Paramount Unified School District

Technology Use Plan

July 1, 2014 - June 30, 2017

This plan is for EETT and E-Rate.

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Optional-Background/Demographic

The Paramount Unified School District (PUSD) was established in 1953, and proudly serves 16,000 students in the cities of Bellflower, Lakewood, Long Beach, Paramount and South Gate. The District includes eleven elementary schools, four middle schools, comprehensive and continuation high school campuses and an Adult School.

Two recent events have led to instructional technology being more fully integrated into curriculum and instruction in PUSD. The first is the development of the Common Core Standards (CCSS). CCSS require students to competently use technology to conduct research, synthesize information, present findings, and work collaboratively with peers. Additionally, the new California Assessment of Student Performance and Progress (CAASPP) will be administered to measure student proficiency of Common Core Standards. The vast majority of CASSPP components are completed on-line requiring students to quickly and efficiently navigate the use of computers or other technology platforms.

Both events have influenced our district to create clear student grade level benchmarks related to technology skills as well as pertinent teacher professional development. Paramount Unified School District's goal is to integrate technology into academic instruction to help students understand how to access information, synthesize information in collaboration with peers, and present findings to variety of audiences. The District is committed to providing the professional development needed to use technology to improve student learning.

Paramount Unified School District's Priorities

1. Raise student achievement: student achievement is the District's primary focus.

2. Use performance-based testing and assessment programs.

3. Use technology to manage information throughout the District.

4. Improve student support services.

5. Increase and promote team building and staff involvement in decision making.

6. Monitor and promote school safety and security.

7. Increase parent and community involvement and collaboration.

8. Increase understanding and acceptance of cultural diversity and multiple perspectives.

9. Effectively manage resources in order to achieve the District's mission.

1. Plan Duration

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2014 – June 30, 2017.

2. Stakeholders

A variety of stakeholders were involved in the development of this plan. A Technology Committee, consisting of K-12 teachers, district staff and site administrators were involved in developing the plan's goals and activities that focus on improving student learning through the effective and enhanced use of technology. The committee was asked to review President Obama's Blueprint for Reform, the proposed Federal Plan for Educational Technology, and CCSS. For the past several years the District has supported the use of technology by having each school designate a Technology Lead Teacher. Lead Technology Teachers represent all schools, from elementary through high school, and meet regularly with the District's Curriculum Specialist responsible for instructional technology. The Lead Technology Teachers gave additional input and feedback.

3. Curriculum

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

Technology including access to the World Wide Web is accessible to students and staff in offices, classrooms, libraries, and computer labs at all school sites. Additionally, our District technology standards call for an LCD Projector, document camera, and computer in each classroom.

Elementary Schools
Our elementary schools have computers for students to use in each classroom and computer labs. We plan to have nineteen computer labs fully operational at our elementary schools by March of 2014. Fourteen computer labs are currently in use by students at our elementary schools. Three were created this past summer and another two will be completed this fall. One of our K-5 schools has an additional fifty-four laptops for teachers/students to use in classrooms. At two of the seven elementary schools, the computer labs are open after school. Additionally, the District has a partnership with the City of Paramount to provide after school recreation and supervision at all elementary and middle schools. As part of this program, the City of Paramount provides computers for students to use after school hours. Computers are also available to children and adults on weekends at community centers and the Paramount Public Library.

Middle Schools
Our middle schools have computers for students to use in each classroom and computer labs**.** We plan to have thirteen computer labs fully operational at our middle schools by March of 2014. Eleven computer labs are currently used by students at our middle schools. Two were

created this past summer and another two will be completed this fall. One middle school has an additional set of laptops and two have a classroom set of iPads. Teachers who use these iPads were trained on how to immerse the use iPads into all aspects of a curriculum. Beginning in grades 6-8, students can take a sequence of elective courses in technology that includes Introduction to Computers and Media Design. Students at middle school have access to mobile laptop carts when their teachers check them out to use in the classroom. In addition, teachers can take their classes to school computer labs to conduct research and produce final writing products.

High Schools

Our high school, which is housed on two campuses, has computers for students to use in each classroom and computer labs. Paramount High School has six computer labs and rolling laptop carts that can be checked out by teachers. An additional laptop cart will be delivered in the winter of 2014. Paramount High School's ninth grade campus has three computer labs and and a new computer lab will be installed at by March of 2014. Our senior campus Library/Media Center contains thirty-five computers and is open before and after school hours for students who do not have access to technology at home. The senior campus also recently remodeled a wing to house the new Career Technical Education Pathway of Media and Design Arts, which includes classes in graphic design and film/video development with four computer labs

Alternative Education/Adult Schools

Our Adult School has computer labs which students use to develop English proficiency and advanced technology skills. These labs are open and accessible late evenings five nights a week as part of the Adult School program. A new computer lab will be installed in the spring of 2014 at our alternative high school, Buena Vista. Both our alternative education and continuation high school have a rolling laptop cart that can be checked out by any teacher.

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

This plan focuses on the use of technology during instruction to improve student learning and development of skills necessary to succeed in a college or career setting.

Teacher and Administrator Use

The results of a survey administered to staff in September of 2013 indicate varying degrees of technology use. Fifty percent of staff consider themselves to be experts or advanced[1] in the use of common technology hardware/software. Additionally, technology is used by teachers during lessons on a daily[2] basis in varying degrees:

- 71% use computers.
- 50% use the Web, LCD projectors, and document cameras.
- 27% use common software such as Excel or PowerPoint.

Fifteen percent of staff consider themselves advanced or experts in the use of Web based

[1] Scale options include: Newcomer, Beginner, Average, Advanced, and Expert
[2] Scale options include: Daily, 2-4 days a week, Between once a week and monthly, Less than monthly, and Never

applications for student use, including collaboration, research, and presentations. Teachers require students to use technology during lessons but in varying degrees.

- On a daily basis:
  - 2% use student smartphones or student polling technology
  - 22% require students to use computers
  - 11% require students to use basic software such as Excel or PowerPoint

- On a Less than monthly or Never basis:
  - 78% require students to use computers or Web based applications for collaboration, research, or presentations
  - 78% require students to use computer or Web based applications to produce, publish, or update individual or shared writing products.

Our District Web bandwidth is 2,000 megabit or 1.3 MB for each staff member. This capacity allows staff members to efficiently access the World Wide Web even if all are logged in simultaneously. Thus teachers wishing to use Web based instructional platforms, including videos may easily do so. Those wishing to show instructional videos from YouTube must use our video filtering service called My Big Campus. Teachers wishing to use any other Web based instructional video may request access by our District Technology Curriculum Specialist. Instructors wanting to incorporate other Web based technology platforms must clear our District content filtering service called Lightspeed. Those who are unsuccessful in clearing desired platforms through Lightspeed may submit a request to our District Technology Curriculum Specialist. Staff wishing to access our Wifi with personal technology devices may do so after installing a current anti-virus program.

Beginning in August of 2013, we implemented two math courses that explicitly incorporate technology as part of the taught curriculum. In Common Core Math 8 and Intensified Algebra, teachers use technology-based representations—visualizations, animations, and simulations to address various learning modalities and to explicitly demonstrates relationships, and connect ideas. Technology is also incorporated to assess student learning. Students regularly complete several online assessments-both in class and for homework. Using real-time reports, the students take time for the next class period to review their performance and learn from their work on these assessments. Students in our middle schools also take technology electives in which they learn media design and software applications. Our high school, housed on two campuses, has a CTE Pathway which provides a sequence of technology courses and an Advanced Placement Computer class in which students learn Java Script. Some students are also asked to use advanced tools to communicate their learning in creative ways by using Web based presentation tools, creating web pages, producing videos, creating 3D printing, and a variety of specialized software (e.g. CAD, 3D animation, photosphon, Indesign, and graphic design).

We also make an effort to maximize student access to curricular support outside of the regular school day. The District and schools purchase software and licenses, including ALEKS, which provides individually designed on-line math instruction for students who have failed the High School Exit Exam, Accelerated Reader and Accelerated Math are used to support elementary students' math and reading skills, and Learn 360 to enhance science and social studies lessons,

among others. Middle and high school students have access to multiple computer labs to complete assignments and conduct research. In 2010, the Special Education Office spent federal funds to provide every Special Education classroom in grades 6-12 with interactive technology, making this new technology available to students with disabilities on a daily basis.

In the summer of 2013 our District hired a new Coordinator of Assessment and Accountability to help teachers and administrators use technology to promote effective instruction. She will help K-8 teachers and principals efficiently use the Online Assessment Results System (OARS) to analyze scores from quarterly assessments and discuss instructional techniques to address students' academic deficiencies. Principals use OARS to track student progress, form groupings for after school instruction and celebrate successes. She will lead our transition in converting our District quarterly benchmarks to online tests within the next three years.

In March of 2013 our District hired a Student Information Systems Manager and Specialist. Our current student information system is called Synergy and maintains data related to student attendance, demographic background, and academic progress including CAHSEE results. The SIS Manager oversees our entire SIS while the Specialist is responsible for developing short/ long term goals for implementation of various Synergy SIS components, providing related professional development, and general support of the SIS database. Both have been instrumental in increasing the number of components of Synergy used by staff and parents.

In 2010, the K-5 Electronic Report Card tool within the TeacherVue was implemented at all K-5 schools to enter student grades. We are exploring this tool’s ability to produce CCSS based report cards. In September of 2013, the Grade Book tool within the TeacherVue was implemented at all middle schools to post student grades, attendance, and assignments that are linked to content standards (currently CSTs but will transition to CCSS). Grade Book allows teachers to analyze the results of assignments or assessments across all classes or by content clusters. High school teachers use SchoolLoop Plus to enter grades and inform students and parents of assignments, tests, and to post grades so students can monitor their own progress. SchoolLoop Plus can be accessed via Smart Phone Applications as well. High school counselors created a website that gives students information on college entrance requirements, FAFSA, clubs, and email addresses for all staff members. The high school's Career Center provides a room full of computers, staffed by a counselor, for students to research colleges, careers, and scholarships.

Our District implemented HealthVue within Synergy in September of 2013 to allow nurses to access student medical information from mobile devices. Similarly, site administrators are piloting AdminVue within Synergy to access SIS from any Android or Apple mobile device. We plan to fully implement AdminVue by June 2014.

Library/Media Centers

Every K-12 school in the District has a library with a bank of computers for students to locate books and conduct research. All books, including textbooks, are part of an on-line inventory system, Destiny, that the District purchases. We built a new library at the senior campus that is twice the size of the original library and now provides three computer labs, one of which is open

before, during, and after school hours.

Common Core and CCASP

The CCSS do not treat technology as a separate strand of content, but rather incorporate expectations of technological proficiency throughout the content standards. Our goal is to integrate into all aspects of our curriculum the teaching and learning of technology literacy skills. To meet this goal, our District Technology Committee is in the process of creating, vetting, and finalizing grade level technology benchmarks and finalizing a plan to provide teachers with ancillary professional development.

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

The technology goals outlined in this plan align with our District's focus on improving academic achievement and college and career readiness. Specifically the technology plan will support four district tactics to achieve this goal:

1. Developing 21st Century Skills: communication, collaboration, critical thinking, and creation
2. Implementation of grade level technology skills benchmarks based on California Common Core Standards (CCSS) and Assessment of Student Performance and Progress(CAASP),
3. Using technology to increase and improve collaboration among parents, students, and teachers; and
4. Use of Technology to analyze student achievement data and adjust curriculum accordingly.

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

Goal 3d.1: All K-12 core academic teachers will incorporate student use of technology into curriculum on a daily basis.

Objective 3d.1.1: By June 2017, 100% of teachers will explicitly integrate technology into lessons on a daily basis to provide students with opportunities understand how to access information, synthesize information in collaboration with peers, and present findings to variety of audiences.

Benchmarks:

- Year 1: By fall 2015 District Technology Committee will develop and publicize technology skills grade level benchmarks based on CCSS and CAASP.
- Year 2: By June 2016 75% of core academic teachers will integrate technology into lessons on a daily basis to provide students with opportunities understand how to access information, synthesize information in collaboration with peers, and present findings to

variety of audiences.

- Year 3: By June 2017 100% of core academic teachers will integrate technology into lessons on a daily basis to provide students with opportunities understand how to access information, synthesize information in collaboration with peers, and present findings to variety of audiences.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Development of CCSS aligned curriculum frameworks and pacing guides	Summer, 2014 through fall, 2014.	Curriculum Specialists, CCSS Lead Teachers	Curriculum Specialists and Principals.	Observations, benchmark test results, pacing guides, unit plans
Development of technology skills grade level benchmarks	Fall 2014.	District Technology Committee (includes Technology Curriculum Specialist and Director of Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes
Development of lessons, unit plans, and pacing guides that incorporate technology skills grade level benchmarks	Spring 2015.	Curriculum Specialists, CCSS Lead Teachers	Curriculum Specialists and Principals.	Observations, benchmark test results, pacing guides, unit plans
Inventory and identification of *technology needs* related to technology skills grade level benchmarks	Fall 2014 through June 2017.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes Observations, Survey, Inventory Spreadsheet
Identification of *professional development* needs to efficiently implement technology skills grade level benchmarks	Fall 2014 through June 2017.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes Observations, Survey, Inventory Spreadsheet

3e.List of clear goals, measurable objectives, annual benchmarks, and an implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1.1: All students enrolled in grades 6 through 12 will use technology to monitor grades and academic progress information.

Objective 3e.1.1: By June, 2017, 100% of students will use the Synergy Parent portal to communicate with teachers and monitor academic progress.

Benchmarks:

- Year 1: By June, 2015, 60% of students will use technology, including the Synergy Parent portal to communicate with teachers and monitor academic progress.
- Year 2: By June, 2016, 80% of students will use technology, including the Synergy Parent portal to communicate with teachers and monitor academic progress.
- Year 3: By June, 2017, 100% of students will use technology, including the Synergy Parent portal to communicate with teachers and monitor academic progress.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Development of technology skills grade level benchmarks	Fall 2014.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes
Development of lessons, unit plans, and pacing guides that incorporate technology skills grade level benchmarks	Spring 2015.	Curriculum Specialists, CCSS Lead Teachers	Curriculum Specialists, principals,	Observations, benchmark test results, pacing guides, unit plans
Identification of professional development needs to efficiently implement technology skills grade level benchmarks	Fall 2014 through June 2017.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes Observations, Survey, Inventory Spreadsheet

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer to peer file sharing; and avoiding plagiarism.

Professional development and curricular units to integrate into pacing guides for language arts and technology electives will be provided to teachers at each middle and high school as a way to teach all students the ethical and legal use of technology. Library/media technicians also provide support to students and teachers when accessing to World Wide Web. This instruction and support meets the requirements outlined in AB 307 and addresses the Student/Parent

Technology Use Agreement mailed to all students in the Paramount Unified School District each year.

Goal 3f.1: All K-12 students will understand the difference between legal and illegal uses of technology, as applied to copyright requirements, downloading, file sharing and plagiarism.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Develop curriculum and assessments regarding AB 307 mandates including the ethical and legal use of technology.	Summer, 2014	Director of Instructional Technology, District Technology Curriculum Specialist, Lead Technology Teachers.	Development of curriculum units for grades K-12, integrated into Language Arts and Technology elective pacing guides.	Completed units and pacing guides.
Provide professional development for technology and language arts teachers regarding AB 307 mandates including the ethical and legal use of technology.	Summer and fall, 2014.	Director of Instructional Technology, District Technology Curriculum Specialist, Lead Technology Teachers.	Number of teachers and library/media technicians from each school who participate.	Evaluations from professional development sessions.
Conduct classroom observations to monitor the implementation proscribed AB 307 related curriculum.	Fall, 2014 through June, 2017.	Director of Instructional Technology, District Technology Curriculum Specialist, principals.	Conduct class visits at five middle and 3 high schools.	Protocol/rubric outlining levels of implementation, teacher surveys/feedback.
Conduct visits to classrooms and libraries to monitor the ethical and legal use of technology.	Fall, 2014 through June, 2017.	Director of Instructional Technology, District Technology Curriculum Specialist, principals.	Conduct class visits at five middle and 3 high schools.	Protocol/rubric outlining levels of implementation, teacher surveys/feedback.

3g. List of clear goals and an implementation plan that describe how the district will address Web safety, including how to protect online privacy and avoid online predators.

Per AB 307, CIPA, and E Rate all students and staff will be trained to responsibly and ethically use the Web and technology. This includes the various manifestations and consequences of cyber bullying and digital fraud. Our sixth grade technology course curriculum in particular addresses Web safety. Additionally, our District has purchased an ISAFE license for all middle schools and we train teacher how to use and incorporate it into the middle school technology curriculum. All computers within the District have filters to prevent students from accessing unacceptable websites. We inform parents of appropriate uses of technology in various formats beginning with an Acceptable Use Agreement (Board Policy) mailed at the beginning of the school year. Students are allowed to use district technology after returning an Acceptable Use Agreement signed by both parent and student.

The goal reflected in this plan is to increase the scope of Web safety instruction so that all students receive information they need to be safe and responsible technology and Web users. We use LightSpeed Web filtering system to comply with the Children's Internet Protection Act (CIPA) requirement. Although filtering is our primary tool to prevent misuse, we continue to explore other ways including commonsensemedia.org to protect students while simultaneously increasing student use of technology. This is critical in our quest to developing 21st Century learners although basic filtering approaches may not prevent all students from finding ways around our protective measures. Similarly, many students already carry technology with them, including cell phones that allow unfiltered access to the Web.

Goal 3g.1: All students will be knowledgeable of responsible use of the Web and related safety, including the dangers cyber bullying, online predators, online privacy, identity theft, and responsible social networking behaviors.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Develop curriculum and assessments regarding Web safety, cyber bullying, online privacy, responsible social networking behaviors.	Summer and fall, 2014.	Director of Instructional Technology, District Technology Curriculum Specialist, Lead Technology Teachers.	Development of curriculum units integrated into K-5 classrooms and Technology Electives and Health course for grades 6-12.	Completed curricular units and pacing guides.
Update current District policy, administrative regulations and parent/student agreement on Web safety use.	Summer, 2014.	Director of Instructional Technology, District Technology Curriculum Specialist.	Schools monitor signed, returned Use Agreements.	Completed parent/student agreement sent to all students.
Provide professional development for teachers, library/media technicians regarding Web safety curriculum.	Fall 2014 through June 15.	Director of Instructional Technology, District Technology Curriculum Specialist.	Agendas, number of teachers, library/media technicians from each school who participate, and evaluation forms	Completed professional development evaluations.
Provide annual professional development for new teachers and library/media technicians on Web safety behaviors and responsible use.	Fall, 2014 through June, 2017.	Director of Instructional Technology, District Technology Curriculum Specialist.	Schedule of professional development sessions, agendas showing number of participants.	Completed professional development evaluation forms.

3h. Describe district policy, practices or goals that ensure equitable technology access for all students.

PUSD is committed to providing technology for all learners. All students, including GATE/high achievers, students with Disabilities and English Language Learners have access to technology as a routine part of their school experience. Computer labs in the libraries of our high school are open before and after school for students to use to complete assignments and conduct research. The District has a partnership with the City of Paramount that provides after school homework help and recreational activities at all elementary schools. As part of this program, the City purchased computers for students to use after school hours at three locations. Each middle school and our high school have an active Math, Science and Engineering Achievement (MESA) Club, in which students participate in hands on projects that include on-line research.

The Special Education Office purchased extensive instructional technology for grades K-9, and teachers were provided professional development to learn how to integrate these new tools into daily instruction. As a result, Special Education students now have responders, Mobile White Boards (Mobi Learning Tablets), document cameras and projectors. In Common Core Math 8 and Intensified Algebra, teachers use technology-based representations—visualizations, animations, and simulations to address various learning modalities and to explicitly demonstrates relationships, and connect ideas. Technology is also incorporated to assess student learning. High school students who are struggling learners in Algebra I have two days a week of computer time as part of math curricula designed for students who failed the California High School Exit Exam or Algebra I. These students use the ALEKS program, which provides individually tailored math instruction based on each student's skill deficiencies.

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

In 2010 PUSD implemented on-line report cards and attendance to reduce the amount of time teachers spend on paperwork. Currently, all K-12 teachers submit student grades and attendance through Synergy. The high school however uses an additional system, SchoolLoop Plus to communicate student progress information to parents. As students transition into high school, teachers spend time helping students and parents learn a new student information format. The three year plan below outlines a three year plan to reduce the time that staff spend on routine duties and paperwork and increasing instructional time by increasing the number of parents who access the student academic information online.

Goal 3i.1: By June, 2017, 100% of parents whose teenagers are enrolled in our high school will use the parent portal of SchoolLoop.

Objective 3i.1.1: By June, 2017 all high school teachers will communicate student progress to parents using the parent portal feature within SchoolLoop student information system.

Benchmarks:

- Year 1: By June, 2015 all 9th grade teachers, administrators and office staff will be trained on how to use the parent portal feature within SchoolLoop student information system.

- Year 2: By June, 2016 all 10th and 11th grade teachers, administrators and office staff will be trained on how to use the parent portal feature within SchoolLoop student information system.
- Year 3: By June, 2017 all 12th grade teachers, administrators and office staff will be trained on how to use the parent portal feature within SchoolLoop student information system.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Train Lead Technology Teachers to serve as resources for on-line the parent portal feature within SchoolLoop.	Summer, 2014 through June, 2017.	Student Information Systems Manager	Technology Curriculum Specialist, Student Information Systems Manager.	Evaluations from trainings.
Train 9th grade teachers, administrators and office staff on how to use the parent portal feature within SchoolLoop.	Summer 2014, through June, 2015.	Student Information Systems Manager	Student Information Systems Manager, Director of Student Services, Director of Technology, Technology Curriculum Specialist, principals.	Completed training evaluations forms, parent portal use data reports, parent feedback.
Train 10th and 11th grade teachers, administrators and office staff on how to use the parent portal feature within SchoolLoop.	Summer, 2015 through June, 2016.	Student Information Systems Manager	Student Information Systems Manager, Director of Student Services, Director of Technology, Technology Curriculum Specialist, principals.	Completed training evaluations forms, parent portal use data reports, parent feedback.
Train all 12th grade teachers, administrators and office staff on how to use the parent portal feature within SchoolLoop.	Summer, 2016 through June 2017.	Student Information Systems Manager.	Student Information Systems Manager, Director of Student Services, Director of Technology, Technology Curriculum Specialist, principals.	Completed training evaluations forms, parent portal use data reports, parent feedback.

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

The District uses Connect-Ed to reach out to parents via telephone calls. Additionally, our high school uses SchoolLoop and BlackBoard Connect Ed to provide parents with information on grades, attendance and school activities. Each school has a detailed website that describes programs and activities, and lists staff email addresses.

Our SIS called Synergy provides our teachers, parents, students, and administrators with tools they need to help to improve student achievement. All teachers and high school students have had email access for many years. We now need to train K-8 teachers on how to increase parent

and student communication through on-line grading and the use of a District wide parent portal, both of which are included in the District's student information system program. Through integrated web portals, parents may view – in real-time – how students are performing and to communicate with teachers. Parents and students are able to view grades, class schedules, district calendars, and attendance through any web browser. The three year plan below outlines our plan to expand parent access to student academic information at the K-8 grade level using the Parent Portal feature of Synergy.

Goal 3j.1: By 2017 Paramount Unified School District will improve home and school communication using technology.

Objective 3j.1.1: By June, 2017 100% of parents whose children are enrolled in grades K-8 will use the parent portal feature of Synergy to communicate with teachers regarding student progress.

Benchmarks:

- Year 1: By June, 2015, 50% of K-8 teachers will use the Parent Portal feature of the on-line student information system to communicate with parents regarding student progress.
- Year 2: By June, 2016, 75% of K-8 teachers will use the Parent Portal feature of the on-line student information system to communicate with parents regarding student progress.
- Year 3: By June, 2017, 100% of K-8 teachers will use the Parent Portal feature of the on-line student information system to communicate with parents regarding student progress.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Train K-8 Lead Technology Teachers to serve as resources for on-line the parent portal feature within Synergy.	September, 2014 through June, 2015.	Student Information Systems Manager	Technology Curriculum Specialist, Student Information Systems Manager.	Evaluations from trainings.
Train K-8 grade teachers, administrators and office staff on how to use the parent portal feature within Synergy student information system	September, 2014 through June, 2017.	Student Information Systems Manager	Student Information Systems Manager, Director of Student Services, Director of Technology, Technology Curriculum Specialist, principals.	Completed training evaluations forms, parent portal use data reports, parent feedback.
Coordinate parent training on how to use Parent Portal.	Annually at Back to School Night, 2014-17.	SIS Systems Manager, site principals	SIS Systems Manager, site technology lead teachers, site principals.	Frequency of use after parent training sessions.

3k. 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.

The District Technology Committee will monitor all aspects of the implementation plan throughout its three-year implementation. The committee will meet monthly for the duration of the plan, to review progress of the plan and associated funding. PUSD has increased students' achievement levels in math and language arts significantly over the last five years. The impact of this Technology Plan will be measured using a variety of data sources, including student achievement results (CAASP, CAHSEE, and district subject specific benchmarks), course outlines outlining the incorporation of technology, results of surveys, feedback regarding professional development, observations, course/curricular offerings in middle and high school, and parent communication. The Committee will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan.

4. Professional Development Component

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

The results of a survey administered to staff in September of 2013 indicate that 55% of staff received no training in the use of common technology or software during the last three years. Below is a summary of professional development related to technology received by staff over the last three years:

	0 hours	1-8 hours	9-20 hours	21-40 hours	40+ hours
Use of common technology hardware such as a computer or computer (LCD) projector	54.5%	30.4%	5.4%	4.5%	5.4%
Use of common software such as Excel, Word or PowerPoint	68.1%	19.5%	1.8%	7.1%	3.5%
Use of Web based applications for student collaboration of written or other products (e.g. Google Docs, discussion forums, Web conferencing)	67.%	22.3%	2.7%	4.5%	3.6%
Use of technology, including the Web, for student research or presentations (e.g. Prezi, embedding videos, animations, simulations, podcasts, Web sites, blogs)	64.3%	23.2%	6.3%	1.8%	4.5%

This survey also asked teachers to rate themselves[3] regarding their perceived need for additional training in the use of technology to help improve student learning. A summary of responses indicate:

[3] The scale consisted of the following options: Strongly disagree, moderately disagree, neutral, moderately agree, and strongly agree

- 53% strongly/moderately agree they need training related to Web and applications related to student learning while 25% strongly/moderately disagree.
- 48% strongly/moderately agree they need training related to students using computers during a lesson while 24% strongly/moderately disagree.
- 62% strongly/moderately agree they need training related to use of Web based applications for student collaboration of written or other products (e.g. Google Docs, discussion forums, Web conferencing) while 18% strongly/moderately disagree.
- 61% strongly/moderately agree they need training related use of technology, including the Web, for student research or presentations (e.g. Prezi, embedding videos, animations, simulations, podcasts, Web sites, blogs) while 20% strongly/moderately disagree.

We anticipate discovering an additional need for technology related professional development during the vetting of our technology skills technology skills benchmarks. Our technology skills grade level benchmarks are based on skills students need to perform well on CAASP as identified in CCSS.

4b. 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.

Goal 4b.1: By June 2017 all PUSD teachers will incorporate District prescribed grade level technology skills into curriculum

Objective 4b.1: By 2017, 100% of PUSD teachers will participate in professional development related to District technology skills grade level benchmarks

Benchmarks:

- Year 1: By June, 2015, 30% of teachers will participate in professional development related to goal 4b.1.
- Year 2: By June, 2016, 75% of teachers will participate in professional development related to goal 4b.1.
- Year 3: By June, 2017, 100% of teachers will participate in professional development related to goal 4b.1.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Development of CCSS aligned curriculum frameworks and pacing	Summer, 2014 through fall, 2014.	Curriculum Specialists, CCSS Lead Teachers	Curriculum Specialists, principals,	Observations, benchmark test results, pacing guides,

Development of technology skills grade level benchmarks	Fall 2014.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes
Development of lessons, unit plans, and pacing guides that incorporate technology skills grade level benchmarks	Spring 2015.	Curriculum Specialists, CCSS Lead Teachers	Curriculum Specialists, principals,	Observations, benchmark test results, pacing guides, unit plans
Inventory and identification of technology needs related to technology skills grade level benchmarks	Fall 2014 through June 2017.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes Observations, Survey, Inventory Spreadsheet
Identification of professional development needs to efficiently implement technology skills grade level benchmarks	Fall 2014 through June 2017.	District Technology Committee (includes Technology Curriculum Specialist and Director Instructional Technology).	Principals, District Technology Committee, Site Technology Lead Teachers, Technology Curriculum Specialist, Director Instructional Technology.	CCSS CAASP (Interim and End of Year) meeting minutes Observations, Survey, Inventory Spreadsheet

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

The District Technology Committee will monitor all aspects of the implementation plan including the professional development component of this plan. The committee will meet monthly for the duration of the plan, to review progress of the plan and associated funding. We anticipate continuously identifying needs for professional development related to Objective 4b.1. If changes are needed, the Technology Committee will review the plan and revise our implementation plan accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. The Committee will formally present our progress to our Board of Education on a yearly basis.

To measure the impact of professional development, we will review feedback from staff regarding professional development, surveys, observations, input from other curricular professional development, walk-throughs, grades and District assessment results. Evidence of professional development on grading and parent portal use will be measured by the number of teachers who post grades and the number of parents who use the parent portal feature. Curriculum Specialists, academic coaches and Lead Technology Teachers will be responsible for collecting evidence of technology implementation, which will be discussed at monthly meetings.

5. Infrastructure, Hardware, Technical Support and Software Component

5a. Describe the existing hardware, Web 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.

The Paramount Unified School District owns and supports 993 computers that are less than two years old and another 479 that are between two and four years old. 2,800 computers have been in use for more than four years and will soon need to be replaced. Half of all our computers are notebook computers while the other half are desktops. All schools have at least one open computer lab and the comprehensive high school has labs that provide or support specific courses and programs. For example, the high school has a video editing and CADD lab as part of a sequence of courses in Media Design and Computer Assisted Drafting and Design, both of which are Career Technical Education Pathways. All classrooms in the District have at least eight wired network connections. All buildings in the District have wireless network access to accommodate notebook computer usage in a higher density and flexibility for using the network. Most classrooms have document cameras and LCD projectors for class presentations.

The District employs a LightSpeed Web filtering system to comply with the Children's Web Protection Act (CIPA) requirement. The Web filter, along with a Cisco ASA firewall solution provides safe Web access and email services to students and staff. At each school, a core switch is located in a secure, climate controlled MDF location. This core switch is connected by fiber optic cables running 10 megabits to each building IDF. Network switches connect this fiber to copper cables that run to each data and phone location. These copper cables are capable of running gigabit connections. Increases in the speed of these switches for the future are necessary to keep pace with increased bandwidth requirements for students and staff. Wireless 802.11n access points provide high speed wireless access in every building. Additional access points that provide better coverage and increased bandwidth requirements will be needed in the future.

Telephone and voicemail systems are required for daily communication and emergency services. Upgrades to the phone system are required periodically to maintain phone services. Mobile devices with data synchronization services are important to facilitate emergency communications within the District. Email services for students and staff provide daily information about school projects, programs and activities.

Basic and preventative maintenance are essential for the cabling infrastructure and network equipment. Maintenance is vital to reduce downtime and keep everything functioning at an optimal level.

Existing Web Access: The District uses a 2,000 megabit (MB) Web connection through the Los Angeles County Office of Education to the Corporation for Network Initiatives in California (CENIC.) Each school has a 1000 megabit (1 gigabyte) connection to the District Office so that network traffic to the Web is timely. Most of the network infrastructure provided to date has

been funded in part by the Federal E-Rate program. The District office houses a Cisco ASA firewall and LightSpeed Web and spam filter to comply with CIPA.

Existing Electronic Learning Resources: All K-12 teachers and administrators have access to several resources purchased by the District, including the student information system, Synergy and on-line data management system (OARS), school created websites and a District website with extensive information on teacher resources and Novell as well as Microsoft Email services. BlackBoard Connect-Ed is used for attendance, outreach, and emergency parent communication. Destiny is the library system that is used to track all texts and library books. My Big Campus, a web based component of our content filtering software (LightSpeed) is used by teachers who wish to show web based videos.

Elementary schools purchase Accelerated Reader and Accelerated Math to provide online skill instruction in math and reading. Elementary, middle and high schools use software and online resources that come with textbook adoptions, including Teacher Works, Exam View and Student Works. The District plans to purchase items from the Smarter Balanced Assessment (SBAC) Interim Assessment bank to help teachers and curriculum specialists create assessments.

Secondary schools use SchoolLoop Plus for communicating grades and progress to students and parents and Turnitin.com for student assignments. Additionally, the high school uses California Career Zone, a career awareness program.

Existing Technical Support: The District employs six full-time employees to provide technical support for network infrastructure, Web, email, phone, and data systems. These employees ensure that all of the components of the network are functional to promote student learning and effective administration of the District. Vendors are used where necessary to supplement District staff where additional expertise or manpower is needed. All technology service requests are sent to the District's Help Desk (HEAT), which prioritizes work related to hardware and electronic resources.

To support the curricular goal of integrating technology, a lead technology teacher, who receives a stipend for serving in this role, is assigned at each school. The lead technology teacher provides basic technical support, technology integration assistance, and maintains and updates each school’s web site.

The high school, which has the greatest amount of technology on site, employs a technology/library media teacher as well as one full-time and one part-time technology support staff. These positions were created as part of the Digital High School Grant, and the District has maintained them out of general funds even after Digital High School funding expired.

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

We are in need of additional computers to replace older computers and address the instructional needs of middle school technology electives, after school programs, new CTE technology pathways, implementation of the technology skills grade level benchmarks, and CAASP. Teachers' laptops will need to be replaced over the next two years in order for teachers to use on-line attendance, grade books, and report cards, all of which are professional development goals for the next three years.

In order to support the District's professional development focus on actively engaging students in learning, teachers will need to have regular access to interactive hardware, including Slates, Responders and Interactive White Boards. With the emerging use of electronic tablets that can provide on-line access to books and learning resources, the District needs to venture into piloting this technology at the secondary level as an alternative to providing and replacing costly student textbooks.

Electronic Learning Resources Needed: The District provides a range of electronic resources to support curriculum and assessment; these resources are described in Section 5a. Whenever possible, the District has been able to negotiate prices for some licenses purchased for multiple years. In order to meet the curriculum and professional development goals outlined in this plan, future needs are as follows:

- Possible additional features of the District's SIS System, Synergy, to include Curriculum Management.
- Purchase or expansion of current on-line assessment system to integrate it with the District's SIS system, enabling these two currently parallel systems to communicate with each other so schools can track progress of students.
- Purchase of on-line programs and software that accompany new textbook adoptions, as well as supplemental electronic resources to promote information literacy, including Learning Management Systems.

The District has a process in place for reviewing the quality of new electronic resources that are purchased. The Technology Curriculum Specialist reviews and approves new resources to assure they align with course goals and content standards and are grade level appropriate.

Networking and Telecommunications Infrastructure Needed: The District will need to replace all network and wireless equipment over the next three years to keep pace with student bandwidth requirements for Web use and content streaming. To maintain effective communication and comply with safety regulations the District's phone system will need to be replaced over the next three years as well. The Federal E-Rate program will be applied to both of these goals.

A LightSpeed Web filtering system is employed to comply with the Children's Internet Protection Act requirement. The Web filter, along with a Cisco ASA firewall solution provides safe Web access and email services to students and staff.

Teachers and students can access work from any classroom or building within the school District. Parents can access school and District websites from home, and high school parents have access to students' progress and attendance data through SchoolLoop Plus. As the goals of this plan are implemented, parents and students in grades K-12 will be able to access information on academic progress through a parent portal that will be activated as part of the District's SIS, or as part of SchoolLoop Plus.

Physical Plant Modifications Needed: In conjunction with network equipment replacement and maintenance, the District's Maintenance and Operations Department performs electrical and air conditioning upgrades as needed. These items are not E-Rate eligible, but are provided because they are critical to the ongoing functioning of network equipment. Schools that have rolling laptop carts are stored in locked rooms for security and computer labs are in alarmed buildings. The District recently received construction funding and provided new technology classrooms at the high school, which have state of the art layout, security and accessibility.

Technical Support Needed: When problems arise, lead technology teachers, teachers on special assignment, and technology aides are available at all schools as front-line support. If the problem cannot be solved, or if it relates to an administrative function, the problem is quickly relayed to the District. Telephone support is available from 7:00 am to 5:00 pm, which resolves many problems right away. The District also uses an enterprise-class, automated trouble ticket system in which requests for assistance can be created both via telephone, on-line or E-mail to help desk staff. The requests are prioritized and routed to the most appropriate technical staff or the District vendors. For urgent issues, the problems are generally solved within four hours. For less urgent issues, problems are generally resolved with a few days, and/or a workaround or alternate solution is provided.

The ratio of computers to District-level support staff is approximately 1000:1. When all devices such as printers, phones, projectors and document cameras, wireless and network equipment are included, the ratio is approximately 1600:1. While it will be extremely difficult given the State's budget situation to significantly lower this ratio, adding a half time employee to the help desk would reduce the ratio to approximately 1485-to-1.

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

Although the State will provide one time funding for costs associated with the implementation of CCSS including hardware, it will be a challenge to provide the minimum technology hardware and infrastructure needed for students to meet proposed technology skills grade level benchmarks. The budget and actions outlined in this plan reflect the District's commitment to using funds innovatively to assure that students and teachers are competitive in the instructional technology that is available in classrooms, libraries and computer labs.

Year 1 Benchmark: Implement at 50% level: purchase computers each year, increase bandwidth and update servers at each school, purchase software and licenses to support CCSS, CAASP, professional development and curricular goals.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase computers and infrastructure components to allow students to implement technology skills grade level benchmarks	By June, 2015	Director of Technology, Technology Curriculum Specialist.

Year 2 Benchmark: Implement at 75% level: purchase computers each year, increase bandwidth and update servers at each school, purchase software and licenses to support CCSS, CAASP, professional development and curricular goals.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase computers and infrastructure components to implement technology skills grade level benchmarks	By June, 2016	Director of Technology, Technology Curriculum Specialist, Principals.

Year 3 Benchmark: Implement at 100% level: purchase computers each year, increase bandwidth and update servers at each school, purchase software and licenses to support CCSS, CAASP, professional development and curricular goals.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase computers, infrastructure components, and technology to implement technology skills grade level benchmarks	By June, 2017	Director of Technology, Technology Curriculum Specialist, Principals.

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

This technology plan is meant to be a “living” document that will guide district decision making over the three year duration of the plan. It will be regularly analyzed by the District Technology Committee, Technology Curriculum Specialist, Director of Instructional Technology, and the Assistant Superintendent of Educational Services. Any revisions to the plan will be presented to the School Board as needed.

6. Funding and Budget Component

6a. List of established and potential funding sources and cost savings, present and future.

The Paramount Unified School District is committed to using a variety of sources to fund the major components of this plan, including personnel, hardware, software and infrastructure. The use of time, money and personnel to meet these goals in reflected in the District's nine priorities, described on page one of this document, which states that PUSD will "use technology to manage information throughout the District." General funds, categorical funds, supplemental funds and technology grants will be used to meet the activities and events

described in this plan. As a reflection of the District's commitment to maintaining the role of instructional technology, funds are used to provide six District technology staff, a full time Technology Curriculum Specialist and Director of Technology.

Potential Funding Sources: Federal Funds: Title I, Title II, Title III

State Funds: CCSS one time funding, General Funds, LCFF, Carl Perkins, and After School Grant (collaborative with City of Paramount).

Grants, Other Funds: E-Rate discounts and rebates.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Director of Instructional Technology, Technology Curriculum Specialist, Student Information Systems Manager	$294,445	$294,445	$294,445	Title I, Title II Title III, LCFF, General Fund, Regional Occupational Program, EIA-CEP
2000-2999 Classified Salaries				
Technology Director, Coordinator of Assessment and Technology, Technicians	$695,468	$695,468	$695,468	General funds, Targeted Instruction Improvement, Digital High School, Adult Education, Child Nutrition School Programs
3000-3999 Employee Benefits				
Certificated and classified benefits	$660.000	$660.000	$660.000	General funds
5000-5999 Other Services and Operating Expenses				
SIS Synergy System Maintenance	$166, 000	$186,000	$206,000	General Funds
OARS assessment system	$72,000	$72,000	$72,000	Title I
Network infrastructure	$350,000	$500,000	$350,000	E-Rate, General Fund, CCSS one time funding
Licenses, software	$90,000	$90,000	$90,000	Title I, Title II, CCSS one time funding
6000-6999 Equipment				
Teacher laptops	$60,000	$60,000	$60,000	Title I, Title II, other categorical funds
Student computers	$713,000	$50,000	$50,000	Title I, Title II, Title III, CCSS one time funding

Projectors, document cameras	$60,000	$70,000	$80,000	Title I, Title II, other categorical funds
Other				
Professional development	$200,000	$130,000	$80,000	Title I, Title II, Title III, CCSS one time funding
Totals	$3,360,913	$2,451,468	$2,557,913	

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

The District purchases computers with three year warranties and computers are maintained for up to eight years, the period of time replacement parts can be provided. If the cost of a repair is higher than 50% of the cost of a new unit the computer is replaced rather than repaired. When technology is needed to implement curriculum and professional development goals, the District has a track record of using funds to provide that technology and, when needed, the facilities in which to house it. As an example, after identifying the need for more students to pass the math portion of the High School Exit Exam, the District worked with the senior high school campus to provide funds for ALEKS licenses for over 600 students. As another example, after receiving a math and science professional development grant through the California Post Secondary Education Commission (CPEC), grant funds were used to purchase document cameras and projectors for all middle school math and science classes.

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

The Assistant Superintendent of Educational Services will provide information regarding funding and budgetary issues to guide the implementation of this plan. The Director of Technology, Director of Curriculum and Technology, and Curriculum Specialist share responsibility for monitoring funding issues regarding the implementation this plan. All three are members of the District Technology Committee. The Director of Technology is the District's liaison for E-Rate, monitoring how this funding source is used to upgrade and replace infrastructure throughout the District. The Director of Curriculum and the Director of Technology are assigned technology budgets, both of which will be used to implement the goals outlined in this plan. General funds, as well as technology related grants, are integrated into the District's annual budget projection and earmarked for major projects and technology personnel. Budgets are monitored monthly through meeting held with the Fiscal Services Department. In spite of dramatic state budget reductions, Paramount Unified has maintained full time technology staff and used funding to provide hardware and software that aligns with instructional goals and District priorities. The Superintendent and Board of Education are kept informed of technology projects and budget needs through monthly Cabinet meetings and through annual presentations at Board of Education meetings.

7. Monitoring and Evaluation Component

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

This technology plan is meant to be a "living" document that will guide district decision making over the three year duration of the plan. It will be monitored, evaluated and revised by the District Technology Committee, Technology Curriculum Specialist, Director of Instructional Technology, and the Assistant Superintendent of Educational Services. Any revisions to the plan will be presented to the School Board as needed. The Technology Committee will provide overall coordination and oversight of the technology plan and its impact will be measured in two areas--professional development and student achievement.

Evaluating Professional Development

The District will form a Technology Committee that will help monitor and evaluate related professional development. Input from the Technology Committee will be taken into consideration for any modifications of the plan. The Educational Services Division employs a Technology Curriculum Specialist who is a member of the District Technology Committee and is charged with the responsibility to promote the use of instructional technology and provide professional development. The Technology Curriculum Specialist works under the supervision of the Director of Curriculum, Secondary Education and Instructional Technology, assuring that professional development for technology is coordinated with new initiatives, curriculum, courses and textbook adoptions.

Professional development on the use of software and technology that accompanies new textbook adoptions and technology skills grade level benchmarks will be evaluated through classroom and school visits, training evaluations, and surveys. Curriculum Specialists and principals will be responsible for collecting this data to determine if professional development is being applied in classrooms. Training on web based report cards and parent portals will be evaluated by our SIS Systems Manager and will focus on the frequency of use of these programs. Principals, SIS Manager and the Director of Student Services will analyze the degree to which parents are accessing this information prior to each quarter's grade reporting. The results of annual Technology Use surveys will also provide feedback regarding the usefulness of professional development.

Evaluating Student Achievement

The purpose of instructional technology is to enhance student learning and increase achievement. State and District assessments, class projects, enrollment in technology electives and the number of students enrolled in capstone CTE technology courses will be used to measure the impact of technology on student achievement. To this end, the district recently hired Coordinator of Assessment and Accountability and Student Information System Manager. The results of the annual Technology Use surveys will help provide information to measure whether teachers are integrating technology into lesson planning and delivery. These results are the same indicators of progress that are used for School Plans, LEA Plan and Master Plan for English Learners. In

addition, the number of students enrolled in high school technology courses is one of the criteria used for evaluating the use of federal Career Technical Education funding.

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

The schedule for monitoring the effect and implementation of this plan will take place throughout the year. Data that reflects the plan's effectiveness will be analyzed by the Director of Curriculum, Curriculum Specialists, Lead Technology Teachers and principals. Lead Technology Teachers meet and Curriculum Specialists meet monthly with the Director of Curriculum or Assistant Superintendent of Instruction, who are responsible for seeing that events take place as described in the plan.

District Benchmark tests are given and analyzed four times a year, according to a test calendar established by the District. These results are analyzed by teachers, principals and Curriculum Specialists. Professional development is evaluated through participant evaluations; the impact of professional development on instruction is assessed through classroom visits that use a written protocol and rubric on implementation.

Month	Evaluation Activity
Monthly	District Technology Committee meets monthly
September	Technology use survey administered to schools.
October	Classroom visits/walk-through visits to observe implementation of professional development on technology use. Lead Technology Teacher meeting to discuss technology plan.
November	Curriculum Specialists and Director of Curriculum review progress on teaching and learning, and professional development goals.
December	Lead Technology Teacher Meeting to discuss progress toward plan’s teaching and learning goals.
January	Lead Technology Teacher Meeting to discuss progress toward plan’s teaching and learning goals.
February	Classroom visits/walk-through visits to observe implementation of professional development on technology use. Lead Technology Teacher Meeting to discuss progress toward plan’s teaching and learning goals.
March	Curriculum Specialists and Director of Curriculum meet to review progress on teaching and learning, professional development goals.
April	Lead Technology Teacher meeting to plan focus areas for technology professional development for summer and next school year.
May	Lead Technology Teacher Meeting to discuss progress toward plan’s teaching and learning goals.
June	Lead Technology Teacher Meeting to discuss progress toward plan’s teaching and learning goals.
Summer	Professional development sessions provided in summer.

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

Cycle of Inquiry Model

The District uses a Cycle of Inquiry Model-- using data to identify an academic need, implementing a strategy to address the need, evaluating the impact of the strategy, refining or revising the strategy and then repeating this cycle--to plan and put school and District initiatives in place. This same improvement cycle will be used to evaluate the implementation efforts outlined in this technology plan. Progress will be communicated in several different forums. An annual report to the Board of Education and Superintendent will take place at a Board of Education meeting, beginning in spring, 2015. This report will provide an update on the major goals outlined in the plan, including curriculum, professional development and infrastructure. This public reporting of what the District has accomplished each year, offers an opportunity to reflect on what is working and what needs to be reworked, leading to corrections throughout the three year grant period.

Soliciting Input

With the onset of CCSS, our district will create a Technology Committee charge with the responsibility of finalizing grade level technology benchmarks and identifying related technology and professional development needs. Additionally, input regarding the plan's progress will be solicited from K-12 Lead Technology Teachers, Principals, and the District's English Learner Advisory, GATE Parent Advisory Committees, teachers, administrators and Career Technical Education Committee. The Director of Curriculum and Technology Curriculum Specialist will use this input will for planning revisions and outlining next steps from year to year.

Sharing Successes

The District's Technology Curriculum Specialist, who attends regular professional development and meetings through the Los Angeles County Office of Education, will share success stories related to the plan's implementation. The District regularly monitors schools academic progress and reports out academic gains, asking schools that are excelling to share best practices both within and outside the District.

8. Collaborative Strategies with Adult Literacy Providers

Paramount Adult School serves approximately 6,000 students during day and evening classes, many of whom attend to learn English language and literacy skills. The Adult School provides many levels of ELD and literacy, with classes organized according to students' proficiency levels. Classes include direct instruction in which adult learners learn to speak, read, and write English as well as computer based instruction and distance learning. The computer labs at the Adult School include software such as Rosetta Stone, PLATO and Reading Horizons to develop reading skills and oral language.

Distance Learning helps students who are unable to attend classes by allowing adult learners to take home instructional DVDs to complete literacy work at home. Students then come to the Adult School to take tests to demonstrate what they learned. Blended Distance Learning combines direct instruction in a classroom with at home computer based learning. Currently the Adult School enrolls 900 students in these two kinds of distance learning programs.

Collaboration with Adult Literacy Providers

The Paramount Unified School District works with the City of Paramount on many projects. Paramount Adult School offers English Language and Literacy classes at one of the city's community centers four days a week, serving 40 adult students. In addition, the Adult School's beginning level English Language classes take trips to the Paramount Public Library to introduce adult learners to the resources available at the library. The District collaborates regularly with Cerritos Community College, the local two year college, on K-14 programs.

Future Outreach Efforts

In light of the District's strong partnership with the City of Paramount, the District will look into how this relationship can be expanded to reach more adult learners. This may include offering additional adult literacy classes held at the local library or community centers, including the expanded use of technology. As an example, we recently opened a new library at one of our high school sites through Joint Use Agreement with the City that is open to the community on weekends, making it an ideal location for offering English Language classes to adults.

9. Effective, Researched-Based Methods and Strategies

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

Paramount Unified School District uses data to inform the decision-making processes at all levels of the organization, with the explicit goal of raising student achievement. This model incorporates three primary measures within this process; the California Academic Performance Index (API), the Adequate Yearly Progress (AYP), and the results of PUSD quarterly assessments in language arts, math, science, and social studies (6-12). Student achievement data also serves to inform decision-making regarding development of staff expertise in the effective use of instructional technology. The district determines teacher technology proficiency levels using assessment data, classroom walkthroughs, and other locally developed needs assessment tools. This allows the district to identify specific improvement needs with regard to technology proficiencies and provide access to staff development opportunities. Professional development is provided to teachers and administrators to support developing capacity for integrating technology into the instructional program of the school.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key Building Blocks for Student Achievement in the 21st Century. www.rum.org/downloads/report4.pdf.

This report concludes that effective uses of technology to enhance student achievement are based on three elements: alignment to curricular standards and objectives; assessment that accurately and completely reflects the full range of academic and performance skills; and equity of access across geographic, cultural, and socio-economic boundaries. Consistent with this research, the district carefully analyzes learning resources and lessons for alignment with content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the district continuously monitors its progress toward reaching the goals and objectives identified in the technology plan. Attention is paid to providing equitable access to all students in our community, including students in special needs populations. The plan calls for equitable student-to-computer ratios across the district.

Cradler, J., & Cradler, R. (2000). The Curriculum Technology Integration Plan (CTIP): Impact of the CTIP on Technology Integration in the DoE DoD Presidential Technology Initiative. San Mateo, CA: Educational Support Systems.

This report focuses on the success of the Curriculum Technology Integration Plan (CTIP) process that has consistently resulted in improved student learning directly linked to the professional development and resources supported by participating schools and districts. CTIP is both a results-driven staff development process and technology integration strategy that is based on extensive research. The technology plan addresses the integration of technology within the instructional program in all classrooms and speaks to student use of technology to acquire information and demonstrate understanding. Staff development activities are designed to support instructional, standards-aligned objectives within the core curriculum.

Dufour, R., & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington: National Education Service.

This book provides specific information for professional development that links curriculum, teacher development, collaborative school leadership, parent involvement, and assessment to student achievement. Consistent with this research, school and district instructional leaders/groups will develop a results-oriented professional learning community. The development of this community will impact staff development in all areas, including the integration of instructional technology.

Fullan, M. & Pomfret, A. (1977). Research on Curriculum and Instruction Implementation. Review of Educational Research, 47(2), 335-397.

Fullan and Pomfret's (1977) seminal article described implementation as the use of an innovation. Usually, an innovation must maintain high fidelity to its original, but Fullan and Pomfret (1977) introduced concept of "mutual adaptation" where local conditions should be considered and modification of original materials and procedures altered accordingly. This is applicable to our plan because the natural tendency of schools and teachers when introduced to

technology is to find ways to integrate the tools to replace existing practices and increase effectiveness of current practice. The LCD projector replacing the overhead is a good example. This plan works to embrace the transformative nature of technology in order to drive adoption of new practices and improve learning outcomes (motivation) by engaging digital natives in learning better matched to their needs and preferences.

Folkers, D. (2005). Competing in the Marketspace: Incorporating Online Education into Higher Education – An Organizational Perspective. Information Resources Management Journal,18(1), 61-77.

Folkers (2005) wrote that the growth of technology will lead to three types of schools: Traditional "brick and mortar" campuses, virtual institutions, and a hybrid of traditional and online, or "brick and click" institutions. The virtual and hybrid schools will need more student support services, library services, staff, and faculty development and training. In addition, faculty power will be redistributed at virtual and hybrid schools with power shifting to students. The plan defines how (and if), why (and why not), and where (or where not) traditional classroom environments will be supplemented and/or replaced with virtual learning opportunities. The integration of 21st century information and communication technologies into the school setting and curricular program will engage digital natives in learning and build students who are ready to take on the complex skill set being demanded in the increasingly global world of work.

Hayes, D., Schuck, S., Dega, G., Dwyer, J. & McEwen, C. (2001). Net Gain? The Integration of Computer-based Learning in Six NSW Government Schools, 2000. http://www.curriculumsupport.nsw.edu.au/learningtechnologies/files/Leanetgain.pdf.

This report identifies six key findings, including some that relate to barriers to integration also identified in Johnston and Cooley's book. Unique to this report are the ideas that whole-school projects have the potential to mobilize broad based support for the integration of computer-based learning and that teachers tend to implement technology in ways that are consistent with their existing teaching strategies. One example of a whole-school project is the independent reading software program, Accelerated Reader and STAR Reading. Recent textbook adoptions in language arts, mathematics, social science, and science contain software and web materials that support the base instructional programs in these areas.

Johnston, M. & Cooley, N. (2001). Supporting New Models of Teaching and Learning Through Technology. Arlington: Educational Research Service.

In one chapter, the authors detail potential barriers to technology implementation that include: poor equipment choices, lack of technical assistance and support, insufficient time for teachers to implement in the classroom, lack of administrative leadership, and inadequate professional development. The technology plan contains a service-level agreement to support access to working technology resources at each school and in each classroom. Technical support policies and reports are monitored by the Network and Information System Division to meet the needs of the district. The plan calls for an increase in the level of technical support, especially at the high school level. The PUSD Technology Committee supports the standardization of hardware and software applications in support of instructional and fiscal priorities. Administrators are actively

engaged in training related to technology integration techniques and development of personal technology proficiency. Professional development programs are continuously monitored for effectiveness using data analysis, teacher survey, and classroom visitation/observation.

Kim, D., et al. (2002) *Using Technology to Enhance Connections Between Home and School: A Research Synthesis.*

This research summarizes technology programs that link home and school had a positive effect on communication in half the programs reviewed. This research will be used as part of professional development for teachers on how to use the parent portal feature of the SIS system to report on student progress.

La Vergene, V., (2007, April). *The Effect of ALEKS Web Based Learning System on Standardized Math Scores.* http:// www .scribd.com/doc/4813630/ALEKS.

This study of 98 students within one school district participating in the ALEKS on-line tutorial program indicates that students who participated in ALEKS instruction twice weekly out performed students who did not participate on a standardized Algebra I test. This study will be used to promote and validate the use of web based instruction for math support in high school.

Lemke, C., Coughlin, E. & Reisfsneider, D. (2009) *Technology in Schools: What the ResearchSays.*

This comprehensive study outlines the effect of a wide variety of technology tools on teaching and learning. Overall, the learning effect of whiteboards are mixed, with better outcomes associated with computer based modeling, mobile devices and laptops. This information will support professional development on interactive technology provided for teachers.

Lundin, J. & Bruton, S. (Eds.). (2000) Mathematical Framework for California Public Schools: Kindergarten through Grade Twelve. Sacramento: California Department of Education.

The state's mathematics framework is the basis for the district's math program. The framework identifies critical or key components necessary in a math program and makes grade-specific suggestions for instruction. The standards-based mathematics program includes web and software resources to assist students in acquiring content knowledge. Quarterly and trimester student achievement data is analyzed to identify areas of growth and to target needs. This information is also used to plan for the training and support of classroom teachers. Instructional technology supports the process through the use of an instructional intranet and the integration of best practices into staff development.

Marzano, R. & Kendall, J. (1996). A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms. Aurora: Mid-Continental Regional Educational Laboratory.

This book establishes the need for standards-based instruction. Marzano describes methods to format benchmarks, assess students, and guides accountability measures. A standards-based instructional program in core curricular areas is provided at all schools. Instructional technology

and information literacy skills are address as stand-alone standards as well as components of the standards in all core content areas.

Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works:Researched-Based Strategies for Increasing Student Achievement. Alexandria: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven success in raising student achievement. Instructional technology serves to enhance the effectiveness of these research-proven strategies (e.g., taking notes, giving presentations, and using graphic organizers). Professional development increases the capacities of teachers to use instructional technology when integrating these strategies into what they do in the classroom to support student learning.

O'Malley, E. (Ed.). (1999). Reading/Language Arts Framework for California Public Schools: Kindergarten though Grade Twelve. Sacramento: California Department of Education.

The Reading/Language Arts Framework provides the blueprint for an effective and comprehensive language arts program. In addition, the framework speaks to key components for reading, writing, speaking, listening, and written and oral English-language conventions. The district uses the framework to provide content-specific teaching suggestions and integration techniques across other curricular areas. Reading/language arts instruction integrates instructional technology with classroom activities such as using graphic organizers in the writing process, developing information literacy, conducting research, preparing and giving presentations, and word processing. The state framework provides a guide for the integration of these technology uses. Instructional leaders analyze student achievement outcomes and identify areas in which instruction would be strengthened by the appropriate use of technology. Recently adopted text-based materials provide resources for incorporating instructional technology in grades seven through twelve.

Paek, P.L. (2008, January). Agile Mind. Case study from *Practices worthy of attention: Local innovations in strengthening secondary mathematics*. Austin, TX: Charles A. Dana Center at The University of Texas at Austin.

The Dana Center conducted a national search for practices in urban schools and districts that show evidence of increasing student learning in secondary mathematics, especially for students traditionally challenged in this area. The results of this study indicate that increasing student achievement in mathematics involves: (1) raising standards and expecting higher levels of achievement for all students, which means an intensification of what students are required to do, and (2) providing targeted and intense support including on-line components of the math curriculum. This in turn, requires districts and schools to change how they think of student ability and to build teacher capacity.

Shachar, M. & Neumann, Y. (2003). Differences Between Traditional and Distance Education Academic Performances: A Meta-Analytic Approach. International Review of Research in Open and Distance Learning, 4(2), 1-19.

A meta-analysis by Shachar and Neumann (2003) analyzed academic performance of more than 15,000 distance learning students vs. traditional students as demonstrated by final course grades in 86 experimental and quasi-experimental studies conducted between 1990 and 2002. Finding: In two-thirds of the cases, online students outperformed student counterparts in traditional courses. The plan acknowledges that not all students learn in the same way or at the same time. It is important to use technology where it has the greatest impact on student learning and avoid it where it gets in the way of student learning. Professional development must support increasing teacher and administrator capacity with technology integration as well as development of a nuanced pedagogical sense of appropriate application(s).

Singermail, D. & Gritter, A. (2007). *Maine's Middle School Laptop Program: Creating Better Writers.*

Main Education Policy Research Institute. This study found that middle school improved writing scores after receiving laptops. Survey results indicate teachers and students believe laptop use improved the quality of student writing and editing. This report will be used for professional development for middle and high school language arts teachers and coaches.

Singermail, D. & Buffington, P. (2005) *Improving Mathematics Performance Using Laptop Technology: The Importance of Professional Development for Success.*

Research study shows that teachers who had two years of professional development on how to use laptops as part of math instruction reported higher levels of technology use in daily teaching than teachers in a control group. This report will be used for professional development on the use of technology that supports new textbook adoption.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, Washington D.C. 2009.

A meta-analysis and review of online learning studies by the U.S. Department of Education (2009) found that students in online learning environments performed better than students in face-to-face classes, but students in hybrid courses that combined face-to-face instruction and classroom instruction did even better. The 99 articles analyzed by the US DOE were published between 1996 and 2008 and were limited to studies using Web-based instruction, had random-assignment or controlled quasi-experimental designs, and examined objective measures of student learning.

WestEd Regional Technology in Education Consortium (June, 2002). The Learning Return on Our Educational Technology Investment. www.wested.org/cs/wew/view/rs/619.

This report focuses on questions regarding the return on investment for technology purchases. It offers suggestions related to issues such as professional development, access to technology, and long-term planning. One conclusion drawn in the study is that technology is effective when used

for problem-solving, conceptual development, and critical thinking. The report validates the use of technology to support the acquisition of basic skills. The technology plan and district goals call for technology-infused learning environments that evidence increased student achievement. Resources for teaching basic skills include an independent reading incentive program called Accelerated Reader, which is in use at all elementary and middle schools. District-adopted textbook series include software and related web support materials for all core content areas. Access to additional web and software resources in the areas of language arts, math, science, and social studies are available to students and teachers via the districts intranet.

Wiggins, G. & McTighe, J. (1998). Understanding by Design. Alexandria: Association for Supervision and Curriculum Development.

This book explores the logic of backward design as an alternative to coverage and activity-orientated instructional plans. This approach brings focus to the process of identifying learning targets, using appropriate assessments to identify student levels of proficiency, and planning for the instruction required to enable students to meet the learning targets. The book discusses understanding and its various facets. It also proposes an approach to curriculum and instruction designed to engage students in inquiry. Students learn the skills necessary to utilize technology to locate, analyze, synthesize, and communicate information. Using the backward design model, teachers plan lessons that incorporate the use of technology in core curricular subject matter.

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

This plan focuses on the use of instructional technology to increase student learning. CCSS require students to students understand how to access information, synthesize information in collaboration with peers, and present findings to variety of audiences. The CAASP will be administered to measure student proficiency of CCSS. The vast majority of CAASP components are completed on-line requiring students to quickly and efficiently navigate the use of computers or other technology platforms. In particular, CCSS indicate that teaching and learning of technology literacy skills are to be integrated into the general curriculum, not taught in isolation. The CCSS do not treat technology as a separate strand of content, but rather incorporate expectations of technological proficiency throughout the content standards. To meet this goal, our district is in the process of creating, vetting, and finalizing grade level technology benchmarks to support the implementation of CCSS and the related CAASP.

We are also actively seeking various ways that technology may be incorporated into our courses to increases student learning. As an example, we recently adopted two math courses that explicitly incorporate technology as part of the taught curriculum. In Math 8 and Intensified Algebra, teachers use technology-based representations—visualizations, animations, and simulations to address various learning modalities and to explicitly demonstrates relationships, and connect ideas. Technology is also incorporated assess student learning. Twice during each unit within these classes, (mid-way through and near the end) students complete several online assessments-both in class and for homework. Using real-time reports, the students take time for

the next class period to review their performance and learn from their work on these assessments. In each unit, students also complete written mid- and end-of-unit assessments to demonstrate what they have learned. The data from these written assessments are also explicitly reviewed and processed by students in a subsequence class period. In this way, students move from being passive recipients of grades to active participants in learning from assessment performance, and even summative assessments are used in formative ways. Additionally, we continue provide students with access to take on-line courses for selected Advanced Placement classes when there are too few students to offer a class.

To maintain comprehensive track of student learning and progress, we are expanding the application of our student information system (Synergy). Synergy provides our teachers, parents, students, and administrators with tools they need to help to improve student achievement. Through integrated web portals, Synergy allows parents and students to view – in real-time – how students are performing. Parents and students are able to view grades, class schedules, district calendars, and attendance through any web browser. To help implement our new student information system, we began training staff during the summer.

Appendix C- Criteria for Comprehensive Technology Plans

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)	2	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 2014-2017.
STAKEHOLDERS CRITERION	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.	2	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.

CURRICULUM COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	2	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.
Description of the district's current use of hardware and software to support teaching and learning.	3	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals that are supported by this tech plan.	6	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.
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.	6	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.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing	7	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing	The plan suggests how students will acquire

how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		how and when students will acquire technology skills and information literacy skills.	technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	8	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	9	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
Description of or goals about the district policy or practices that ensure equitable technology access for all students.	10	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	The plan does not describe policies or goals that result in equitable technology

		practices clearly support accomplishing the plan's goals.	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.
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.	11	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	12	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	13	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.

PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	14	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
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.	16	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.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	17	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.
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.	19	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.
List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	20	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.
Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	21	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.

FUNDING AND BUDGET COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
List established and potential funding sources.	21	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.
Estimate annual implementation costs for the term of the plan.	22	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.
Describe the district's replacement policy for obsolete equipment.	23	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.
Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	23	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.

MONITORING AND EVALUATION COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	24	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.
Schedule for evaluating the effect of plan implementation.	25	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.
Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	25	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.

EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION	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.)	26	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.
EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES AND CRITERIA	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	27	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.
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.	33	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code:	19 - 64873
School Code (Direct-funded charters only):	
LEA Name:	Paramount Unified
*Salutation:	Dr.
*First Name:	Jose
*Last Name:	Iniguez
*Job Title:	Director Secondary Curriculum and Instructional Te
*Address:	15110 California Ave.
*City:	Paramount
*Zip Code:	90723-4378
*Telephone:	562-602-6000 Ext: 6014
Fax:	(562) 602-8111
*E-mail:	jiniguez@paramount.k12.ca.us

Please provide backup contact information.

1st Backup Name:	Troy Marshall
E-mail:	tmarshall@paramount.k12.ca.us
2nd Backup Name:	Durrell Jackson
E-mail:	djackson@paramount.k12.ca.us

* Required information in the ETPRS