide initiative to implement student-centered learning; and (3) teachers have access to ample professional development and ongoing support. While the research on technology and student-centered learning is limited, the existing knowledge base does suggest some implications for practice, policy, and research.

With the intent to expand education beyond traditional boundaries, student-centered learning focuses on educational practices and principles that:

- Provide all students equitable access to the knowledge and skills necessary for college and career readiness in the 21st century,

- Focus on mastery of skills and knowledge, and
- Align with current research on how people learn.

Hemet USD will enhance and expand technology integration into the classroom to personalize instruction, to improve student academic and technology proficiencies, and to better prepare students with 21st Century skills toward preparing them for college and career readiness. Administrators and teachers will receive professional development focused on student-centered learning as it transitions to providing each student a computer or handheld device toward addressing their individual need and increasing student achievement.

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.

November, Alan. (2012). Who Owns the Learning: Preparing Students in the Digital Age. Solution Tree Press Bloomington, IN.

In Alan November's book *Who Owns the Learning: Preparing Students in the Digital Age Solution,* he references Daniel Pink's book *Drive.* Pink points out the most important predictors of high–quality work are autonomy, mastery, and purpose. He asks the question: how well does our traditional educational model promote these three elements in our students' lives? Typically, students are blamed for being unmotivated and for underperforming, but many of students have very little autonomy and are rarely allowed to direct their own learning. As for mastery, many

students have little opportunity to master subjects; the curriculum is covered and the class moves on.

Purpose maybe the most important of Pink's three predictors of quality when it comes to daily school work. Beyond earning a grade, many of our students do not see a higher purpose in the work efforts. Yet nearly every educator you will read about in *Who Owns the Learning?* says that their students often ask for, or willingly produce on their own, extra work when they believe that work has purpose.

Dan Pink's Ted Talk "The puzzle of motivation" is the foundation for the concepts of autonomy, mastery, and purpose in the workplace and in schools.
http://www.ted.com/talks/dan_pink_on_motivation.html

Hemet USD's move toward Project Based Learning and creating student-centered learning incorporates the concepts of Alan November's book "Who Owns the Learning: Preparing Students in the Digital Age." Key components of student motivation and meaningful learning include the concepts of autonomy, mastery, and purpose that are introduced in Dan Pink's Ted Talk and discussed in November's book.

Out of Print: Reimagining the K-12 Textbook in a Digital Age. (2012). State Educational Technology Directors Association (SETDA).
http://www.setda.org/c/document_library/get_file?folderId=321&name=DLFE-1587.pdf

In total, 22 states have introduced either definitional or funding flexibility, launched a digital textbook initiative, and/or launched an OER initiative. Common to virtually all of these efforts are strong state leadership, a culture of innovation, a belief in increased local flexibility in spending and content choice, and strong implementation plans. Yet, policy changes regarding instructional materials are not sufficient to ensuring that digital content gets into the classroom and is used effectively. In making the shift to digital instructional materials, states and districts need to address the following interrelated issues:

- Sustainable funding for devices. Without easy access to devices, students cannot take full advantage of the digital content (and these same devices can and should be leveraged for other educational ends, including online assessment and access to online learning).
- Robust internet connectivity. States need to plan for and implement a network and internet infrastructure sufficient to enable pervasive, simultaneous use of devices for instruction, assessment, and school operations.
- Up-to-date policies and practices. In addition to state policy changes, local districts need to examine their policies and practices to jettison those that inhibit the use of digital content and look for initiatives and incentives to encourage its use.
- Prepared educators. Colleges of education need to prepare teachers to use digital content, and districts need to provide opportunities for sustained professional learning, including online access to communities of practice.
- Intellectual property and reuse rights. A key benefit of digital content is its flexibility, but content should be licensed to take advantage of the flexibility and encourage sharing and customization.
- Quality control and usability. If digital content is vetted at the local level and tagged in such a way as to make it easy to find and use in a variety of situations, it saves teachers time and helps them to personalize learning in their classrooms.
- State and local leadership buy-in. Leadership is a key factor in changes in state policy,

and it is no less important at the local level. Leaders provide the necessary vision and support to enable successful implementation planning.

As Hemet USD is exploring the use of digital textbooks and their application on handheld devices as appropriate to implementation of Common Core State Standards, establishing appropriate policy for use of these materials are key considerations. Funding, connectivity, district policy, licensing, quality control and usability, and instructional leadership are considerations to be evaluated. Policy development and planning for use will be necessary.

P21 Common Core Toolkit: A Guide to Aligning the Common Core State Standards with the Framework for 21st Century Skills (2011). The Partnership for 21st Century Skills. http://www.p21.org/storage/documents/P21CommonCoreToolkit.pdf

This toolkit is designed for state and district leaders who are interested in implementing the Common Core standards in ways that strengthen the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) including the following:

- Alignment Overview: A high-level summary of how the P21 framework and the Common Core State Standards support each other
- Common Core/P21 Examples: Lesson starters that illustrate "what it looks like" to align instructional practices with both the Common Core and P21 skills
- Common Core Resources: Compilation of useful links for states and districts working to implement the Common Core State Standards
- Assessment Resources: Compilation of background reading on the issues of assessment and the 4Cs

HUSD will consider the processes and strategies suggested as the district implements instruction and assessment focused on the Common Core State Standards and lesson plan development.

Pecore, J. L. (2012). Beyond Beliefs: Teachers Adapting Problem-based Learning to Preexisting Systems of Practice. *Interdisciplinary Journal of Problem-based Learning, 7*(2). http://dx.doi.org/10.7771/1541-5015.1359

Problem-based learning (PBL) is a constructivist method of instruction aligned with the science educational reform movement to increase scientific literacy for all Americans. As such, PBL instruction is an increasingly popular topic for professional development workshops offered to teachers in secondary learning environments. This research presents a case study of four teachers' alignment of classroom practice with constructivist principles after participating in a one-week PBL workshop. Teachers assimilated PBL instruction into their current system of teaching; therefore, despite congruent beliefs, those teachers without a constructivist system of practice taught the PBL method with less alignment to constructivist principles. This discrepancy between beliefs and practice could be addressed by helping PBL workshop participants contemplate how components of PBL encourage reform-based constructivist practices and by assisting teachers with modifying preexisting routines to better assimilate PBL instruction.

As a constructivist-based strategy, PBL requires classroom systems that promote students taking ownership of learning. Reform based teacher workshops should focus not only on a method of instruction, but more importantly on ways teachers might fundamentally change the nature of their instruction in a way that best supports science reform-based curriculum

Exploration of how teachers change their instructional practices and the implications for professional development are critical as the district moves toward student-centered learning. HUSD will consider the questions asked in this article on the best methods to foster change and reform in the classroom. Professional development that incorporates thoughtful and reflective questions about current beliefs and practices will help to support teachers as they move toward using new models of instruction.

Redesigning Schools: Models To Reach Every Student With Excellent Teachers. (2012). Opportunitycultture.org. http://opportunityculture.org/wp-content/uploads/2012/04/Multi-Classroom_Leadership_School_Model-Public_Impact.pdf

This model enables excellent teachers to reach many more students, both directly through instruction and indirectly, by improving the work of other teachers and staff in multiple classrooms. Teacher-leaders coordinate teams that jointly attend to each student's academic, social, emotional, behavioral, and time-management skills. Students who would not otherwise have access to an excellent teacher's standards and methods can now have them, either directly from the excellent teacher or from a teacher on the team.

Hemet USD continues to explore strategies that increase student achievement and address individual student needs. Professional Learning Communities and the planned creation of site teams to support Common Core will enhance teaching and learning. Consistent with those goals, the district will investigate leadership teams to support both teachers and students.

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.

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, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

Smith, Grace E.; Throne, Stephanie (2007). Differentiating Instruction with Technology in K–5 Classrooms. Excerpt from Chapter 1 "Overview and Principles of Differentiated Instruction." International Society for Technology in Education
http://www.iste.org/images/excerpts/DIFFK5-excerpt.pdf

Differentiated instruction focuses on teaching strategies that give diverse students multiple options for taking in and processing information, making sense of ideas, and expressing learning. Technology tools can support good instruction and offer personalized learning environments in which students interact with software, conduct research, create products, and communicate with others outside their school. Both differentiated instruction and technology tools are important for 21st century education, aka digital age learning.

According to the Center for Applied Research in Educational Technology (CARET), a project of the International Society for Technology in Education in partnership with Education Support Systems and the Sacramento County Office of Education, technology can help improve student performance in five key ways:

- Technology improves student performance when the application directly supports the curriculum objectives being assessed.
- Technology improves performance when the application provides opportunities for student collaboration.
- Technology improves performance when the application is integrated into the typical instructional day.
- Technology improves performance when the application provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test.
- Technology improves performance when used in environments where teachers, the school community, and school and district administrators support the use of technology.

Hemet USD is committed to personalizing and customizing learning to address individual student needs and will continue to explore ways to use technology to differentiate instruction. Teachers will share best practices and strategies in Professional Learning Communities.

What Do Kids Say Is The Biggest Obstacle To Technology At School?. (2011). Readwrite.
http://readwrite.com/2011/04/03/what_do_kids_say_is_the_biggest_obstacle_to_techno

The study found that 20% of kindergarten through second graders said they owned cellphones. 29% of third through fifth graders do. 51% of middle schoolers and 56% of high schoolers do. Smart-phone usage among these age groups is increasingly common too. 34% of middle school and 44% of high school students reported being smart-phone owners.

Smart-phone and cellphone ownership opens a lot of doors to the much-touted mobile learning, the ability for students to have 24-7 access to a computing device, whether they are at home or at school. And the high school students surveyed said that they were interested in using their phones at school to check grades (74%), to conduct research (68%), to take notes in class (59%), to collaborate and communicate with friends (53%), to use the calendar (50%), to access online textbooks (44%), to send an email (44%), to learn about school activities (40%), and to create and share documents and videos (37%).

The majority of parents surveyed - 67% - said that they were willing to buy their children a mobile device for school *if the schools allowed it*, and parents seemed particularly interested in their children using these devices in order to access online textbooks. In tough economic times, with schools facing increasing budget shortfalls, this parental willingness to foot the technology bill may be something educators want to pay attention to.

Hemet USD is exploring the options for implementation of 1:1 programs and BYOD. Planning and key strategies for implementation will be key components as they programs are expanded and piloted.

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.edsource.org/assets/files/SimStu05.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 appropriate software and technology/information literacy skills with district curriculum units of study; increasing student access to technology, including online and electronic textbook resources 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.

Zhao, Y. (2012). World Class Learners: Educating Creative and Entrepreneurial Students. Thousand Oaks, CA: Corwin

In the new global economy, the jobs that exist now might not exist by the time today's students enter the workplace. To succeed in this ever-changing world, students need to be able to think like entrepreneurs: resourceful, flexible, creative, and global. This book unlocks the secrets to cultivating independent thinkers who are willing and able to use their learning differently to create jobs and contribute positively to the globalized society. World Class Learners presents concepts that teachers, administrators and even parents can implement immediately, including how to:

- Understand the entrepreneurial spirit and harness it.

- Foster student autonomy and leadership.
- Champion inventive learners with necessary resources.
- Develop global partners and resources.

With the liberty to make meaningful decisions and explore nontraditional learning opportunities, today's students will develop into tomorrow's global entrepreneurs.

Hemet USD understands the critical need to prepare students for the demands they will face in a 21st century global community. Skills such as autonomy, collaboration, and critical and creative thinking will be required. Zhao's book suggests strategies for teachers and administrators to produce independent thinkers who will contribute successfully to a globalized society.

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 offers 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+nyWhere Learning Systems. In addition to online resources for student use, alternative programs are exploring online Course Options for students as well as blended options.

The Accelerated Core Education (ACE) alternative program provides online options for 11th and 12th grade students. The district goal is to maintain 180 students enrolled in this program.

Western Center Academy (grades 6-8) and College Prep High School (CPHS, 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.

ISTE Standards

International Society for Tesnichnology in Education

ISTE Standards Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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iste.org/standards

ISTE Standards

International Society for Technology in Education

ISTE Standards Students

1. Creativity and innovation

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

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and collaboration

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

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

c. Develop cultural understanding and global awareness by engaging with learners of other cultures

d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

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

a. Plan strategies to guide inquiry

b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

4. Critical thinking, problem solving, and decision making

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

a. Identify and define authentic problems and significant questions for investigation

b. Plan and manage activities to develop a solution or complete a project

c. Collect and analyze data to identify solutions and/or make informed decisions

d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

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

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

6. Technology operations and concepts

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

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies

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ISTE Standards

International Society for Technology in Education

ISTE Standards Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders

b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision

c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

a. Ensure instructional innovation focused on continuous improvement of digital-age learning

b. Model and promote the frequent and effective use of technology for learning

c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

d. Ensure effective practice in the study of technology and its infusion across the curriculum

e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration

b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology

c. Promote and model effective communication and collaboration among stakeholders using digital age tools

d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources

b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning

c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals

d. Establish and leverage strategic partnerships to support systemic improvement

e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners

b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology

c. Promote and model responsible social interactions related to the use of technology and information

d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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APPENDIX B

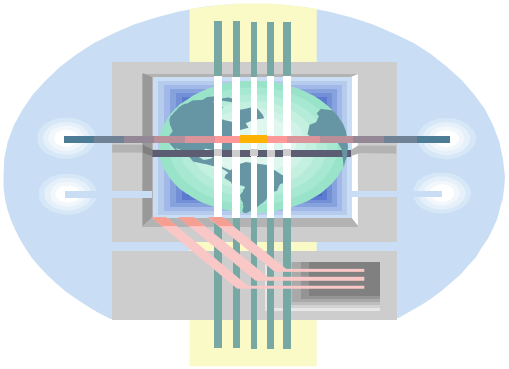
HEMET UNIFIED SCHOOL DISTRICT

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 Internet resources 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.													
12. Create and use a report/project integrating word processing & either database, spreadsheet and/or graphics.													

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 share videos electronically, via the internet or network.				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, cameras, scanners and printers (digital imaging).					I	E							
7. Be exposed to and recognize capabilities of Email.					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
9. Access academic information on-line with teacher guidance as appropriate with District policy.													

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.						E		E					
6. Recognize limitations and capabilities of computers and other technology								E					
7. Be able to document Internet sources.								E					
8. Be able to assess the reliability/validity of internet research.													

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. 7**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**p. 7-10**	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. 11-13**	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. 13-18**	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. 18-19**	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. 19-27**	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. 27-32**	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. 32-34**	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. 34-36**	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. 36-37**	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. 37-40**	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. 40-42**	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.42-43**	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. 44-48**	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. 48-54**	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. 54-55**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

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. 56-71**	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. 56-71**	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. 72-75**	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. 75**	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. 76**	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. 76-80**	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. 80-81**	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. 81-82**	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. 83**	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. 83-84**	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. 84**	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. 85**	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. 86-100**	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. 100**	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

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*Required information in the ETPRS