Technology Plan

Conejo Valley Unified

July 1, 2014 - June 30, 2017

05/18/2015 (revised 06/26/2015)

1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

Conejo Valley Unified School District was established July 1, 1974. Serving approximately 19,500 students with 17 elementary, 5 middle, 3 comprehensive high, and 2 alternative high schools; CVUSD also offers preschool, child care, transitional kindergarten, and other academic alternatives including Adult Education opportunities.

The CVUSD Community

The Conejo Valley Unified School District is ideally situated among Southern California's rolling hills just 35 miles northwest of Los Angeles. The District serves students in the Thousand Oaks, Newbury Park and Westlake Village areas. With a population of 132,000 people, Conejo Valley boasts an active theater and arts community as well as a vigorous parks program. The Conejo Valley is an active community with a wide range of youth and adult activities. Thousand Oaks is also proud of its consistent ranking as one of the nation's safest cities as reported in U.S.A.Today.

Our Schools: Safety, Comfort and Quality

While teachers are the heart of education, physical surroundings provide support. Our schools are equipped with safe, well-equipped, and comfortable classrooms. Over the past few years, CVUSD has modernized schools districtwide, renovating bathrooms, installing new roofs, repaving parking lots, updating playground equipment, and modernizing tracks, fields and bleachers at all high schools. Our District provides state-of-the-art performing arts centers at all three comprehensive high schools and new gymnasiums at all five middle schools.

Our Students: Every Child Matters

CVUSD would like all students to reach their full potential. To that end, we provide Honors, AP classes, an International Baccalaureate Program and School-to-Career opportunities. Additional support and intervention programs are available for English Language Learners, at-risk students, and students with alternative learning styles. The CVUSD truly believes that while we are proud of the overall achievement of all our students, we hold strong to our commitment that every child matters.

CVUSD Website: www.conejousd.org

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

Strategic Planning - For the past four years, Conejo Valley Unified School District has been engaged in a comprehensive strategic planning process, utilizing significant input from numerous stakeholder groups. Planning opportunities and discussion sessions were facilitated by the Ventura County Office of Education. This process produced a number of long-term goals and instructional improvement strategies that are reflected in this LCAP. Additional stakeholder meetings have been held to provide in-person opportunities for feedback, as well as a district-wide LCAP survey of parents, students, and staff.

The stakeholder groups include:

- CVUSD Technology Committee, a group of elementary, middle, high school, and district office stakeholders; including teachers, parents, and site and district office administrators.
- Parent Advisory Committee (DAC), made up of School Site Council parent representatives from each school site.
- English Learner Parent Advisory Committee (DLAC), made up of parent representatives of English learner students from each school site.
- Conejo Schools Foundation Board (CSF), the leadership group of the independent, non-profit foundation raising funds to support students and programs in CVUSD.
- Unified Association of Conejo Teachers (UACT), the exclusive representative of teachers in CVUSD.
- California School Employees Association Chapter #620 (CSEA), the exclusive representative of classified employees in CVUSD.
- Conejo Valley Pupil Personnel Association (CVPPA), the exclusive representative of counselors and school psychologists in CVUSD.
- CVUSD Leadership Team, made up of all CVUSD school site and District level certificated and classified administrators and managers.

Technology planning is actively being conducted in conjunction with updating our Local Control Accountability Plan (LCAP). Effective use of instructional technology is a CVUSD LCAP goal.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The CVUSD Local Control Accountability Plan (LCAP) has main and sub goals supported by relevant research. Those goals are:

- Improve Learning for All Students
  - Continue to provide highly qualified, properly assigned teachers in all classrooms
  - Continue to maintain low student/teacher ratios in all schools and classrooms
  - Provide professional development on State Standards, technology, and best practices
  - Continue to provide students and staff with appropriate texts and instructional materials
  - Integrate technology in classroom instruction to improve learning
  - Support teacher collaboration around student data
  - Implement transition to State Standards aligned instructional materials and practices
  - Continue to provide properly maintained, clean, and safe school facilities
- Maximize Student Potential Through Effective Intervention
  - Provide focused academic intervention for any student below grade-level standards
  - Implement consistent academic intervention programs across schools using a District framework
  - Provide opportunities for academic enrichment and acceleration in intervention programs
  - Develop and implement social/emotional intervention programs at all schools
  - Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students
  - Focus Base Grant growth funds on school site intervention programs.
- Engage Students Through Quality Student Activities
  - Recruit and retain high quality activities staff
  - Provide sites with additional funding to support program costs
  - Research options to lower program costs and reduce fundraising burdens
  - Increase school engagement and activities participation for targeted students
  - Increase parent engagement for targeted students

To achieve these goals, a professional development was implemented several years ago. Each teacher is required, by contract, to complete between 6 and 12 hours of professional development during the school year. Professional development may be completed after school or on weekends.

To accommodate these hours, CVUSD implemented a teacher leader model beginning in the 2012-13 school year. Chosen coaches are either classroom or full-time release teachers and receive an annual stipend in exchange for providing support in Implementation of the new CA State Standards, technology integration into instruction, and good first teaching. Beginning in the 2015-16 school year, each school site will have one or more teacher leaders on campus to provide professional development and support.

Research supporting these goals:

- American Association of School Librarians (AASL). (2013). Action Brief “Implementing the Common Core State Standards – The role of the school librarian.
- American Association of School Librarians (AASL). (2007) Standards for the 21st-Century Learner. Retrieved from: http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf
- Arts Education Partnership (AEP). Arts Ed Search. Retrieved from: http://www.artsedsearch.org/
- Association of California School Administrators (ACSA). 2011; Revised 2013. Technology Leadership Group Position Paper. California eLearning Framework CCSESA. Retrieved from: http://alturl.com/yucus
- AZk12 Center. Northern Arizona University. Arizona Technology Integration Matrix (TIM). Retrieved from: https://docs.google.com/file/d/0B3RphNkFHPvrUUttbm1wWFdJYTg/edit
- Bellanca, J., and Ron Brandt, Ed. (2010) 21st Century Skills: Rethinking How Students Learn.
- California Assoc. for the Gifted. 2013. “Differentiating the Common Core State Standards for Gifted Students.”
- California Department of Education. 2013. Career Technical Education Standards for California Public Schools. Model Curriculum Standards. http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
- California State Board of Education. LCFF State Priorities and Related Data Elements. WestEd 2014 http://lcff.wested.org/wp-content/uploads/2014/09/required-data-for-8-areas-july-2014-update.pdf
- Cosmah, M., & Saine, P. (2013). Targeting digital technologies in common core standards: A framework for professional development. New England Reading Association Journal, 48(2), 81-88.
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- Crosnoe, Robert. “Family-School Connections and the Transitions of Low-Income Youths and English Language Learners from Middle School to High School.” Developmental Psychology 45, no. 4 (2009): 1061–1076.
- DuFour, R., Rebecca DuFour, and Robert Eaker. Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN: Solution Tree, 2008.
- Guskey, T. R., & Yoon, K. S. (2009). What works in professional development? Phi Delta Kappan, 90(7), 495.
- Honigsfeld, A., & Dove, M. G. (2012). Collaborative practices to support all students. Principal Leadership, 12(6), 40-44.
- Magaña, Sonny, and Robert J. Marzano. (2014) Enhancing the Art & Science of Teaching with Technology. Bloomington, IN: Marzano Research Laboratory.
- Marzano, Robert J., David C. Yanoski, Jan K. Hoegh, Julia A. Simms. (2013) Using Common Core Standards to Enhance Classroom Instruction & Assessment. Bloomington, IN: Marzano Research.
- Mattos, M., Austin Buffum, Chris Weber. (2008) Pyramid response to intervention. RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn. Bloomington, IN: Solution Tree.
- National Association of State Boards of Education (NASBE). 2012. Born in Another Time: Ensuring Educational Technology meets the Needs of Students Today—and Tomorrow. Retrieved from: http://www.nasbe.org/wp-content/uploads/Born-in-Another-Time-NASBE-full-report. Pdf
- Partnership for 21st Century Skills (P21). 2013. “Framework for 21st Century Learning.” http://www.p21.org/
- Sprick, R. (2009). CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd ed. Eugene, OR: Pacific Northwest Publishing

■ State Educational Technology Directors Association (SETDA). Guide to Technology Requirements (for California). http://gtr.setda.org/chart/#!/California
■ Zwiers, J., Susan O'Hara, and Robert Pritchard. 2014. Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Portland, ME: Stenhouse.

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

2a. Describe teachers' current access to instructional technology and current use of digital tools.

Hardware

The CVUSD is committed to provide teachers, administrators, and staff with the technology hardware tools necessary to provide the most effective learning environment for students. CVUSD has a centralized Tech Services department which provides school sites with direct technical support. Each school has been allocated technical support based on a pre-determined ADA formula: elementary schools under 600 students, elementary schools over 600 students, middle schools, and high schools.

Every teacher, administrator, and staff person is provided a desktop or laptop computer with which to complete tasks. At the site level, LCD/DLP projectors are provided in every classroom. At many schools, additional interactive hardware is provided, including interactive white boards, as well as classroom desktop PCs, iPads/Tablets, and Chromebooks.

Through the use of local bond funding, a technology endowment fund is provides $2 million per year, beginning in the 2015-16 fiscal year, in direct hardware and software funding to our school sites to continue the growth in instructional technology.

Software

Teachers, administrators, and staff utilize a variety of software and digital tools to support student learning. District-provided digital tools include textbook publisher resources such as ConnectED, the Student Information System, and the Student Assessment System. School site-provided digital tools include Multi-Tiered System of Support software, such as iXL, Successmaker, Type to Learn, Read Naturally, Scholastic Reading Inventory, and FastMath.

Administrative Tasks, Assessment, and Student Achievement

Teachers, site and district administrators, and office staff utilize technology each day to complete administrative tasks, such as tracking attendance, grades, and student progress toward state standards.

Through the use of Q, the CVUSD Student Information System, teachers take attendance each day, while the office staff tracks excused absences versus unexcused, and students arriving late to school. Site administrators, via weekly attendance reports, audit and counsel students with an excessive number of absences from school. Q-SIS provides an online gradebook that is widely used by teachers, particularly for students in grades 6-12. This online gradebook gives site administrators the opportunity to track student D and F lists, allowing for earlier intervention with struggling students. The behavior tools available support school sites in identifying and providing socio-emotional support.

The adopted Student Assessment System, EADMS, provides teachers access to an online testing environment which mimics the new computerized standardized assessments. Through the use of this system, teachers have access to detailed reports of student progress in mastering the state standards. Site administrators and District Office personnel may also track progress on a more global scale using this system. In 2010, CVUSD employed a Data Coach to assist with global tracking of student progress and achievement.

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.

The Conejo Valley Unified School District (CVUSD) believes that excellence in education requires that technology is seamlessly integrated throughout the instructional program. The individual or collaborative use of classroom student devices is one strategy to empower students to maximize their full potential, as well as prepare them for college and career.

CVUSD believes that learning best results from the continuous dynamic interaction among students, educators, parents, and the community at large. Increasing student use of technology within the classroom is not to diminish the vital role of the teacher. Rather, CVUSD seeks to enhance the student experience through the use of technology and transform the teacher into an activator of learning.

To this end, CVUSD provides a wide range of technology resources for student use within the classroom. Student devices are to be used solely for educational purposes.

Hardware Access

The CVUSD provides students access to classroom computers, iPads/Tablets, and Chromebooks; devices varying by school site needs. Outside the immediate classroom, each school is outfitted with at least one computer lab that teachers have access to. At the secondary level, computers are provided in the school library to expand student access outside class time.

With the passage of a local bond, Measure I, the movement toward a 1-1 environment is commencing with the 2015-16 school year. Although every student has access to devices, is expected to take 3-5 years before every student has a device in his/her hands in a 1:1 environment.

Software Access and Technology Integration into the Curriculum

Excellence in education requires that technology is seamlessly integrated throughout the instructional program. One of the programs CVUSD is proud to offer is Google Apps for Education in order to:

- Extend learning in and out of the classroom.

- Introduce and advance 21st Century technological skills.
- Create an online forum that is safe for student learning.

Each student that is 13 years or older is provided a district-supported Google Apps for Education account. To meet appropriate federal laws regarding student privacy, students under the age of 13 must have a parent permission slip on file before the account is created. Professional development for staff in the use of these tools is on-going.

In addition to Google Apps for Education, students have access to grade-level specific textbook publisher resources and various support software provided by individual school sites, such as iXL, Successmaker, Type to Learn, Read Naturally, Scholastic Reading Inventory, and FastMath.

CVUSD maintains a full inventory and accounting of technological devices. Purchasing policies include the purchase of extended warranties and maintenance contracts, specific to the individual devices purchased. This allows the district to maintain current devices, as well as strategically plan and budget for device obsolescence.

Equitable Access

Each student is required to adhere to the CVUSD Student Acceptable Use Policy, which includes sections regarding treatment of the district network, equipment, academic honesty, and digital citizenship. Each school site is provided technical support for equipment setup and maintenance, based on school needs. Additional funds are provided to schools with high concentrations of struggling sub-populations, including English Learners, Socio-Economically Disadvantaged, Foster, Homeless, and Special Education students.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

Curricular Goals

During the development of the Local Control Accountability Plan (LCAP), Conejo Valley Unified School District (CVUSD) identified several short to long term curricular technology focus areas for all students under the three LCAP Goals. Technology is embedded into each of the district LCAP goals and metrics are established to measure student achievement.

The technology goals/focus areas are:

- Provide professional development on State Standards, technology and best practices.
- Integrate technology into classroom instruction to improve learning.
- Implement the transition to State Standards-aligned instructional materials and practices, including digital access materials.

The curricular focus areas designed to support all students in meeting academic standards, college and career readiness, and achievement on the CAASPP will utilize technology to:

- Provide effective, timely professional development to teachers, administrators, and staff in the new California State Standards, instructional technology, digital citizenship, and the CAASPP exams.
- Create multiple model classrooms in the use of instructional technology, providing an opportunity to build site and district teacher-leaders.
- Provide access to software such as Google Apps for Education and Office 365, to increase student collaboration inside and outside the classroom and enrich learning experiences for all students.
- Access aggregated and disaggregated local, state, and nationwide student test score data through the district-adopted Student Assessment System to make instructional decisions at the classroom, site, and district levels.
- Continue to provide and expand distance education and online course offerings through the use of both Apex Learning and the district-adopted Learning Management System.

Curricular focus areas specific to providing effective intervention are:

- Provide focused academic intervention for any student below grade level standards.
- Implement consistent academic intervention programs across schools using a District framework.
- Provide opportunities for academic enrichment and acceleration in intervention programs.
- Provide time and structure for teacher collaboration around student data.
- Develop and implement social/emotional intervention programs at all schools.
- Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students.

Through a collaborative group of stakeholders, CVUSD has developed a district-wide Multi-Tiered System of Support (MTSS) framework to assist struggling students in meeting state standards. This MTSS framework provides school sites with suggested technology hardware and software that has proven effective in intervention and enrichment; and is in the process of being implemented at each school site, K-12. Technology is utilized to support intervention and MTSS and learning spaces are designed with technology in mind.

Annual Activities

Each year, school sites and the District Office update several plans that include the implementation of instructional technology.

- District-Level:
  - Local Control Accountability Plan (LCAP) – submitted to the local County Office of Education and State of California, garnering input from all stakeholder groups.
  - Local Technology Plan – designed internally to meet short term goals in infrastructure and instructional technology.
  - Professional Development Plan – designed and used internally to meet short and long term, timely professional

development needs.

- School-Level (designed to support the District LCAP):
  - Single School Plan – goals and action steps to support student achievement.
  - School Technology Plan – submitted to the Director of Curriculum and Assessment; defines goals and budget for implementing Measure I local bond funds.
  - EIA Plan
  - GATE Program Plan
  - Professional Development Plan

Plans are followed through the year, reviewed at the end of each school year, and updated to continue supporting teaching and learning.

Costs and Budgetary Support

Costs for providing infrastructure, hardware, software, and professional development are analyzed and budgeted for annually; utilizing a variety funds. Included in these funds are the cost of replacing software and devices due to wear, accidental damage, and obsolescence.

Specific cost funding categories are delineated below.

- General Fund
  - Site-based teacher-leader stipends to implement emerging technologies, support the use of instructional technology, provide professional development to site staff, and act as a conduit from the District Office to each school site in instructional technology.
  - Full time release professional development teacher
  - Technical support staff to support hardware and software setup and maintenance.
- Federal Categorical Funds
  - Full time release teacher to support data-driven instruction and implementation of instructional technology.
  - Title II professional development funds are allocated to school sites to support the annual district-wide professional development focus.
- Measure I Local Bond Funds
  - Provides for $900,000 per year in additional technical staff to support hardware and software setup and initial support.
  - Provides approximately $2 million/year in additional monies to support the purchase of hardware and software at the school site level.
  - Provides funding for infrastructure

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

Technology Skills and Informational Literacy

The CVUSD has developed grade-level technology standards for students in grades K-5. These standards include specific technology skills that are grade-level appropriate, as well as informational literacy expectations. The curricular standard matrix includes expectations, alignment to the Common Core Literacy Standards and ISTE NET-S, and digital resources and student project examples to assist staff with meeting the expectations. Throughout the 6 grade-levels, the skills build on each, becoming more complex each year.

During the 2015-16 school year, grade-level technology standards for grades 6-12 will be developed and communicated district-wide, with full implementation beginning during the 2016-17 school year.

Each school site creates and updates a school-wide technology plan with annual curricular goals. These goals include, but are not limited to:

- Upper grade students will utilize multiple programs on Chromebooks to produce and publish digital work in the in Language Arts, Science and Social Studies. The final products will be shared with grade-level peers.
- Primary grade students will be focusing on content creation through a variety of apps on multiple handheld devices.
- Using a variety of devices, all students will collaborate with partners and/or small groups to create and publish digital work across the curriculum.
- 4th and 5th grade students will use their 1:1 devices in English, math, and/or the sciences. The students will research and create a completed product to an assignment created in Google Classroom. Their finished product will be submitted online within the allotted time frame. The final products will be presented to grade level peers in a multi-media presentation.
- Students at WHS will use mobile technology as a means to send and receive immediate feedback.

Each year, the District Office Coordinator for assessment, data, and technology; as well as site-based teacher leaders will provide professional development in the instruction, support, and assessment of these technology standards.

2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom.

District Policies

CVUSD policies are updated annually to reflect emerging changes in technology and educational needs. These technology policies include the following:

- Board Policy: CVUSD position on internet safety, copyright and ethical issues, and academic honesty.
- Administrative Regulation: provides details for carrying out CVUSD Board Policy and enforcing it at the classroom, site, and district levels.
- Technology Acceptable Use Policies for both staff and students.
- Google Apps for Education policies, procedures, and student permission slips.

During the 2014-15 school year, CVUSD created new policies and procedures for Classroom Hardware and Software use and Student Take-Home Device policies. These policies will be reviewed annually and updated as needed.

Internet Safety and Digital Citizenship Instruction

As required by AB307 and CIPA, Digital Citizenship training, including information on appropriate legal and ethical behavior is provided annually to each student. Utilizing the Common Sense Media Digital Citizenship Curriculum, students are annually educated in topics such as copyright, plagiarism, internet safety, cyberbullying, and maintaining a positive digital footprint. Each teacher is required to sign that they have completed the Digital Citizenship instruction with his class(es). Forms are kept at each school office and a master list is submitted to the District.

At each Middle School and High School, a 6-8 hour Instructional Media Technician is employed to support student learning within the library. These technicians provide students direct instruction and allow time to practice their skills during class time. Topics include:

- Scholarly research techniques, utilizing databases such as EBSCO, Alexandria, and GALE.
- Copyright, plagiarism, and appropriate citations of sources.

Professional Development

The agreement between the United Association of Conejo Teachers and CVUSD delineates required professional development time for each school year. Each year, each teacher attends 1-2 site-based and district-wide professional development days prior to the start of school, and is to complete 6-12 hours of professional development during the school year, outside the contract day.

Beginning in the 2015-16 school year, professional development time will annually include instruction on the CVUSD Staff Acceptable Use Policy, Student Acceptable Use Policy, accessing age-appropriate educational online resources, copyright law, and ethical issues with regard to technology.

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

Current Technology Skills

The current level of technological skill varies from staff member to staff member. All teachers and administrators have an appropriate level of proficiency in:

- The District adopted Student Information System, Q.
  - Teachers take attendance, track grades (as appropriate), submit report cards, and access reports on their students.
  - Site and District Office administrators maintain student records and track master schedules.
- The District adopted Student Assessment System. EADMS.
  - Teachers administer local district benchmarks, create and administer classroom tests, and pull reports.
  - Site and District Office administrators track school and district-wide progress through the use of aggregate and disaggregated reports of student achievement.
- Microsoft Office
  - Teachers and site administrators utilize Outlook Exchange email, as well as the remaining software in the MS Office suite to fulfill their respective job duties.
- Specialized Software
  - Software specific to the grade-level or content area, such as online textbook resources and research databases.
  - Student support software, including, but not limited to iXL, Successmaker, Type to Learn, Read Naturally, Scholastic Reading Inventory, and FastMath.

Assessment of Technology Skills

Technology skills of teachers are assessed using a variety of formative methods:

- Classroom observations
- Locally written annual surveys
- Job expectations and needs
- Performance during technology training

Site administrator technology skills are typically assessed using two methods:

- Observation during site administrator trainings at the district office
- Locally written annual surveys
- Job expectations and needs
- Performance during technology training

The CVUSD recently reviewed and updated the staff evaluation process to allow for a greater emphasis on instructional technology. It is scheduled for implementation beginning in the 2015-16 school year.

Professional Development Needs

Considerable professional development will be required to fully implement the Measure I local bond funds. Focus areas for PD will include:

- Apps and software specific to the school's chosen devices.
- Basic hardware and software troubleshooting.
- Classroom management strategies with an increasing number of student devices in the classroom.
- Copyright law, ethical issues, and other topics to support effective instruction in Digital Citizenship.

Professional Development Opportunities

Professional development is provided through a variety of means, utilizing resources at the local, county, and state levels. Specific examples include:

- Attendance at county, state, and national technology conferences.
- Training and support provided by the Ventura County Office of Education.
- District and school site-based trainings conducted by District Office technology staff, the teacher on special assignment for data and technology, site-based teacher leaders, and other instructional staff.
- School site-based trainings conducted by school-based staff, such as stipend instructional technology leaders.

3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.

Professional Development: Curricular Goals

Beginning in the 2013-14 school year, CVUSD hired a full time release teacher on assignment to work with professional development and Implementation of the new CA State Standards. Since that time, professional development to meet the new state content standards has been provided to teachers of English Language Arts and Mathematics. Other content areas have been provided professional development in the literacy standards for

History Social Science, Science, and the Technical Subjects.

The CVUSD Local Control Accountability Plan (LCAP) is updated annually utilizing input from a variety of stakeholder groups. The main curricular and technology LCAP goals for 2015-16 are:

- Provide professional development on State Standards, technology and best practices.
- Integrate technology into classroom instruction to improve learning.
- Implement the transition to State Standards-aligned instructional materials and practices, including digital access materials.

To provide effective professional development in these areas, the district will maintain a full time teacher on special assignment to assist with planning professional development.

Further, in fall 2015, each elementary school site will have 2 teacher leaders paid stipends to provide site-based professional development and support in technology and instruction. Each teacher leader will provide professional development aligned to the school site technology plan.

The full time teacher on special assignment for data, assessment, and technology that was hired during the 2009-10 school year, will continue to provide district-wide and site-based professional development.

Professional Development: Data and Assessment

The CVUSD Local Control Accountability Plan (LCAP) is updated annually utilizing input from a variety of stakeholder groups. The plan includes a goal for student data and assessment:

- Access aggregated and disaggregated local, state, and nationwide student test score data through the district-adopted Student Assessment System to make instructional decisions at the classroom, site, and district levels.
- Provide time and structure for teacher collaboration around student data.

CVUSD adopted a new Student Assessment System beginning in the fall of 2014. District-wide professional development was provided in August and October of 2014. Additional support was provided by the teacher on special assignment at the department, school, and district levels.

Effective the 2015-16 school year, each school site will have at least one teacher paid a stipend to support technology, including data and assessment. Teacher leaders will attend district-wide meetings utilizing a trainer-of-trainer model, then tasked with disseminating professional development and support school-wide.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

Home Access and Home-School Communication

Communication between school and home is facilitated through a variety of methods:

- Each staff member in CVUSD has an Outlook Exchange email address, ending in @conejousd.org. This address is used to facilitate electronic communication between staff members and parents.
- Each classroom teacher and site administrator has district-provided voicemail services to facilitate communication with parents via phone.
- Using data from the Fall 2014 Local Control Accountability Plan Survey, it was reported that:
  - Approximately 70% of teachers, K-12, communicate with parents via a classroom or school website
  - 93% communicate with parents via email
  - 74% communicate with parents via phone calls
  - Approximately 40% of teachers, K-12, communicate via the district-adopted online gradebook system. Approximately 80% of teachers in grades 6-12 communicate with parents via the online gradebook system.
- ParentLink all-call and school-home communication system.

Student access to various softwares is provided both during and outside of school hours:

- Each student automatically receives a Google Apps for Education account on his/her 13th birthday. This account includes access to all the main Google tools, including Gmail, Documents, Spreadsheets, Slides, Sites, And Classroom. Students may receive a Google Apps for Education account prior to the 13th birthday if the parent signs the CVUSD Google Apps permission slip available as part of the back to school packet each fall.
- Each school uses a variety of educational software and resources. Some examples are:
  - Q-SIS, the CVUSD adopted Student Information System, used K-12
  - EADMS, the CVUSD adopted Student Assessment System, used K-12
  - Turn-it-In, anti-plagiarism software, utilized in grades 9-12
  - EBSCO research database, utilized in grades 6-12
  - Online resources available for district-adopted textbooks
  - Teacher-created or curated resources, available via teacher or school websites

Existing Hardware and Software

Each school and district location within CVUSD has a number of hardware devices at its disposal. Type and number of devices varies from location to location. Some examples of devices in use are:

- Windows 7 or Windows 8.1 desktop computers, including individual teacher and staff computers, student-use classroom computers, and school site computer labs.
- Windows 7 or Windows 8.1 laptop computers, including individual teacher and staff computers, as well as mobile computer labs.
- Android tablets, including Kindle Fire and Samsung Galaxy Tab devices.
- iOS devices, including iPod Touch and iPad tablets.

The current CVUSD high speed network is connected to each district and school location, configured with a minimum of a 10/100 Mbps switch port for each computer, and a 1 Gbps backbone connection between each IDF and the MDF. A 1 Gbps link at each elementary school and a 10 Gbps link at each middle and high school connects to the district office data center to provide internet, LAN, and WAN capabilities.

Currently, much of the network infrastructure is provided through eRate discounts, including the CVUSD WAN and MAN circuits. CVUSD has requested funding for network switch replacement and upgrades to the copper/fiber infrastructure.

Technical Support, Tracking, and Security

CVUSD employs an electronic inventory system through the Escape financial database. Each asset receives a barcoded asset tag when the device is received in the district warehouse. The barcode, device serial number, device description, and device location are entered into the system prior to deployment.

Each district-maintained device is loaded with any appropriate management systems, software, and anti-virus. Although CVUSD does not currently employ a standardized tracking system in case of hardware theft, any iOS devices are traceable through the AirWatch mobile device management system as long as the device is connected to a WiFi network. All classroom mobile devices are secured by the responsible teacher in locked cabinets or carts when not in use.

Technical support is currently provided through site-assigned technicians as well as a centralized support staff. The average response time for technical support during the 2014-15 school year is 38 hours per the HelpDesk technical support system statistics. Beginning in the 2015-16 school year, technical support staff are to be reorganized to increase efficiency and decrease response time.

4b. Describe the technology hardware, electronic learning resources, networking and

telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Hardware and Infrastructure

To successfully move toward one-to-one devices and a fully digital curriculum, CVUSD schools have been allocated approximately $109 per student in 2015-16 through the passage of a local bond. The per student allotment to school sites may fluctuate throughout the 20 year bond implementation, but will not drop to less than $100 per student per year. Beginning in the 2015-16 school year, school sites will be purchasing classroom technology to support the transition to digital curriculum.

Although CVUSD has financially supported network upgrades over the last few years, to fully support implementation of the plan, backbone speeds at all campuses must be increased to 10Gbps. New copper and fiber optic cabling will be required to support higher speed connectivity to computers and between IDFs and MDF. New switches will be installed to provide 1Gbps switched ports to computers and wireless access points. Wireless access points will be placed in every classroom, as well as points to provide coverage for exterior learning environments. A backup connection will be built to ensure connectivity when primary MAN connection fails, while increasing the elementary school MAN connections to 10Gbps when usage meets current bandwidth limits. Ultimately, CVUSD expects to require an internet connection expansion to 2Gbps or higher as usage increases.

Currently, data is protected through a secure network with an individual login for each staff member and student. To further protect student and district data, a password reset policy and professional development will need to be implemented. An 802.1x secure network to ensure unapproved computer equipment cannot connect to confidential resources is being implemented beginning fall 2015.

The existing firewall infrastructure is appropriate for CVUSD's current needs. However, an encrypted connection between each school site and the data center via the public internet will need to be created to provide support should the primary MAN circuit fail.

Each school site has strengths and weaknesses in the physical plant. Some sites will require upgrades to wiring and secure spaces to safely store technology.

Software and Electronic Resources

Software to support the implementation of the new state content standards, district-adopted curricula, and each school's Multi-Tiered Systems of Support program is needed. District-wide software and electronic resources are created via committees of teachers and administrators from various schools. Site-based software is chosen through the site leadership team, which may include the principal, teachers, parents, and students.

Technical Support

The Technology Services department is currently reorganizing and expanding to provide better support to CVUSD schools. The new organization is expected to provide timely and efficient solutions to problems within a team-based environment. One of the new positions, HelpDesk technicians, will receive phone calls, text messages, emails, and tickets; and provide solutions utilizing multiple tiers of support.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Indicators

Each year, the Conejo Valley Unified School District writes its Local Control Accountability Plan (LCAP). Part of the CVUSD LCAP includes staff, parent, and student surveys; as well as a variety of student performance metrics.

Student performance metrics include:

- Standardized test scores: SBAC, CAHSEE, AP, IB, and CST
- Local test scores: Trimester Benchmarks, Semester Finals, and End of Course Exams
- Other Student Metrics: attendance rate, graduation rate, dropout rate, suspension rate, participation in athletics and extracurricular activities, and student connectedness to school

The student, parent, and staff LCAP surveys include:

- Teacher use of technology during direct instruction
- Student use of technology during guided and independent practice
- Student use of technology to complete homework
- Teacher use of technology to increase home-school communication

Other metrics specific to the tech plan:

- Observations conducted in classrooms by site and district office administrators
- Observations conducted in classrooms by lead or support teachers

Indicators were created through the involvement of various stakeholder groups:

- CVUSD Technology Committee, a group of elementary, middle, high school, and district office stakeholders; including teachers, parents, and site and district office administrators.
- Parent Advisory Committee (DAC), made up of School Site Council parent representatives from each school site.
- English Learner Parent Advisory Committee (DLAC), made up of parent representatives of English learner students from each school site.
- Conejo Schools Foundation Board (CSF), the leadership group of the independent, non-profit foundation raising funds to support students and programs in CVUSD.
- Unified Association of Conejo Teachers (UACT), the exclusive representative of teachers in CVUSD.
- California School Employees Association Chapter #620 (CSEA), the exclusive representative of classified employees in CVUSD.
- Conejo Valley Pupil Personnel Association (CVPPA), the exclusive representative of counselors and school psychologists in CVUSD.
- CVUSD Leadership Team, made up of all CVUSD school site and District level certificated and classified administrators and managers.

Data Collection and Analysis

Each fall and throughout the school year, data is collected by the Curriculum, Instruction, and Assessment department.

The teacher on special assignment (data coach) collects the student performance metric data from various sources, including the CVUSD Student Information System, Q, and the CVUSD Student Assessment System, EADMS. Other data sources include the CA Healthy Kids Survey and CDE DataQuest. The Curriculum and Assessment Technicians assist in data entry and analysis for the reports.

The LCAP survey is compiled using the survey expertise of the Curriculum, Instruction, and Assessment department. A presentation of the student performance and survey data is compiled and presented to stakeholders.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

Data Collection Process and Communication

Data for the student performance, survey, and other metrics is collected and summarized at various points throughout the year.

Student performance data:

- Data is collected each August for all standardized tests and other student LCAP metrics by the teacher on special assignment (data coach).
- Local assessments, including trimester and semester benchmarks are analyzed each time students are tested.
- Data is reported to stakeholders, including the CVUSD School Board of Education, by the Director of Curriculum, Instruction, and Assessment.

LCAP survey of students, parents, and staff:

- Data is collected and analyzed each fall by the Curriculum, Instruction, and Assessment department.
- Analysis is reported to stakeholder groups by the Director of Curriculum, Instruction, and Assessment.

During stakeholder meetings, when the data reports are given, stakeholder feedback, comments, and suggestions are

sought to support and modify future data collections.

Effective Strategies, Documentation, and Support

Beginning in the 2015-16 school year, each elementary school will employ two teacher leaders on stipend to support instruction and technology. Each secondary site is to receive a budget for providing teacher leaders with release time to support instruction, professional development, and technology in the classroom.

These teacher leaders will attend scheduled, after school meetings at the district office for networking and professional development opportunities. The networking opportunities will provide for sharing of effective strategies for technology integration.