POWAY UNIFIED SCHOOL DISTRICT
EDUCATION TECHNOLOGY PLAN
JULY 1, 2006 – JUNE 30, 2011
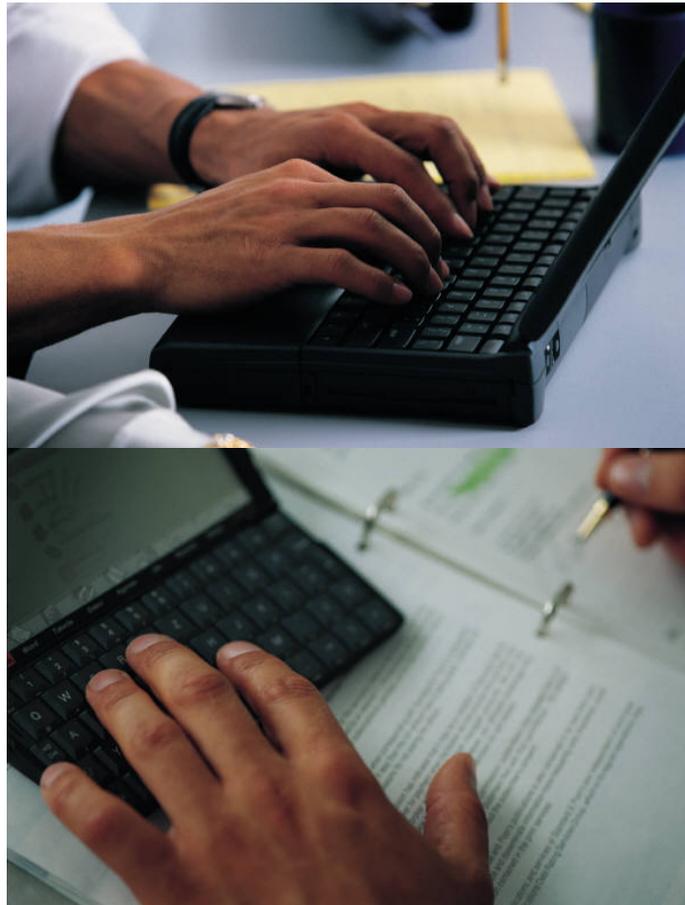
County Name:	San Diego
District Name:	Poway Unified School District
CDS Code:	37-68296
District Phone Number:	(858) 748-0010
Ed Tech Plan Contact Name:	Robert J. Gravina
Contact Title:	Chief Technology Officer
Contact Address:	13626 Twin Peaks Road
Contact City & Zip Code:	Poway 92064-3034
Contact Phone Number:	(858) 679-2515
Contact FAX#:	(858) 679-2657
Contact Email:	rgravina@powayusd.com

Poway Unified School District Technology Plan
2005-2011

Table of Contents

Appendix I – Education Technology Plan Benchmark Review

For the grant period ending June 30, 2006

CDS # __37-68296__
District Name:____Poway Unified School District____

The No Child Left Behind Act requires each EETT grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this completed document in your revised technology plan and send the signed hard copy to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C (Provide descriptive narrative in 1-3 paragraphs).

Reflection and Progress towards PUSD Technology Plan 2003-2006
The Poway Unified School District has made significant progress towards many of the original goals and objectives in the previous Technology Plan. An integrated district wide telephone system has been installed. Through this project, funded by a Bond Measure passed in 2004, every classroom has been equipped with a phone which provides internal connections to all sites and external connections outside the network. This has resulted in improved communication as well as collaboration between staff and increased home to school communication.

We have completed the purchase and installation of replacement computers at all first year school through the Obsolescence Replacement Plan. This gives teachers the ability to access current and future software and web-based applications in a more stable environment.

Two new schools have been built through our CFD Program with the latest technology, including LCD projectors connected to the teacher computer, cable television, and a DVD/VCR player in every classroom. The Bond Measure has also allowed us to completely modernize two of our older schools with the same technology and facilities as the new schools. In addition we have upgraded the infrastructure at these schools to a gigabit backbone and replaced old cable with new fiber.

Our MAPs assessment has been rolled out district wide and is now a part of our formative assessment plan in all K-9 classrooms. These scores and all district and State scores are entered into a data warehouse which is available to teachers on their desktops with real-time information.

New special education software was rolled out during the 2004-05 school year to allow teachers to create their IEP's online. This will soon be expanded to allow for web based access.

We will continue our efforts as outlined in this new technology plan to ensure all teachers and students have access and professional development training to utilize the variety of technology hardware and software available to them for high quality learning.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C (Provide descriptive narrative in 1-3 paragraphs).

Reflection and Progress towards PUSD Technology Plan 2003-2006

Poway Unified School District has made significant progress related to the professional development goals and objectives outlined in our previous Technology Plan in spite of multiples challenges due to budget cuts. We have had two full time technology trainers serving teachers, students, and staff at 33 school sites.

All middle school, high school, and a high percentage of elementary school teachers have been trained to post grades, assignments, and additional learning resources via the district supported web tools.

Based on CTAP2 surveys, we have provided trainings in a variety of styles and settings. We have prep period individual instruction, small group trainings, TLC (district Teaching and Learning Cooperative) courses where teachers earn credits for approved professional development classes, summer trainings, online (including email) tutorials and services, as well as live help-line training support.

A significant portion of our professional development time and budget has centered on providing training to support all teachers' abilities to access our district assessment data and then use that data to develop plans for differentiated instruction, class, and individual student goal setting.

Due to an increased demand to use more technologies that meet the needs of our highly visual student population we've offered trainings to integrate the use of video streaming services as well as video production for our teachers and their students.

As we look to the future we are strategizing more models that will allow us to increase the amount of training and support we invest in helping all classroom teachers to become proficient in the NETS Standards for Teachers.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Don Phillips
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent, Poway Unified School District
TITLE OF AUTHORIZED REPRESENTATIVE

                                                                    May 10, 2006
SIGNATURE   DATE

Executive Summary

The Poway Unified School District recognizes the critical part that technology plays in the education of our students. The district also understands the rapidly changing world and society that students will need to be prepared to enter. Our belief is that every student must be college ready when they graduate from our district. While we understand every child may not enter college upon graduation, by preparing them to meet this objective we will increase their options and open up opportunities which otherwise may not be available

.
Our staff uses technology to enrich and accelerate the learning process in the classroom and to expand the learning environment outside the walls of the school building. Students are empowered as they use technology to improve their written, oral, and graphic communication skills. Technology is embedded in the day-to-day activities within all content areas so that students are prepared to succeed academically and to compete in an advanced technology-based society. Students are provided opportunities to learn and use a variety of interactive media and are encouraged to use these formats for creative expression. There are opportunities for students to take a variety of elective classes, such as, animation, graphic arts, web design and digital media. The district approved standards based technology curriculum is designed to provide a core level of technology competence for all students and to provide opportunities for individuals with other interests in these fields to explore and gain expertise in specialty areas. Poway Unified also offers a variety of outstanding online (virtual) courses.

The technology plan for the Poway Unified School district is written to support the two overall district wide goals: **District Goal Area I:** All Students Learning - Increase Achievement for All Students Through a Comprehensive Literacy Effort; and **District Goal Area II:** Facilities to Support Teaching and Learning. These goals support the district College Readiness Effort.

District Profile

The Poway Unified School District (PUSD) is located twenty-six miles north of downtown San Diego. Our district has over 33,000 students and has continued to increase the student population each of the last twenty years. The student ethnic diversity in the district is 14 percent Asian, 7 percent Filipino, 10 percent Hispanic, 3 percent African American, less than 1 percent American Indian/Alaskan Native and Polynesian/Pacific Islander, 4 percent undeclared, and 61 percent White. In 2005-06, there were twenty-three elementary schools, six middle schools, one alternative high school, and four comprehensive high schools in a 103 square mile area, serving the City of Poway and the San Diego communities of Rancho Bernardo, Rancho Peñasquitos, Carmel Mountain Ranch, Sabre Springs, Black Mountain Ranch, Torrey Highlands, 4S Ranch, and Santa Fe Valley. The schools have received numerous national and state awards for excellence since 1985. During the next three years, three new schools are planned for the west side of the district. The new schools will be equipped with the newest technology innovations as they are built. In addition, a Bond was passed in 2002 for $198 million dollars to modernize 24 schools. The bond funding will be used to install these new innovations at the existing schools in order to ensure equity for all schools across the district.

Poway Unified School District 2004-05 School Data

	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	22	14,328	662.5	21.6
Middle	5	7,771	307.6	25.3
High School	4	10,557	440.5	24.0
Continuation	1	259	20.0	13.0
Total	**32**	**32,915**	**1,430.6**	**23.0**

Poway Unified School District, Students by Ethnicity 2004-05

	District	
	Enrollment	**Percent of Total**
American Indian	160	0.5%
Asian	4,533	13.8%
Pacific Islander	201	0.6 %
Filipino	2,237	6.8 %
Hispanic	3,168	9.6%
African American	1050	3.2 %
White	20,311	61.7 %
Multiple/No Response	1,255	1.7 %
Total	**32,915**	**100 %**

Poway Unified District, Student & Teacher Data 2004-05

English Learners	2,560
Fluent-English-Proficient Students	5,258
Students Redesignated FEP	342
Graduates (prior year)	2,288
UC/CSU Elig Grads (prior year)	1,328
Dropouts (prior year, grade 9-12)	86
1 Yr Drop Rate (prior year, grade 9-12)	.08%
4 Yr Drop Rate (prior year, grade 9-12)	3.3%
% Fully Credentialed Teachers	99.5%
Pupil Teacher Ratio	22.6%
Avg. Class Size	29.2
Free or Reduced Price Meals	3,199
CalWORKs (formerly AFDC)	(03/04 9.3%) 04/05 no data

1a Plan Duration

The plan will guide the district's use of education technology from July 1, 2006 to June 30, 2011 using benchmarks (See Appendix B: Plan Duration Chart). The chart identifies a person responsible for monitoring the progress, and most of those staff members report to **Robert J. Gravina, Chief Technology Officer of Information Technology**, who in turn, reports to **John Collins, Deputy Superintendent** of PUSD. The success of the plan is directly related to these individuals meeting the benchmark dates as outlined in the chart.

There are four major initiatives for the technology department, which support the district goals and core values with respect to Learning Support Services. First, staff development must continue in the areas of curriculum development, web page development and the use of data to support <u>all</u> students learning (including; GATE, ELL, special education and special needs students). The second is to ensure data is comprehensible, and useful information, and to make it easily presentable and available through a Service Oriented Architecture. This will allow staff, students, parents and community to securely access pertinent information through a single sign on portal. The third is to provide district supported, research based software applications to support learning in an easily accessible format. Finally, to assure the network and equipment are stable, reliable and able to be delivered to all staff, students and parents in order to create communication and a true partnership between all stakeholders.

The District has created a District Technology Advisory Committee (DTAC) to improve communication and cooperation between Learning Support Services and the Information Technology Department with the goal of providing better support to staff. This committee is chaired by the Associate Superintendent for Learning Support Services and has representation from site administrators and teachers.

The business side of the district also needs technology support to assure efficiency of resources and support of Learning Support Services. The District has created a partnership with the SAS Corp. to implement a data warehouse and systemic method for using data effectively across departments. The continued implementation of this project will demonstrate effective and efficient use of resources, as well as improved communication and cooperation between and among all stakeholders.

Special needs students are supported throughout their learning experience with adaptive technology tools, computers and software programs. The Special Education Department and the Information Technology Departments have implemented a software integration application which provides a structured system for creating Individual Education Plans on line allowing teachers to better server the needs of their students.

2a Stakeholders

District staff, community members and leaders from our business partnerships have created and approved the following five-year plan for the Poway Unified School District (PUSD). The District Technology Advisory Committee (DTAC), site technology committees, business partners and committee members provided input, which helped to form this plan through submitting ideas at regularly held meetings, review of the completed plan and authorize **Robert J. Gravina, Chief Technology Officer of Information Technology**, to submit the plan to the California Department of Education. Additionally, the PUSD Board of Education and Superintendent's Cabinet will review and approve this plan.

The DTAC, Site and Library Improvement Plan (SLIP), site technology committees, site foundations and business partners will continue to review and change the plan to meet the growing challenges of the educational needs of Poway Unified School District students. This plan is also available on the PUSD webpage at http://www.powayusd.com/admin/etis/lep.htm for community members. The feedback is reviewed and integrated by **Laurel Campbell, Administrative Assistant to Robert J. Gravina, Chief Technology Officer.**

The Poway Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

Stakeholder Groups

School Board Trustees
Penny Ranftle, President
Jeff Mangum, Vice President
Linda Vanderveen, Clerk
Steve McMillan, Member
Andy Patapow, Member

District Educational Technology Plan Team

District Personnel
Curriculum / Data Personnel
  Kevin Skelly, Associate Superintendent
  Stacey Campo, Instructional Technology Specialist
  Linda Foote, Instructional Technology Specialist
  Eric Lehew, Elementary Curriculum Director
  Mel Robertson, Secondary Curriculum Director
  Ray Wilson, Executive Director of Assessment

Site Administrators
  Kelly Burke, Poway High School
  Greg Magno, Mt Carmel High School
  Dawn Kastner, Westview High School
  Trish Hakola, Adult Education

Teachers
  Joyce Daubert, Mt Carmel High School
  Ross Kallen, Rancho Bernardo High School
  Bill Harris, Mt Carmel High School
  Barbara Busalacchi, Turtleback Elementary School
  Lynne Harvey, Rolling Hills Elementary School

Government Agencies
  Daryl Stermon, San Diego County Office of Education

Technology Personnel
  Robert Gravina, Chief Technology Officer
  Diane Zimmermann, Programmer
  Dawn Kale, Tech Support Supervisor
  Molly Schaeffer, Student Information Supervisor
  Laurel Campbell, Technical Administrative Assistant

Financial Personnel
  John Collins, Deputy Superintendent
  Randie Murrell, CFO

Higher Education
  Kathy Hayden, CSUSM

Parents / Students
  Pam Bickel

Community Group & Businesses
Mark Provo, Gateway Computers
Michael Scarpella, Arey Jones

3 Curriculum Driven Technology Goals

Overview

This section is the heart of our district technology plan. It is organized around the eight district technology learning goals which support the overall district goals:

- Increase achievement for all student through comprehensive literacy effort
- Provide a physical learning environment to support student learning for all.

State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and CTAP[2] I-assessment (EdTechProfile) survey data have served to guide our technology team in determining which research-based best practices to include in our 2006-2011 curriculum driven technology goals.

It is the culture of our PreK-12 district to have a team approach with regard to the responsibility teaching and learning for all students. The following goals are a representation of this practice that holds all teachers and administrators responsible and accountable for the deliver of these goals.

Our goals will strategically meet our students' need to acquire and refine their technology and information literacy skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences as they master the core content standards.

Goal 1: Our schools will use technology to support the district Learning Goals as outlined in the Strategic Plan for all students in all curricular areas in alignment with the CST.

Goal 2: Our schools will use technology to support the district Learning Goals as outlined in the Strategic Plan for all student achieving proficiency or better on the California High School Exit Exam.

Goal 3: Our schools will use technology to support the district Learning Goals as outlined in the Strategic Plan to increase the percentage of graduating students who complete the a-g requirements.

Goal 4: Our schools will use technology to support the district Learning Goals as outlined in the Strategic Plan to increase the percentage of high school graduates who complete at least one advanced placement course.

Goal 5: All district students will acquire meet or exceed the National Educational Technology grade level standards for students (NETS) to support achievement of the academic standards in the classroom, district learning goals and seek lifelong learning for success in our digital society.

Goal 6: All district students will have equal access to technology to support mastery of the academic standards in the classroom, district learning goals, and seek life long learning for success in our digital society

Goal 7: Our district will support district and site use of technology to collect student achievement data, analyze data and report data to inform instruction.

Goal 8: Our district and schools will use technology to improve home to school communication.

3a Current Teacher and Student Technology Access

Technology access refers to computer hardware, software, printers, video camera equipment, Smart Boards, projectors, televisions, access to class content through e-learning utilizing interactive voice and video conferencing over the internet. All of these are to be used to integrate technology into the on-going curriculum.

All teachers have access to a minimum of one teacher workstation computer connected to a presentation device (TV or LCD projector) and printer with access to a printer and the LAN/WAN and PUSD Intranet and Internet. At one high school, Westview, all teachers have been issued a laptop computer to travel from school to home. According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 5:1. They have access to computers in their Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers and students (including GATE, Special ED, and ELL) have the ability to schedule before and/ or after school access to computer programs and the Internet as needed for students to complete classroom activities. In partnership with our community libraries, students, parents, and teachers have access during evening and weekend hours.

Technology plays a major role in many areas of student productivity, research and connectedness with resources. When a student enrolls into the district and he/she is scheduled into classes, this then enroll them into the assigned teacher's electronic classroom (www.blackboard.com) in order to access curriculum support and materials beyond the school day. Every school has an access to a local area network (LAN), the district wide area net (WAN) and Internet connectivity with a DS3 line. All 35 schools provide a wide variety of access for students based upon the design and learning culture of the campus by way of mobile computer carts(class sets of 40), designated student computer labs and 5 to 50 computers in the media center (depending on the site). At 15 of the 23 elementary schools, 5 to 10 computers are located in a common area between classrooms for student group work during the day. In addition to computer access, video conferencing, video editing and production and digital graphics are present at all secondary school and 5 elementary schools. Technology for our special-needs students is based upon their IEP's and /or contained within the classroom. Technology provided in the special-needs classroom range from 5 to 10 computers and has appropriate software available.

Administrators also have access to a wide variety of technology tools to support their role in our district. Each administrator has access to a computer, printer and LAN / WAN / Intranet / Internet and the student information system. Handhelds are used by most administrators to manage schedules. At two sites, handhelds are being used with their student information system (SIS) data. All Administrators and teachers have access to our data warehouse called Total Informational Management system (TIM), which contains 5 years of assessment data on all students. Access and viewing rights are granted based upon their role in the district.

Due to the budget cuts of 2003, some support personnel at the school sites were reduced or in some cases the positions were eliminated. At the elementary level, the Library Media Technician job is only 20 hours a week. Expanding the availability to the library at some sites was possible due to outside funding support. At the middle school level, Librarians' hours were cut in half. This has resulted in one person for two middle schools, reducing access for students.

The following charts are an overview of resources available by school:

Elementary Schools

Adobe Bluffs Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	167
Total # of computers* 4 years old or newer with Internet access	167
# of computers* in Classrooms	72
# of computers* in Library/media centers	2
# of computers* in Computer Labs	93
# Available times for student access to computers before and after school	N/A
Canyon View Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	47
Total # of computers* 4 years old or newer with Internet access	47
# of computers* in Classrooms	81
# of computers* in Library/media centers	3
# of computers* in Computer Labs	30
# Available times for student access to computers before and after school	N/A
Chaparral Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	150
Total # of computers* 4 years old or newer with Internet access	150
# of computers* in Classrooms	202
# of computers* in Library/media centers	8
# of computers* in Computer Labs	36
# Available times for student access to computers before and after school	N/A
Creekside Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	118
Total # of computers* 4 years old or newer with Internet access	118
# of computers* in Classrooms	44
# of computers* in Library/media centers	3
# of computers* in Computer Labs	71
# Available times for student access to computers before and after school	Opened before school, Tuesday through Friday, from 8:00 to 8:55. Opened after school, on Wednesdays, from 1:40-2:00.
Deer Canyon Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	87
Total # of computers* 4 years old or newer with Internet access	87
# of computers* in Classrooms	54
# of computers* in Library/media centers	5
# of computers* in Computer Labs	40
# Available times for student access to computers before and after school	N/A

Garden Road Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	29
Total # of computers* 4 years old or newer with Internet access	29
# of computers* in Classrooms	64
# of computers* in Library/media centers	6
# of computers* in Computer Labs	30
# Available times for student access to computers before and after school	N/A
Highland Ranch Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	100
Total # of computers* 4 years old or newer with Internet access	108
# of computers* in Classrooms	62
# of computers* in Library/media centers	4
# of computers* in Computer Labs	34
# Available times for student access to computers before and after school	N/A
Los Peñasquitos Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	69
Total # of computers* 4 years old or newer with Internet access	69
# of computers* in Classrooms	103
# of computers* in Library/media centers	4
# of computers* in Computer Labs	60
# Available times for student access to computers before and after school	N/A
Midland Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	38
Total # of computers* 4 years old or newer with Internet access	38
# of computers* in Classrooms	59
# of computers* in Library/media centers	5
# of computers* in Computer Labs	0
# Available times for student access to computers before and after school	30 minutes before school on Tuesday, Thursday and Friday
Morning Creek Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	36
Total # of computers* 4 years old or newer with Internet access	36
# of computers* in Classrooms	58
# of computers* in Library/media centers	5
# of computers* in Computer Labs	0
# Available times for student access to computers before and after school	N/A

Painted Rock Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	75
Total # of computers* 4 years old or newer with Internet access	75
# of computers* in Classrooms	69
# of computers* in Library/media centers	4
# of computers* in Computer Labs	35
# Available times for student access to computers before and after school	N/A

Park Village Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	60
Total # of computers* 4 years old or newer with Internet access	60
# of computers* in Classrooms	66
# of computers* in Library/media centers	7
# of computers* in Computer Labs	80
# Available times for student access to computers before and after school	20 minutes before and after school T-Th

Pomerado Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	86
Total # of computers* 4 years old or newer with Internet access	86
# of computers* in Classrooms	82
# of computers* in Library/media centers	4
# of computers* in Computer Labs	32
# Available times for student access to computers before and after school	N/A

Rolling Hills Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	17
Total # of computers* 4 years old or newer with Internet access	17
# of computers* in Classrooms	124
# of computers* in Library/media centers	7
# of computers* in Computer Labs	41
# Available times for student access to computers before and after school	N/A

Shoal Creek Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	47
Total # of computers* 4 years old or newer with Internet access	47
# of computers* in Classrooms	52
# of computers* in Library/media centers	6
# of computers* in Computer Labs	45
# Available times for student access to computers before and after school	Everyday, 30 minutes before school

Stone Ranch Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	118
Total # of computers* 4 years old or newer with Internet access	118
# of computers* in Classrooms	51
# of computers* in Library/media centers	3
# of computers* in Computer Labs	64
# Available times for student access to computers before and after school	20 minutes before and after school on Monday – Thursday; closed completely on Friday

Sundance Elementary	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	109
Total # of computers* 4 years old or newer with Internet access	109
# of computers* in Classrooms	82
# of computers* in Library/media centers	2
# of computers* in Computer Labs	35
# Available times for student access to computers before and after school	N/A

Sunset Hills Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	16
Total # of computers* 4 years old or newer with Internet access	16
# of computers* in Classrooms	44
# of computers* in Library/media centers	2
# of computers* in Computer Labs	24
# Available times for student access to computers before and after school	N/A
Tierra Bonita Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	26
Total # of computers* 4 years old or newer with Internet access	26
# of computers* in Classrooms	41
# of computers* in Library/media centers	2
# of computers* in Computer Labs	34
# Available times for student access to computers before and after school	N/A
Turtleback Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	51
Total # of computers* 4 years old or newer with Internet access	51
# of computers* in Classrooms	90
# of computers* in Library/media centers	2
# of computers* in Computer Labs	43
# Available times for student access to computers before and after school	N/A

Valley Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	161
Total # of computers* 4 years old or newer with Internet access	160
# of computers* in Classrooms	96
# of computers* in Library/media centers	20
# of computers* in Computer Labs	40
# Available times for student access to computers before and after school	N/A
Westwood Elementary:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	132
Total # of computers* 4 years old or newer with Internet access	112
# of computers* in Classrooms	80
# of computers* in Library/media centers	5
# of computers* in Computer Labs	54
# Available times for student access to computers before and after school	N/A

Middle Schools: Access for students varies at this level due to outside funding or creative management of scheduling.

Black Mountain Middle:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	85
Total # of computers* 4 years old or newer with Internet access	85
# of computers* in Classrooms	179
# of computers* in Library/media centers	28
# of computers* in Computer Labs	69
# Available times for student access to computers before and after school	20 minutes before school and 60 minutes after except Fridays.

Bernardo Heights Middle:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	33
Total # of computers* 4 years old or newer with Internet access	33
# of computers* in Classrooms	135
# of computers* in Library/media centers	16
# of computers* in Computer Labs	85
# Available times for student access to computers before and after school	Mon-Thursday 8:10 - 3:45 (school-8:30-3:15) Friday 8:10-3:30

Meadowbrook Middle:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	228
Total # of computers* 4 years old or newer with Internet access	222
# of computers* in Classrooms	135
# of computers* in Library/media centers	9
# of computers* in Computer Labs	84
# Available times for student access to computers before and after school	60 minutes after school every day

Mesa Verde Middle	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	325
Total # of computers* 4 years old or newer with Internet access	325
# of computers* in Classrooms	220
# of computers* in Library/media centers	25
# of computers* in Computer Labs	75
# Available times for student access to computers before and after school	Mon, Wed-Thurs 8:05-3:45 (school 8:27-3:15),Tuesday, closed before school, open until 3:45 (late start) Friday, closes at 3:30

Oak Valley Middle:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	157
Total # of computers* 4 years old or newer with Internet access	157
# of computers* in Classrooms	38
# of computers* in Library/media centers	7
# of computers* in Computer Labs	112
# Available times for student access to computers before and after school	N/A

Twin Peaks Middle:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	100
Total # of computers* 4 years old or newer with Internet access	100
# of computers* in Classrooms	101
# of computers* in Library/media centers	14
# of computers* in Computer Labs	86
# Available times for student access to computers before and after school	60 minutes after school every day

Comprehensive High School

Mt. Carmel High:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	500
Total # of computers* 4 years old or newer with Internet access	500
# of computers* in Classrooms	335
# of computers* in Library/media centers	25
# of computers* in Computer Labs	140
# Available times for student access to computers before and after school	30 minutes before and after school except for Wed & Thurs when the library is open for an additional 60 minutes.
Poway High:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	168
Total # of computers* 4 years old or newer with Internet access	168
# of computers* in Classrooms	600
# of computers* in Library/media centers	39
# of computers* in Computer Labs	55
# Available times for student access to computers before and after school	Opened every day 30m before Monday and Tuesday opened 45 minutes after school. Wednesday and Thursday opened 1 1/2 hours after school. Fridays we are opened 15 minutes after school ends.
Rancho Bernardo High:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	381
Total # of computers* 4 years old or newer with Internet access	381
# of computers* in Classrooms	133
# of computers* in Library/media centers	97
# of computers* in Computer Labs	498
# Available times for student access to computers before and after school	Minutes before school starts and just 10 minutes after school ends. The RBHS Friends of the Library pays for us to be open 35 minutes before school starts and to open approximately 2 hours after school ends. This arrangement is conditional upon the group being able to raise the funds annually.

Westview High:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	482
Total # of computers* 4 years old or newer with Internet access	482
# of computers* in Classrooms	259
# of computers* in Library/media centers	51
# of computers* in Computer Labs	221
# Available times for student access to computers before and after school	Opened 30 minutes before school and 50 minutes after school 7:30-4:00 M, T, Th, F 8:45-4:00 W (staff development in am)

Continuation High School

Abraxas High School:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	166
Total # of computers* 4 years old or newer with Internet access	166
# of computers* in Classrooms	108
# of computers* in Library/media centers	14
# of computers* in Computer Labs	44
# Available times for student access to computers before and after school	N/A

Alternative School – grades 7-12

New Directions:	
All students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	0
Total # of computers* 4 years old or newer with Internet access	0
# of computers* in Classrooms	0
# of computers* in Library/media centers	0
# of computers* in Computer Labs	12
# Available times for student access to computers before and after school	N/A

3b Current Technology Integration in Curriculum

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum in our district from the 2005-06 CTAP[2] I-assessment certificated staff survey data. Complete Poway Unified data is available in our district CTAP[2] I-assessment reports.

Poway Unified District Technology Integration

The use of hardware and software to support teaching and learning in the district is multifaceted. Technology tools are used daily for productivity, research, collaboration, and publishing, always focusing on increasing student achievement and engagement.

All classrooms in the district have computers with Internet access allowing students and teachers to use technology on a daily basis. Students currently acquire technology and information literacy skills through the use of technology during the school day and throughout the grade levels. Students and teachers use technology in a variety of ways throughout the school day. For specific detail, see Appendix D.

Access for All:

- The use of Northwest Evaluation Association's MAP (Measure of Academic Performance) assessment to evaluate student progress and growth in meeting or exceeding state academic standards. (Elementary, Middle and 9th Grade)
- Electronically Posting of MAP data and corresponding learning objectives to a Poway developed tool (Learning Ladder) for teachers and students to use in setting academic goals, analyzing instructional needs, and determining necessary resources to provide differentiated instruction. (Elementary, Middle and 9th Grade)
- Providing opportunities for students to use software and internet connectivity to extend and support the core curriculum on classroom and lab computers for individual learning practice, research, and presentation. (Access for all students, teachers, administrators)
- The use of STAR Math, Accelerated Math, ALEKS, Successmaker, Orchard, Learning Through Sports, and Riverdeep to assess, instruct, and provide feedback to students, parents, and teachers on student progress in math. (Elementary Only)
- The use of READ 180, SRI with Scholastic Reading Counts, Thinking Reader, Waterford, Earobics, Accelerated Reader, AR STAR Reading, LeapFrog, Successmaker, Riverdeep, Learning Through Sports, and Orchard to assess, instruct, and provide feedback to students, parents, and teachers on student progress in reading. (Elementary Only)
- The uses of the Criterion writing program to assess, instruct, and provide feedback to students, teachers, and parents on student writing progress. (3 pilot school sites)
- The use of Writer's workshop, Keys, Student Writing and Publishing Center to promote the use of word processing for writing, revising, editing, and publishing written work. (Elementary Only)
- Classroom lessons often use online tools and resources such as the National Read Write Think activities, Starfall practice, Scholastic practice, or teacher generated works at Quia to differentiate instruction in math, reading, social studies, and science. (Site Defined)
- Teachers and students have access to United Streaming to instruct, scaffold, reinforce, and support student learning in core and content area subjects. Students also have access at home via district web portals to view instructional videos they need to watch repeatedly in order to reinforce the instruction of difficult concepts. (All Students, Teachers, Administration)

- Instruction is also supported by the use of Pinnacle Studio video editing software, iMovie, PowerPoint, Inspiration, Kidspiration, KidPix, Timeliner, Graph Club, Graph Master, and Zoombinis (algebraic thinking math logic program.) (Site Defined)
- Students also have access to the following online subscription reference tools: Thomas Gale online reference resources, the Noodlebib citation support tool, World Book Online, and Grolier online. (All Students, Teachers, Administration)
- Teachers and students also have access to the following technology tools for instructional support, mathematic or scientific inquiry: Pasco Probeware, GeoSketch Pads, and Greenglob math. (Secondary Site Defined)
- SAMxp online computer literacy instruction tool (High School Defined)
- FitnessGram report and assessment tool for physical education (Middle School Defined)
- The use of Sanako and Media Assistant for developing students' verbal and auditory world language skills. (High School Defined)
- *Microsoft Office* is the district's standard productivity suite

(See appendix D comprehensive list of software tools and resources)

In addition to the above technological resources, all teachers and students also have access to:

- ENORE for Special Ed IEP reporting and compliance
- Video conferencing resources to support instruction
- Adobe Acrobat Writer
- Adobe Photoshop
- Electronic Grade books (Middle and High)
- Electronic report card (Elementary)
- Electronic attendance
- All teachers are given web space for communicating and extending instruction beyond the classroom and scheduled school day (LearningPoint, FrontPage, Scholastic Homepage)

In 2004-2005, 100% of our staff participated in the CTAP[2] Assessment Survey. Due to the redesign of the survey during the summer of 2005, we were not able to obtain the data from that time period. During 2005-2006, we used the CTAP2 Assessment Survey for targeted technology training groups. We feel this is a fair representation of our over-all district picture regarding technology use and integration.

This data is based on 18% of our teaching force. =336

How often do teachers use the following technology tools for classroom instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	246	41	19	11	10	8
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	26	50	134	63	44	18
Video based creation tools (video camera, digital camera, etc.)	10	20	69	80	108	47
Internet	190	53	45	26	17	5
Email	274	32	11	6	8	4
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	20	8	12	15	44	237

How often and in what subject areas teachers use technology tools for instruction.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Reading/Language Arts	59	58	58	30	17	109
Mathematics	32	31	45	38	40	145
Science	16	21	58	37	33	164
History/Social Science	22	22	61	40	36	150
PE/Health	6	3	11	31	80	200
Fine Arts	11	5	29	28	65	190
Business/Computer Science	8	3	10	8	59	241
Foreign Language	8	7	8	8	59	241
Home Economics	2	6	3	3	59	257
Industrial Arts	5	1	3	1	60	259
Careers	9	1	10	16	60	234

In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	116	113	76	21	10
Deliver classroom instruction	49	70	103	59	55
Manage student grades and attendance	204	32	14	23	62
Communicate with parents or students	142	101	64	12	16
Gather information for planning lessons	65	107	102	40	20
Access model lesson plans and best practices	31	63	119	74	47

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail	138	66	52	21	35
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	122	57	51	30	51
Video Conferencing	1	1	1	9	301
Electronic Grading System	137	32	17	9	117
Online Student Assessments	19	17	43	55	178

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instructional areas	My students don't use technology tools.	Total Responses
My students use technology tools in	202	178	254	n/a	336

How often teachers require students to use technology tools for classroom assignments.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	54	67	97	18	46
Internet	38	43	97	69	58
Email	31	27	39	69	109
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	6	5	5	18	67

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	27	68	111	46	74
Reinforcement and practice	34	58	92	57	89
Research, using the Internet and/or CD-ROMs	15	35	121	71	85
Creating reports or projects	11	34	116	77	88

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	6	22	65	89	144
Correspondence with experts, authors, students from other schools, etc., via email or Internet	6	9	31	76	204
Solving problems or analyzing data	14	19	53	63	177
Graphically presenting information	8	17	47	76	178

CTAP2 SURVEY CHARTS WITH STRANDS

Poway Unified District has 1,478 credentialed teachers; this chart represents the assessment summary for 262 teachers or 18%. It is important to note that this includes both fully completed and partially completed assessments.

Main Summary Chart
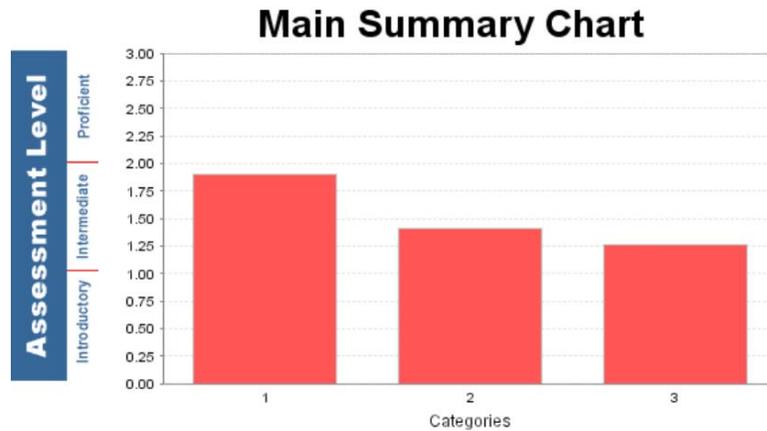
1. Computer Knowledge and Skills (Includes 262 in calculation)

2. CCTC Program Standard 9: Using Technology in the Classroom (Includes 247 in calculation)

3. CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 243 in calculation)

Category Chart
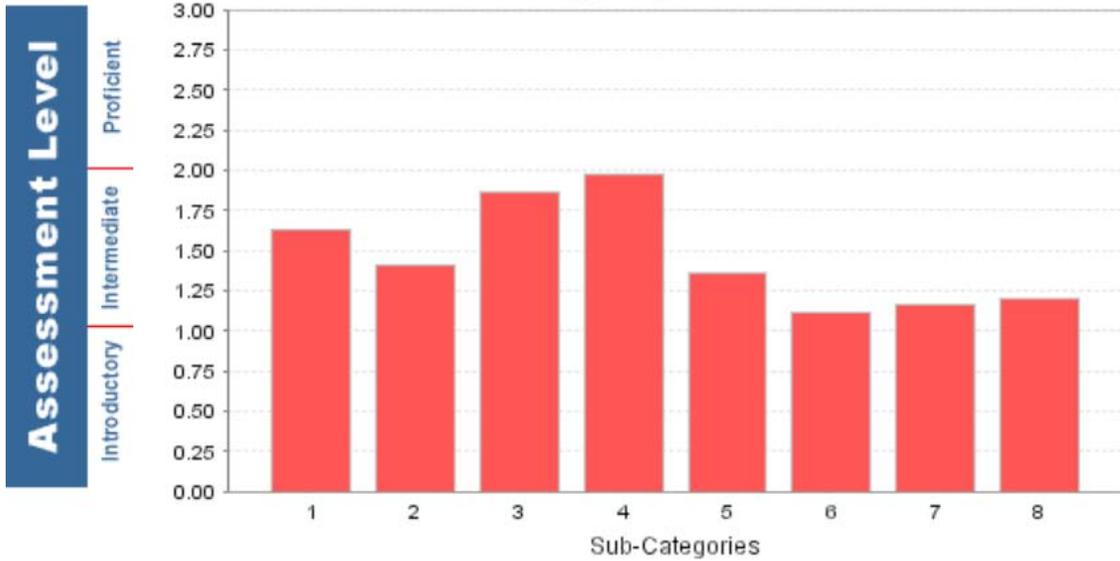
Standard 9a (Includes 249 in calculation) Standard 9b (Includes 249 in calculation)
Standard 9d (Includes 247 in calculation) Standard 9e (Includes 246 in calculation)
Standard 9f (Includes 247 in calculation) Standard 9g (Includes 249 in calculation)

Category Chart
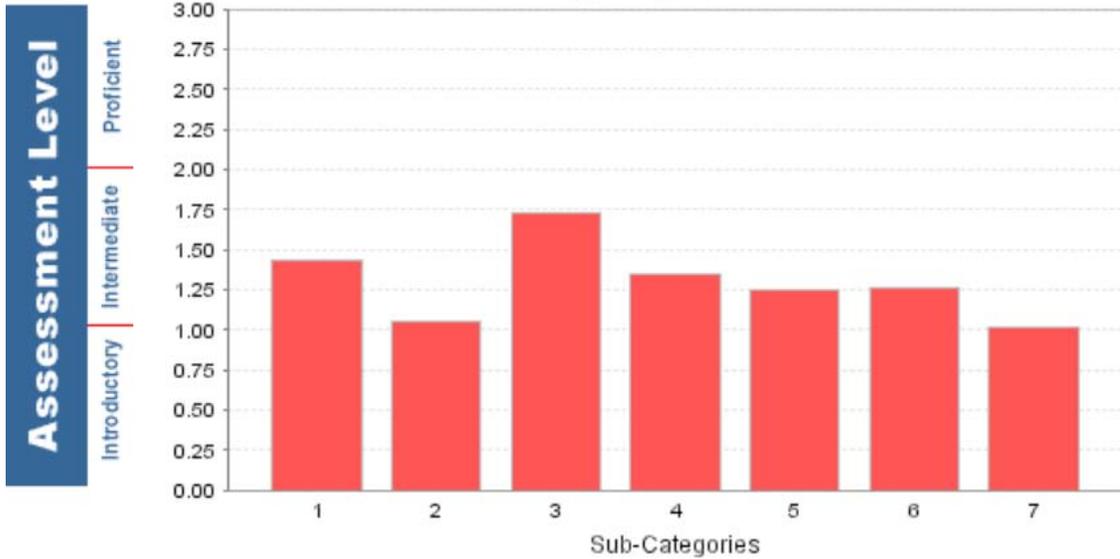
Standard 16a (Includes 252 in calculation)   Standard 16b (Includes 249 in calculation)

Standard 16c (Includes 247 in calculation)   Standard 16d (Includes 243 in calculation)

Standard 16e (Includes 243 in calculation)   Standard 16f (Includes 243 in calculation)

Standard 16g (Includes 243 in calculation)

3c Summary of District's Curricular Planning Documents

Summary of the district's curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

PUSD 2003-04 District Goals
Presented to the Board of Education
March 8, 2004

The Process

In the fall of 2002, more than 135 staff members, parents, community leaders, and students worked together to develop a comprehensive strategic plan in support of the two district goals. The district staff and Superintendent had worked closely with the Board of Education during the spring of 2003 to reduce the number of goals from as many as 40 annually to two goals that would be in place through the spring of 2008. The two goal areas focus on: 1) literacy in reading, writing, and mathematics, and 2) facilities to support teaching and learning. We recognized that we could collectively make even greater strides by having these goals take center stage both at school sites and throughout the district.

The strategic planning process helped the district obtain a broad base of input from the school community to develop the key initiatives that would drive the effort. The three-day workshop focused on developing key initiatives and work plans for each initiative, as well as a timeline for implementation over the next four years.

In 2003, specific measurable targets were developed. These measures became critical indicators of progress.

Strategic planning gave the district a work plan to move forward. We have a very powerful place to begin our efforts, thanks to the work by all who participated.

Goal I - Initiatives
Increase Achievement for All Students Through a Comprehensive Literacy Effort

1. Identify basic curriculum for reading, writing, and mathematics literacy.

2. Develop and implement an effective, coherent curriculum integrating literacy across all subject areas.

3. Close the existing achievement gap for subgroups.

4. Demonstrate consistently that we honor and value diversity.

5. Personalize learning for each student.

6. Develop and implement a data and information system.

7. Promote and support innovative practices.

Poway Unified School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards.

Our 2004-05 student achievement data indicates that our rigorous academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at our schools.

Progress on the Academic Performance Index (API) 2004-05 Reporting Cycle **Poway Unified School District** **San Diego, California**	**2005 API Summary** **Poway, San Diego County, California** **2004-2005**
Growth in API from 2004 to 2005 LEA: 14 County: 15 California: 20 *Data Resource:* http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit	API Scores LEA 2004: 835 LEA 2005: 849 County 2004: 724 County 2005: 739 California 2004: 689 California 2005: 709 Our district met ALL of the 2005 Adequate Yearly Progress (AYP) Criteria in 200
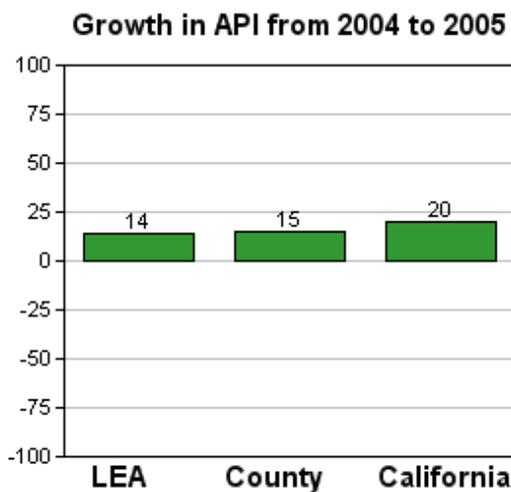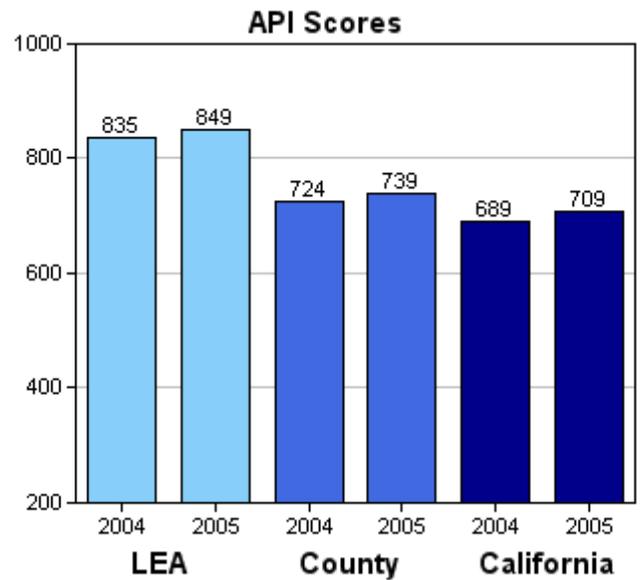
Our district met ALL of the 2005 Adequate Yearly Progress (AYP) Criteria in 2005

AYP components	Met 2005 AYP criteria
Participation rate	Yes
Percent proficient (AMOs)	Yes
API as additional indicator	Yes
Graduation rate	Yes

	English - Language Arts		Mathematics	
Annual Measurable Objectives (AMOs) 2004-05 *DISTRICT PERCENT PROFICIENT* **Data Resource:** *http://ayp.cde.ca.gov/reports.asp*	Percent At or Above Proficient	Met 2005 AYP Criteria	Percent At or Above Proficient	Met 2005 AYP Criteria
LEA-wide	73	Yes	71.7	Yes
African American or Black (not of Hispanic origin)	52.3	Yes	46.3	Yes
American Indian or Alaska Native	65.3	Yes	56.6	Yes
Asian	82.2	Yes	86.7	Yes
Filipino	70.5	Yes	71.2	Yes
Hispanic or Latino	55.1	Yes	54.8	Yes
Pacific Islander	51.7	Yes	62.4	Yes
White (not of Hispanic origin)	75.6	Yes	72.8	Yes
Socio-economically Disadvantaged	44.5	Yes	47.8	Yes
English Learners	50.2	Yes	59.7	Yes
Students with Disabilities	36.9	Yes	40.1	Yes

2005 Proficiency Target for English/Language Arts = 23.0
2005 Proficiency Target for Mathematics = 23.7

Poway Unified District Curricular Goals

Our school board's two long-term, strategic goals:
   Goal #1: Increase Student Achievement through a Comprehensive Literacy Effort
   Goal #2: Provide a Physical Learning Environment to Support Learning for All

These goals are tied to and support the adopted, state approved, content standards in all academic areas. Each of these key goals has specific, measurable targets that support the LEA plan on the district level. Each school manages and annually reports progress on its site-based curricular goals in the Single Plan for Student Achievement (SPSA) and School Accountability Report Card (SARC).

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

Goal I - Targets

· By 2008, increase the percentage of all students, including all subgroups, performing at the college readiness levels of "Proficient" and "Advanced" on the California Standards Tests as follows: (to see graph [click here](#) and go to page 9)

· 100% of all schools in the district achieving No Child Left Behind requirements.

· Improve the initial pass rate of 10th grade students achieving college readiness passing scores on the California High School Exit Exam from 78 percent in English/Language Arts and 68% in Mathematics to 85% in English/Language Arts and 78 percent in Mathematics by 2006.

· Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam from 95 percent in English/Language Arts and 91% in Mathematics to 100% on each by 2006.

· By 2008, increase from 53% to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete the UC and CSU college prep, "A-G" requirements.

· By 2008, increase from 29% to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one advanced placement course as preparation for college.

· By 2008, increase from 63% to 74% the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the district's average score.

Goal II - Initiatives

1. Recruit, hire, support, and retain a diverse staff.

2. Explore best practices around optimal learning environments.

3. Design secure, efficient, sustainable facilities.

4.   Research and address enrollment fluctuations.

5.   Continue to seek outside funding to support grants and partnerships.

Goal II - Targets

·   By 2012, complete the repair and renovation of the 24 Poway Unified schools funded by the Proposition U, *Building for Success*, bond passed by voters in 2002.

·   By 2010, plan, design, and build new schools in the western portion of the school district, as determined by enrollment.

·   Monitor and proactively address enrollment changes and short-term and long-term growth or enrollment fluctuations through 2010.

·   By 2008, increase the percentage of diverse staff to bring that percentage closer to ethnic make-up of the student population.

·   By 2008, continue the establishment of a strong base for the outside funding for grants and support partnerships that advance the Poway Unified School District goals and targets.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

Annual State of the District Report: The *State of the District Report* is presented annually at an open school board meeting, distributed to the media and posted on the District's website. The report is over 70 pages in length and presents detailed analyses of progress toward the achievement of each district target for goals #1 and #2

The District's *Local Educational Agency Plan (LEAP)* represents a working document to guide the improvement of student achievement and the quality of instruction for all students. The LEAP, revised in May, 2004, includes work plans, timelines that accompany the District's targets. The LEAP provides plans for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the District's Strategic Plan goals and objectives, each school site develops a *School Accountability Report Card* (SARC) that reports specific achievement goals. Beginning with the 2003-2004 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

Other district and site comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The district adopted State Content Standards for K-12.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR

results.

- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- WASC self study reviews and actions plans and other program goals, which vary from site to site.
- Our district Educational Technology Plan.

3d thru 3j Summary of Curriculum Component Criteria

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state approved content standards.

> **Note a.**
> **As stated previously in this plan, the Poway Unified School District academic goals were adopted for 2003-2008. It will be revised in 2008 for 2009–2014. This Technology Plan is being adopted 2006-2011. This Technology Plan is for five years covering 2006-2011. As a result the Technology Plan can only address three (3) years of academic goals for students. Our intent is to adjust this plan to address new academic goals during the 2009-2011 portion of this technology plan. Thus, the reader will find only three (3) years of academic goals in section 3d of this plan.**

Summary of Goals

3d   To Improve Teaching and Learning See Note a.

Goal 1: Our schools will use technology to support the district Learning Goals and Targets as outlined in the Strategic Plan for all students in Language Arts and Math as measured by performance on the California Standards Tests.

Goal 2: Our schools will use technology to support the district Learning Goals and Targets as outlined in the Strategic Plan for all student achieving proficiency or better as measured by the California High School Exit Exam.

Goal 3: Our schools will use technology to support the district Learning Goals and Targets as outlined in the Strategic Plan to increase the percentage of graduating students who complete the a-g requirements.

Goal 4: Our schools will use technology to support the district Learning Goals and Targets as outlined in the Strategic Plan to increase the percentage of high school graduates who complete at least one advanced placement course.

3e   Student Acquisition of Technology and Information Literacy Skills

Goal 5:   All district students will acquire meet or exceed the National Educational Technology grade level standards for students (NETS) to support achievement of the academic standards in the classroom, district learning goals and seek lifelong learning for success in our digital society as Annual administration of the NETS Student Survey at selected Grades. Is there a NETS student survey?

3f   Equitable Access to Technology for All Students

Goal 6: All district students will have equal access to technology to support mastery of the academic standards in the classroom, district learning goals, and seek life long learning for success in our digital society as measured by the student to computer ratio.

3g   To Make Students Record Keeping & Assessment More Efficient and Useful

Goal 7: Our district will support district and site use of technology to collect student achievement data, analyze data and report data to inform instruction. As measured by the ratio of teachers to access (number of hits divided by number of users) of our technology enhanced data management tools. (For example, TIM, LearningPoint, and Teaching and Learning website)

3h   Improve Home-to-School Communication and Access

Goal 8: Our district and schools will use technology to improve home to school communication as measured by the ratio of parents and students who access (Number of households divided by hits) our technology enhanced communication tools. (For example, TIM, LearningPoint, and EdTechCentral)

3d. To Improve Teaching and Learning

Goal 1: Our schools will use technology to support the district 2002-2008 Learning Goals and Targets as outlined in the Strategic Plan for all students in Language Arts and Math as measured by performance on the California Standards Tests.

Target Group: **All PreK-12 students including special education, English Learner, and GATE students.**

Specific Measurable Objective by Spring 2009

Objective: 1a By 2009, we will increase the percentage of all students, including all subgroups, performing at the college readiness levels of Proficient and Advanced on the California Standards Tests as follows:

California Standards Tests Targets for 2009					To be reviewed, revised, and adopted for years 4 and 5 of this plan
Grade Span	English/Language Arts		Mathematics		
	2003	2009	2003	2009	
2-5	69%	82%	72%	82%	
6-8	66%	78%	58%	72%	
9-12	60%	66%	32%	62%	

Annual Benchmarks –

English/Language Arts

Year 1: By June, 2007**:**

76% of 2-5.Proficient/Advanced
72% of 6-8 Proficient/Advanced
64% of 9-11 Proficient/Advanced

Year 2: By June 2008.

80% of 2-5 Proficient/Advanced
76% of 6-8 Proficient /Advanced
65% of 9-11 Proficient/Advanced

Year 3: By June, 2009

82% Proficient/advanced
78% Proficient/Advanced
66% Proficient/Advanced

Mathematics

Year 1: By June, 2007**:**

76% of 2-5.Proficient/Advanced
66% of 6-8 Proficient/Advanced
57% of 9-11 Proficient/Advanced

Year 2: By June 2008.

80% of 2-5 Proficient/Advanced
70% of 6-8 Proficient/Advanced
60% of 9-11 Proficient/Advanced

Year 3: By June, 2009

82% Proficient/advanced
72% Proficient/Advanced
62% Proficient/Advanced

See Note a, page 28

Evaluation Instrument(s) & Data	
Instruments: California Standards Test **Data:** % proficient on the California Standards Test	
<u>**Data reviewers**</u> District Assessment Director, school site administration, and school site will analyze end of school year results annually in August.	
Goal 1: Using technology to Increase percentage of students achieving proficient or advanced in Math and Language Arts by 2008 **Implementation Action Steps**	**Benchmark** **Time Line**
1. Administer the computer adaptive MAP test three times yearly and analyze data as it relates to performance on the CST.	October February May
2. Analyze internal (MAP & local site assessment) and external (Standardized Tests) assessment data and provide training on how to access student data through TIM, ARC and use these data to differentiate instruction to meet proficiency.	September January April
3. Provide teachers and students with growth reports that analyze performance as it relates to CST performance levels.	October February May
4. Provide and focus training on using Student data and DesCartes to develop classroom and student learning goals.	Ongoing and integrated as scheduled with school site.
5. Training on technology-based Curriculum Mapping tools to in order to focus on standards and strategies to ensure minimally grade level standards	Ongoing and integrated as scheduled with school site.
6. Identify and Implement research based interventions technology tools that will close the gap for individual proficiency.	Ongoing and integrated as scheduled with school site.

Monitoring		
Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection and site principal observation. Scores on assessment tools.	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance.

3d. To Improve Teaching and Learning

Goal 2: Our schools will use technology to support the District Learning Goals and Targets as outlined in the Strategic Plan for all student achieving proficiency or better as measured by the California High School Exit Exam.

Target Group: All students including special education, English Learner, Low Income and GATE students.

Specific Measurable Objective by Spring 2008

Objective: 2a By 2009, we will improve the initial pass rate of 10th grade students achieving college readiness scores of 380 or higher on the California High School Exit Exam from:

>   78%- 85% in English/Language Arts and
>   68%-78% in Mathematics

By 2009, we will improve the pass rate of 12th grade students achieving the basic passing scores on the CHSEE from:

>   91%-100% in English/Language Arts and
>   88%-100% in Mathematics

Annual Benchmarks –
Percentage of 10th Grade students passing the CAHSEE at college readiness level of 380 or higher on first attempt

	Year 1	Year 2	Year 3
English/Language Arts:	80% by June, 2007:	85% by June 2008.	87% by June, 2009
Mathematics	70% by June, 2007:	78% by June 2008.	80% by June, 2009

Percentage of 12th grade students passing the CAHSEE at basic level of 350 or higher

	Year 1	Year 2	Year 3
English/Language Arts:	93% by June, 2007:	96% by June 2008.	100% by June, 2009
Mathematics	70% by June, 2007:	95% by June 2008.	100% by June, 2009

See Note a, page 28

Evaluation Instrument(s) & Data

Instrument: California High School Exit Exam

Data: % Passing at 350 and above
Data: % Passing at 380 and above

Goal 2: Increasing Student achievement on the California High School Exit Exam Implementation Action Steps	Benchmark Time Line
1. Provide student access to computer-adaptive assessments (MAPs) at least three times per year as a formative measure of student growth.	October February May
2. Analyze internal (MAP & local site assessment) and external (Standardized Tests) assessment and provide training on how to access student data through TIM to differentiate instruction to meet proficiently.	October February May
3. Analyze and disaggregate data to identify first time non passers	June 2006 Ongoing based on site request
4. Align intervention tools that include technology based resources to strengthen basic skills.	Ongoing based upon site request
5. Identify and implement district supported early intervention courses at the k-9 level that utilize technology-based resources to augment classroom instruction and extend student learning opportunities.	July 2006 Ongoing based upon request and identification of need
6. Review and adjust core course offerings to assure coverage of California Academic Standards	Review and revise every May
7. Provide on-line curriculum mapping capabilities to help teachers record and share instructional materials and strategies.	June 2006 Ongoing based upon revision and need
8. Develop and implement curriculum / passing guides which incorporate technology tools and resources to support student success on the CAHSEE	June 2007 Ongoing based upon revision and need

Monitoring		
Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection and site principal observation. Scores on assessment tools.	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

3d. To Improve Teaching and Learning

Goal 3 & 4: Our schools will use technology to support the district Learning Goals and Targets as outlined in the Strategic Plan to increase the percentage of graduating students who complete the a-g requirements and to increase the percentage of high school graduates who complete at least one advanced placement course.

Target Group: All students including special education, English Learner, and GATE students.

Specific Measurable Objective by Spring 2009

Objective: 3a Increase the percentage of all students graduating with a-g completion from 53% to 60%.
Objective: 4a Increase from 29% to 50%, the percentage of high school graduates who satisfactorily complete one advanced placement course as preparation for college

Annual Benchmarks – YEARS 4 and 5 will be created and review in alignment with the board adopted learning goals.
Percentage graduating with a-g complete

Year 1	**Year 2**	**Year 3**
56% by June, 2007	58% by June 2008	60% by June, 2009

Percentage of graduates successfully completing at least one AP course

Year 1	**Year 2**	**Year 3**
38% by June, 2007	46% by June 2008	50% by June, 2009

See Note a, page 28

Evaluation Instrument(s) & Data

Instrument: Use the Student Information System to query for course completion with a C or better; posting data in the a-g Estimator
Data: Number of course completion with a C or better

Goal 3: Our schools will use technology to support the district 2002-2008 Learning Goals as outlined in the Strategic Plan to increase the percentage of graduating students who complete the a-g requirements and the percentage of high school graduates who complete at least one advanced placement course.	**Benchmark Time Line**
Implementation Action Steps:	
1. Increase awareness, access and use of the "a-g Estimator" for counselors, teachers, student and parents (all stakeholders)	Fall of 2006
2. Engage parents in college awareness, create links to LearningPoint Portal and other web-based resources and conduct parent information events.	Fall 2006
3. Centralize web-based information and/or resources on college readiness	Fall 2007
4. Reflect and align curriculum and instructional practices and interventions, including technology tools and resources to close the achievement gap	Ongoing based on identified need
5. Increase opportunities for students to make-up D's and F's on a-g courses	Summer 2007
6. Train AP teachers to utilize technology resources to broaden their instruction deliver to address a more diverse learner population.	Ongoing based on identified need
7. Utilize technology tools and resources to enhance critical thinking and problem solving across all subject areas.	Ongoing based on identified need
8. Increase awareness and use of valid online resources and tools to promote information literacy skill within the curriculum.	Ongoing based on identified need

Monitoring

Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection and site principal observation. Number of courses with "C" or better compared to previous year's data.	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

The National Educational Technology Standards (NETS) is an ongoing initiative of the International Society for Technology in Education (ISTE) http://cnets.iste.org/ . Their standards will be the basis of skills students are required to learn at each grade level and are taught within the context of English-Language Arts, mathematics, science, history, and the arts.

3e. Student Acquisition of Technology and Information Literacy Skills

Goal 5: All district students will demonstrate mastery of the National Educational Technology Standards (NETS)) to support achievement of the academic standards in the classroom, district learning goals and seek lifelong learning for success in our digital society.

Target Group: All teaching personnel including Librarians, Liberians Media Technicians, Special Education, English Learner, and GATE.

Specific Measurable Objective by June 30, 2009

Objective 5a: Students demonstrate NETS proficiency at an age/grade appropriate level
Objective 5b: Teachers will develop and/or implement curriculum that integrates the NETS for student

The Six <u>NETS</u> Strands each have scaffold grade level (Pre-K – 2, 3 – 5, 6 – 8, 9 – 12) specific standards and performance indicators.
1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools (Information Literacy)
6. Technology problem-solving and decision-making tool

Annual Benchmarks - % of 3rd / 5th / 8th students achieving "proficient" status based upon the NETS rubric Levels.

Year 1: 40% of student by June 2007
Year 2: 50% of student by June 2008
Year 3: 60% of student by June 2009
Year 4: 70% of student by June 2010
Year 5: 75% of student by June 2011

Objective: 5b By June 2011, develop a curriculum for students and staff that is aligned with the NET standards.
Year 1: grades k-3   **Year 2:** Grades 4-5. **Year 3:** Grades 6-8   **Year 4**: Grades 9-12 **Year 5**: Review

Evaluation Instrument(s) & Data	
Instrument: Student CTAP[2] survey and NETS Performance Indicator for Technology Literate Students **Data**; % of student with "Proficient" status based upon on NET Standards	
Goal 5: Objectives: 5 - Student Acquisitions of Technology and Information Literacy Skills **Implementation Action Steps**	**Time Line**
1. Build awareness of the National Education Technology Standards for Students and Teachers through a variety of focus groups and forums by year goals.	Ongoing and integrated in all staff development offerings
2. Adopt the NETS to replace the current district technology standards	2006-07
3. Administer the EdTechProfile (CTAP2) survey for Teachers and other evaluation tools. Use results to analyze current use and integrate with current curriculum, standards and the California School Library Association Standards.	Yearly
4. Provide professional development opportunities (from the District, site-based, CTAP Online, and CTAP Region 2) for Pre-K - 3 and proceed through 12th grade teachers on integrating the student NETS grade level skills and standards in their curriculum.	Ongoing and integrated in all staff development offerings
5. Identify, purchase and implement E-research tools. Provide training for all elementary school site media personnel and teachers.	2006-07
6. Provide training on current district supported E-research resources for all secondary school site media personnel and teachers	Ongoing and integrated in all staff development offerings
7. Through curricular assignments and projects, all students will acquire the NETS skills and CSLA information literacy standards.	Ongoing and integrated in all staff development offerings
8. Administer the standards-aligned grade span NETS based exit assessments for grades 3rd, 5th, 8th.	Annually
9. Align High School Computer Literacy Requirement with NETS based standards focus grades 9-12.	2008-2009
Form a focus group of teachers, librarians and media assistants, to design curriculum to support the development of information literacy skills for students.	2006-2007

Monitoring		
Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection, site principal observation. NETS Performance Indicators	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

3f. Equitable Access to Technology for All Students

Goal 6: All district students will have equal access to technology to support mastery of the academic standards in the classroom, district learning goals, and seek life long learning for success in our digital society

Target Group: All PreK-12 Students

Specific Measurable Objective by June 30, 2009

Objective: 6a. By 2009 our district's average student to computer ratio will be 4-to-1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records).

Annual Benchmarks – need 5 years of benchmarks
Year 1: 5:1 student/computer by June 2007.   **Year 2:** 5:1 student/computer by June 2008.   **Year 3:** 4:1 students/computer by June 2009   **Year 4 & 5:** Reflect and revise

All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum. Need to address lack of before / after school access at most elementary schools.

Annual Benchmarks - need 5 years of benchmarks	
Year 1. 50% of schools by June 2007. **Year 2. 75**% of schools by June 2008. **Year. 3 100**% of schools by June 2009.	
Evaluation Instrument(s) & Data	
Instrument: CTAP Site-based Survey and District Inventory **Data:** % increase towards reduced student-to-computer ratio as measured by progress on the Obsolescence Replacement plan.	

Goal 6: Objectives: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district learning goals, and ultimately for life long learning and success in our digital society	**Time Line**
Implementation Action Steps	
1. Assess student to computer ratio through electronic reporting and the CTAP Site Technology Survey.	Annual
2. Replace eligible computers (Operating system and memory) at school sites, as identified in the Computer Replacement Lease plan.	Annual
3. Leverage foundation, school site, and regional occupation program resources to acquire additional computers and replace those aging computers not eligible for replacement under the Computer Replacement Lease plan.	Annual
4. Seek grants and donations to acquire additional computers and replace those aging computers not eligible for replacement under the Computer Replacement Lease plan.	Annual
5. Develop partnerships with business and local governments to provide hardware and Internet connectivity to low SES homes and/or community facilities.	Annual

Monitoring		
Person(s) responsible: Chief Technology Officer, Program Managers, LSS Directors, LAN Coordinator, and LAN Administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities		

Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection and site principal observation. Inventory counts	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

3g. To Make Students Record Keeping & Assessment More Efficient and Useful

Goal 7: Our district will support district and site use of technology to collect student achievement data, analyze data and report data to inform instruction.

Target Group: All PreK-12 Administrators, support staff, teachers, students and parents.

Specific Measurable Objective by June 30, 2009

Objective: Our district will increase the use of technology tools to collect student and teacher demographic information and achievement data that will support the analysis and reporting of data to inform instruction as measured by average daily portal access data for stakeholders.

Annual Benchmarks -
Year 1: By June, 2007: **Year 2:** By June 2008.   By June, 2009   **Year 4:** By June, 2009   **Year 5:** By June, 2009

LearningPoint Portal (average daily portal access)
Year 1: Teachers, Students & Parents = 65%.   **Year 2:** 80%   **Year 3:** 95%   **Year 4:** 97% **Year 5:** 99%

TIM Portal (average Monthly portal access)
Year 1: Teachers/Site = 50%   **Year 2:** 70%   **Year 3:** 90%   **Year 4:** 95%   **Year 5:** 99%

Evaluation Instrument(s) & Data

Instrument: Web monitoring tools

Data number of hits per portal segmented by user group.

Goal 7: Objectives: Our district will increase the use of technology tools to collect student and teacher demographic information and achievement data that will support the analysis and reporting of data to inform instruction as measured by average daily portal access data for stakeholders. **Implementation Action Steps**	Time Line
1. Continue to improve content and functionality of the district wide data warehouse (TIM) for all users in order to support grade level articulation and implementation of instructional best practices.	2006-07 Ongoing and Integrated
2. Consolidate applications into two portal presentation (TIM and LearningPoint)	2006-07
3. Provide Parent Technology Information events district-wide	Bi-Annually
4. Provide professional development and collaboration time for site administration and teachers to improve student achievement by using data collection, analysis, reporting, and data driven decision making.	August (yearly) Ongoing and Integrated

5. Provide professional development to assist teachers in aligning curriculum and instruction to the State Standards. Learn and share best practices in instruction and intervention.	Ongoing and Integrated
6. Provide professional development to enable all elementary teachers to access and use an electronic report card.	Prior to every marking period for grade reporting On demand by site
7. Provide all secondary teachers with training and access to submit term grades electronically.	Prior to term marking period and on demand by site.
8. Provide all teachers with training and access to submit attendance electronically.	All new teachers On demand by site
9. Provide all teachers training, equipment, software, and access to post classroom grades electronically.	All new teachers On demand by site
10. Provide optical scanning scoring services to schools so that site-based assessments can be digitally collected and placed into district data bases for reporting purposes.	2007
11. Provide support to ensure all school sites submit site-based assessments to the district-wide data warehouse.	On going and on demand by site
12. Develop and deploy district employee Acceptable Use Agreement in order to align and ensure compliance with FERPA / HIPPA and state and federal laws.	2006-07

Monitoring

Person(s) responsible: Site Principal and teachers, along with Chief Technology Officer, Program Managers, LSS Directors, LAN Coordinator, and LAN Administrators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities

Evaluation	Schedule of Evaluation	Program analysis and Modification Process
Teacher reflection and site principal observation. Review of traffic on named systems CTAP2 survey results	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

3h. Improve Home-to-School Communication and Access

Goal 8: Our district and schools will use technology to improve home to school communication.

Target Group: All PreK-12 administrators, teachers, parents and students

Specific Measurable Objective by June 30, 2009

Objective: 8 Our district and schools will use technology to improve home to school communication
LearningPoint Portal (average daily portal access)

Year 1: Students & Parents =65%   Year 2: Students & Parents = 80%
Year 3: Students & Parents =95%   Year 4: Students & Parents = 100%
Year 5: Students & Parents = Revise and Reflect.

Evaluation Instrument(s) & Data

Instrument: Web monitoring tools
Data: Number of hits per portal

Goal 8: Objectives: 8 – Implementation Action Steps	Benchmarks Time Line

1. Develop and deploy a Service Oriented Architecture to allow teachers, parents and students to access district resources and individual student data via the Internet.	September 2006
2. Develop a parent feedback survey	Fall 2007
3. Provide a Parent Technology Information event district wide and administer a parent feedback survey	Bi annually
4. Provide Electronic Report Card to improve quality of communication to parents	Each Marking Period
5. Create a culture which fosters the minimum expectation for all secondary teachers is to provide access to assignments and grades via the district provided online tool, LearningPoint.org	Annual review based on site Ongoing and on demand by site training
6. Continue to provide professional development to support secondary teachers to utilize LearningPoint portal to support teaching and learning.	On going and on demand
7. The district will expand access to the district-wide warehouse to include parents and students via the use of TIM	2007
8. Continue to fund and expand use of the LearningPoint Portal by increasing reliability and stability of the platform.	Yearly
9. Provide systematic professional development to enable teachers to meet minimum expectation for home to school communication.	All New teacher Ongoing and on demand
10. Provide systematic professional development which includes Word and Desktop publishing training to teachers and classified staff to learn to publish professional looking documents to improve communication between home, school, and community.	All new teachers On going and on demand
11. Provide professional development for elementary teachers to begin utilizing LearningPoint portal to support teaching and learning.	On going and on demand

Monitoring

Person(s) responsible: Site Principal and teachers as well as district technology trainers and director of Staff Development.

Evaluation	Schedule of Evaluation	Program analysis and Modification Process
Teacher reflection and site principal observation. Hit counts on identified tools Parent and student feedback	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. Formal data report will be created and presented bi-annual at the District Technology Advisory Board meeting.

4 Professional Development

4a Summary of District Teachers' & Administrators' Technology Skills

In analyzing our current staff development needs for technology integration and use, it has become clear that we need additional data from appropriate district approved assessment surveys (CTAP[2], Profiler Pro, and District Developed Surveys.) This data is critical to inform, focus, and facilitate professional development planning for teachers, administrators, and students that meets our identified needs and technology plan goals.

We currently have CTAP[2] assessment survey data as noted below. This data was used as the initial foundation for the creation of our proposed goals in this professional development plan.

Site Administrators' Survey Data
At this time, we do not have formal data to support or identify the Administrator's skill levels. As part of our action plan, we will complete the following:
- Administrators will complete the CTAP[2] assessment
- Using that data we will revise and realign our professional development goals

Implication:
Create assessments and timelines for gathering additional data and developing appropriate professional development courses to address the uncovered needs.

District Teachers' Survey Data
CTAP[2] I-assessment survey data of district teachers as of March 2006 indicates that most teachers are at the intermediate or proficient levels for Computer Knowledge and Skills. Recognizing that this is a small sampling of our teachers and that the CTAP[2] is broad based, rather than specific, we plan to revise and realign our professional development goals based on additional survey data.

Implication: In order for data to drive effective technology professional development opportunities at all levels, it is imperative that we administer the CTAP2 assessment survey to all PUSD teaching staff. Based upon the current data, teachers need to have access to professional development opportunities in the Intermediate and Integration Level for Personal Technology proficiencies.

Poway District has 1,478 credentialed teachers; this chart represents the assessment summary for 262 teachers or 18%. It is important to not that this includes both bully completed and partially completed assessments.
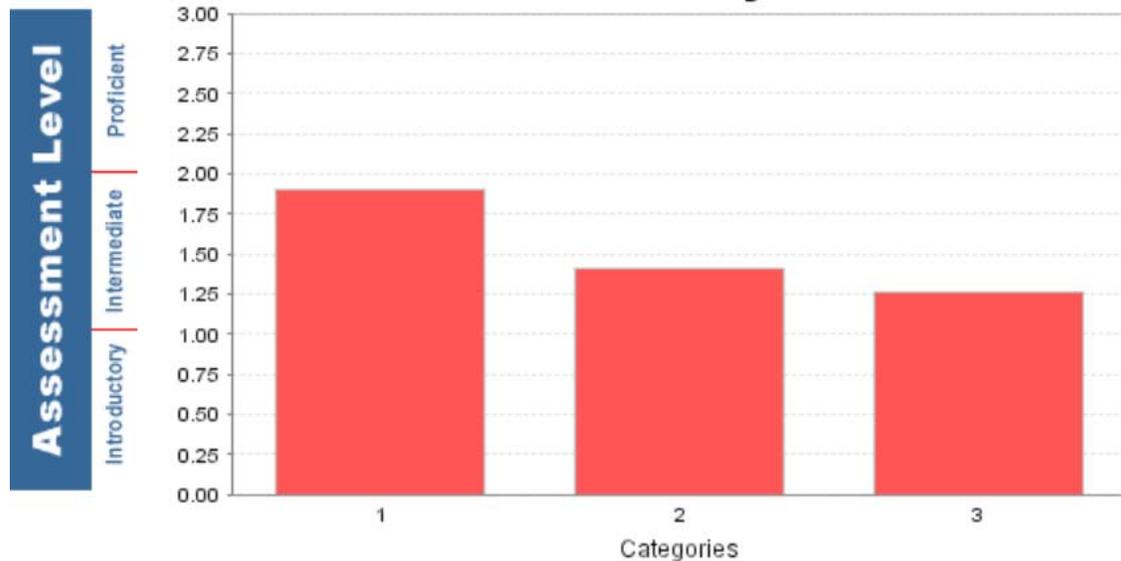
Computer Knowledge and Skills (Includes 262 in calculation)

CCTC Program Standard 9: Using Technology in the Classroom (Includes 247 in calculation)

CTC Program Standard 16: Using Technology to Support Student Learning (Includes 243 in calculation)

In addition, the following district technology training preferences came from 2006 CTAP[2] survey data for the district and were factored into our professional development plans.

EdTechProfile: Staff Development

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/ technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	97	247	0

The implication: Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the expressed needs.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	96	258	55

The implication: We will offer small group technology training supported by web-based resources and provide one-on-one technology coaching and site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/ off track.
I prefer technology training to be offered:	232	120	7	11	105

The implication: We will offer technology training at a variety of times, with most offerings during the school day and after school. Some professional development will occur during the teacher's preparation period time or by providing release time with substitute coverage and during summer workshops and conferences.

4b-d Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our three main Education Technology professional development goals over the next five years are:

Goal 1: District site administrators and teachers will become proficient in the use of all district supported technologies to improve student achievement, data collection, analysis, reporting, and decision making.

Goal 2: District Site Administrators and Teachers will demonstrate proficiency in technology integration skills based on NETS for teachers and administrators.

Goal 3: District administrators and teachers will become proficient in the use of district supported technologies to facilitate home to school and school to home communication to improve student learning and partnerships with parents, students, and our community.

The accomplishment of these goals will be met through the following:
Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers' individual technology training needs.

1. Systematically collect data
   - Annually assess the needs of our administrators and teachers in alignment with the NETS skills and/or identified district technology skills.
   - Bi-annually collect feedback from parents
   - Monitor web traffic on selected applications
2. Respond to needs via a systemic professional development program that is based upon the data collected
   - Annually offer Personal proficiency training on NETS skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills.

- Annually offer Professional proficiency training on NETS skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as eNORE, and job specific productivity and assessment tools.

3. Develop site-based technology coaches/mentors
   - Annually offer Technology Leadership / Coach Proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online (www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Parent information events and trainings
- Site-based technology coaching during prep-periods and professional grow growth? times
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Annual Technology Expo to expose teachers to best practices and technology tools for integration in the curriculum
- Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using
- CTAP Online technology integration training.
- Broad-based pre/post completions of the $CTAP^2$ and Profiler Pro surveys and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator $CTAP^2$ and Profiler Pro survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as the U.S. Department of Education's web site *What Works Clearinghouse (http://www.w-w-c.org/) and http://www.metiri.com/.* We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

All Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.

PUSD District Professional Development Plan July 1, 2006– June 30, 2011 (sections 4b-4d)

Goal 1 - District Professional Development Goal	
Goal 1: District site administrators and teachers will become proficient in the use of all district supported technologies to improve student achievement, data collection, analysis, reporting, and decision making. **Target Group:** Certificated teachers and administrators *Supports Curriculum Driven Technology Goals and Objectives 1, 2, 3, 4 & 7 in Section 3 of our Ed Tech Plan*	
Specific Measurable Objectives by June 30, 2011	
Objective 1a By June 2011, 85% of district administrators and teachers, will rate themselves as proficient on selected sections of the CTAP survey and ProfilerPro (http://profilerpro.com). **Objective: 1b:** By June 2011, reduced to 15% of district administrators and teachers will identify personal training needs related to selected district student information / attendance suite*: SASIxp, CLASSROOMxp*, TIM, ARC, Elementary Report Card, *Electronic Gradebook*, and *LearningPoint*	
Evaluation Instrument(s) & Data	
 Instrument: Annual CTAP2, and district purchased Profiler Pro **Data**: Administrators and teacher's self assessed technology and integration skills **Instrument**: District sponsored training records, usage records and site-based mentor support records **Data** : % of teachers trained and proficient. **Data reviewers** District curriculum, data, and technology administrators and school administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.	
Goal 1: Objective: 1a,b Implementation Action Steps District site administrators and teachers will become proficient in the use of all district supported technologies to improve student achievement, data collection, analysis, reporting, and decision making.	**TimeLine**

1. Administrator and teacher professional development will be based upon needs as identified by CTAP2 and district developed assessment surveys.	Annually
2. Revise professional development to address the identified needs and offerings.	Annually
3. Schedule and promote district sponsored technology workshops that focus on retrieving and analyzing student achievement data.	Semi Annually
4. Provide professional development on intervention software titles and/or resources that target identified student gaps in learning.	Ongoing and on demand by site
5. Schedule and promote district sponsored technology workshops for administrators and teachers during the school year on all curriculum-design technology tools (curriculum mapping tool, learning ladder with DesCartes, TIM,)	Annually August
6. Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology.	Ongoing and on demand by site
7. Schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, to the NETs, and to identified CTAP2 professional development needs.	Annually in the fall

Monitoring

Evaluation	Schedule of Evaluation	Program analysis and Modification Process
Teacher reflection and feedback Site principal observation CTAP[2] / ProfilerPro Survey Results	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. The District Technology Director, LSS Directors, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly / quarterly / semi-annually and report progress at monthly district/ site admin meetings and at least annually to the District Technology Advisory Committee (DTAC). Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Goal 2 - District Professional Development Goal
Goal 2: District Site Administrators and Teachers will demonstrate proficiency in technology integration skills based on NETS for teachers and administrators. **Target Group:** Certificated teachers and administrators   *Supports Curriculum Driven Technology Goal and Objective 5 in Section 3 of our Ed Tech Plan*

Specific Measurable Objectives by June 30, 2011
Objective: 1a: By June 2011, **85%** of Administrators and teachers surveyed will rate themselves as proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the <u>NETS</u> for teachers and <u>NETs</u> for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations. **Objective: 1b:** By June 2011, **85%** all teachers will rate themselves proficient in the use of at least two technology integration tools such as United Streaming, CLRN, SAS inSchool and/ or other district approved curriculum based technology resources. **Objective: 1c:**. By June 2011, each site will have at 1 staff member who has been trained as a technology mentor / coach for every 30 teachers.

Goal 2: Objective: Evaluation Instrument(s) & Data
Instrument: CTAP[2] and ProfilerPro completed for all district administrator and teachers annually **Data**: Administrators' and teachers' self assessed technology and integration skills **Instrument**: District and site-based training agendas and records **Data**: Professional development participation correlated with proficiency in I-assessment survey **Data reviewers** District curriculum, data, and technology administrators and school administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

Goal 2: Objective: 2 – District Site Administrators and Teachers will demonstrate proficiency in technology integration skills based on NETS. **Implementation Action Steps**	Time Line
1. Administrator and teacher professional development will be based upon needs as identified by NETS and district developed assessment surveys.	Annually August
2. Provide professional development workshop to address the gaps identified by the assessments.	Annually and/or on demand by site
3. Schedule and promote district sponsored technology workshops that focus on retrieving and analyzing student achievement data.	On going and/or on demand by site
4. Schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETS, assistive technology, and to identified CTAP2 & Profile Pro professional development needs including information literacy skills.	Annually in the fall On going and/or on demand by site
5. Schedule and promote district sponsored technology workshops for K-5 library technicians and teachers on e-research tools	On going and on demand by site
6. The district will train site-based computer resources assistants to support district technology efforts at the site level.	On going and/or on demand by site
7. Each site will identify and train site technology leader(s) to support district technology efforts.	Annually and/or on going

Monitoring		
Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Teacher reflection and feedback site principal observation CTAP^2 / ProfilerPro Survey Results	**Based upon the implementation goals, evaluation will be done on schedule defined.**	**Teachers and site Principal will analyze progress and make changes with stakeholder' assistance.** The District Technology Director, LSS Directors, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly / quarterly / semi-annually and report progress at monthly district/ site admin meetings and at least annually to the District Technology Advisory Committee (DTAC). Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Goal 3 - District Professional Development Goal
Goal 3: District administrators and teachers will become proficient in the use of district supported technologies to facilitate home to school and school to home communication to improve student learning and partnerships with parents, students, and our community. **Target Group:** Certificated teachers, administrators, students, and parents *Supports Curriculum Driven Technology Goal and Objective 8 in Section 3 of our Ed Tech Plan*

Specific Measurable Objectives by June 30, 2011
Objective: 3a By June 2011, 85% parents surveyed twice a year at the parent information events, will rate home to school communication as good to excellent on a 5 point scale. Can you use LearningPoint to survey parents and base your benchmarks on all parents? **Annual Benchmarks** **Year 1:** 45% by June 2007.   **Year 3:** 65% by June 2009. **Year 2:** 55% by June 2008.   **Year 4:** 75% by June 2010.   **Year 5:** 85% by June 2011.

Goal 3: Objective: Evaluation Instrument(s) & Data
Instruments: Parent feedback survey, LearningPoint Traffic, Profiler Pro **Data:** % of teachers trained; % of parents ranking the district good to excellent on parent feedback survey; % of parents using LearningPoint.

Goal 3: Objective: 3 Implementation Action Steps District administrators and teachers will become proficient in the use of district supported technologies to facilitate home to school and school to home communication to improve student learning and partnerships with parents, students, and our community.	**Time Line**
1. Administrator and teacher professional development will be based upon needs as identified by NETS and district developed assessment surveys.	Annually
2. Provide professional development workshop to address the gaps identified by the assessments.	On going and/or on demand by site
3. Provide Parent/student technology training event to build awareness and use of district provided technology tools	Semi annually
4. Continue to provide professional development to support secondary teachers to utilize district portal in support of home to school communication.	On going and/or on demand by site

5. Provide systematic professional development to enable teachers to meet minimum expectation for home to school communication	On going and/or on demand by site
6. Provide systematic professional development which includes Word and Desktop publishing training to teachers and classified staff to learn to publish professional looking documents to improve communication between home, school, and community.	On going and/or on demand by site
7. Provide professional development for elementary teachers to begin utilizing district portal to support home to school communication.	On going and/or on demand by site
8. Schedule and promote district sponsored communication tools workshop(s) for administrators and for teachers during the school year	Annually (September)
9. Provide professional development for site support personnel to serve as site based technology coaches.	On going and/or on demand by site

Monitoring		
Evaluation	**Schedule of Evaluation**	**Program analysis and Modification Process**
Parent/student feedback surveys Teacher reflection and feedback site principal observation Site traffic data	Based upon the implementation goals, evaluation will be done on schedule defined.	Teachers and site Principal will analyze progress and make changes with stakeholder' assistance. The District Technology Director, LSS Directors, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments monthly / quarterly / semi-annually and report progress at monthly district/ site admin meetings and at least annually to the District Technology Advisory Committee (DTAC). Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

5 Infrastructure, Hardware, Technical Support and Software Component

5 a-b   Description of Needs

The Poway Unified School (PUSD) has two main goals of Literacy and Facilities Improvement and eight support technology goals as referenced in Section 3. The following infrastructure, hardware, software and technical support needs support these goals.

Infrastructure

PUSD Networks
PUSD has adequate network infrastructure for today's needs; however, with the adoption of this plan our current network infrastructure will not meet these future needs. With the addition of curriculum applications such as United Streaming and Read180, which requires streaming video, our current Local Area Networks (LANs), and Wide Area Network (WAN) bandwidth is inadequate. The future plans include upgrades of bandwidth for all sites to Switched Optical Ethernet technologies (See below, Figure 2).

Current and Future Local Area Networks (LANs)

Wiring
PUSD has a standard of 8 networked drops per classroom which will be completed through the construction modernization program. We have standardized on 12 strands of 50 micron multi-mode and single-mode fiber between each site's Main Distribution Frame and Intermediate Distribution Frames. Currently every classroom, lab and office has Internet connectivity. These actions currently meet the needs for the adoption of this plan.

Network Equipment
Wired - A typical LAN consists of a Switched Gig backbone with 10/100mb hubbed and/or switched connections to the desktops. The new LAN infrastructure will include the existing switched Gig backbone, however we plan to remove all hubs and low end switches and replace them with full 100mb switched ports to the desktops. We have standardized on Cisco network equipment.

Wireless – Although we currently have 10 schools with wireless capability they are not standardized or secured. We are in the process of standardizing on the Aruba secured wireless data network system. This decision was based on a pilot conducted at Adobe Bluffs Elementary and at the District Office. We intend to provide full wireless access coverage at each of the school sites.

Current and Future Wide Area Network (WAN)

Current PUSD WAN network:
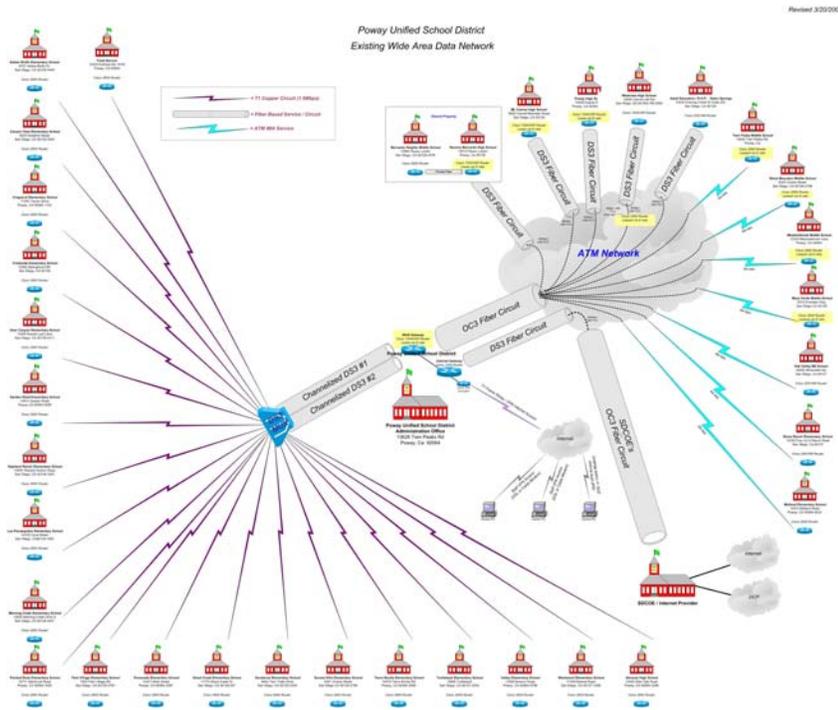
Figure 1

Future PUSD WAN network: Switched Optical Ethernet Technology
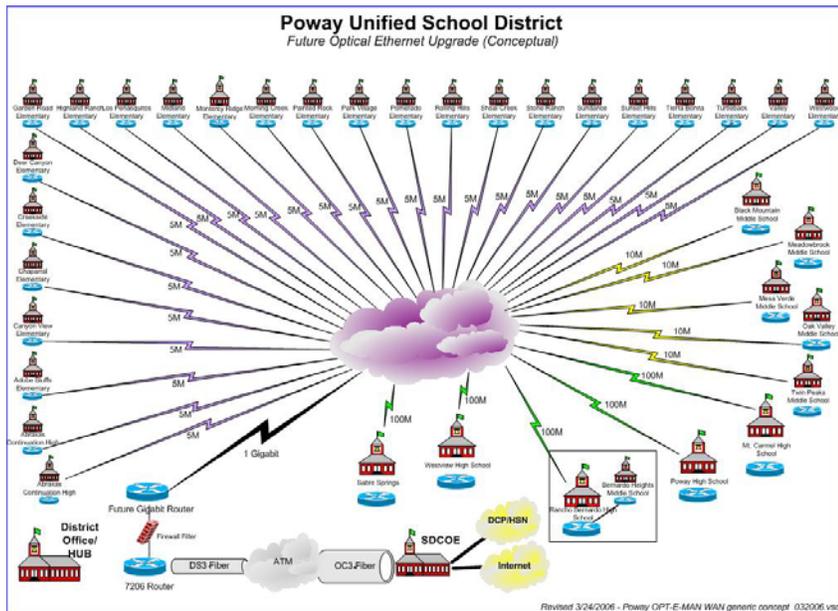
Figure 2

Telecommunications

PUSD recently finished implementing a new district-wide Nortel phone system which provides a phone in every classroom and voicemail for every teacher and staff member. Although we just implemented this new phone system, we are looking at voice over IP for the future. At this time, this technology has not proven to be cost effective to replace our newly installed phone system. We will revisit this technology annually and adjust the Technology Plan when feasible.

Current PUSD Telecommunication Network:
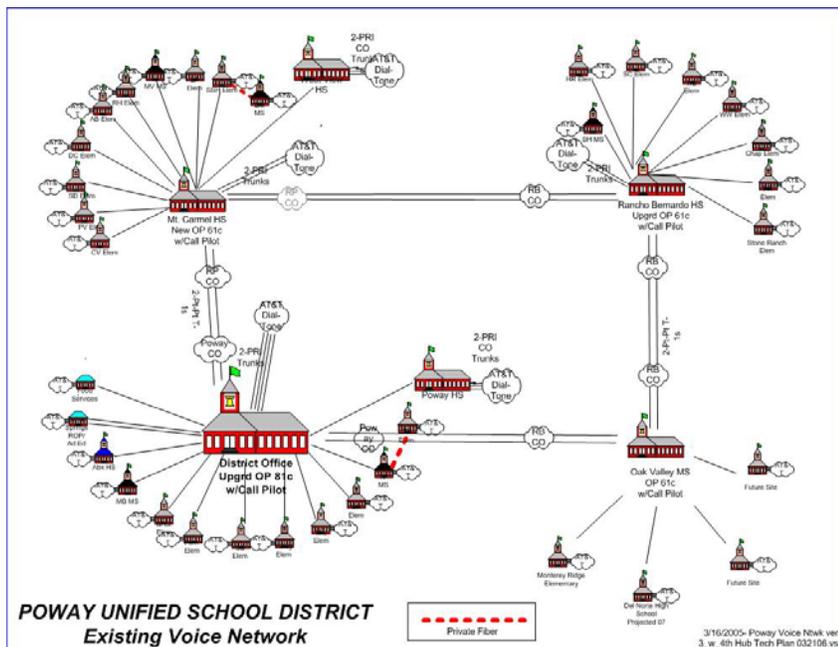
Figure 3

Electronic Learning Resources
Currently we have a very large inventory of supplemental software packages that support learning. They range from individual licenses to district-wide implementation. District-wide resources are aligned to our district learning initiatives and approved by our District Technology Advisory Committee (DTAC).

Software
For a comprehensive list by school site, please refer to the Software list (See Appendix D).

Future software purchases will be defined and aligned with the curriculum goals and approved for district support by DTAC. This technology plan will guide future purchases will be based on the action steps in Section 3.

A long range District Goal is to implement a Service Oriented Architecture (SOA). This will allow for a single user authentication, and will present all applications and tools available to the user based on their role within PUSD. Not all current programs will be able to comply with this goal; however, as we replace legacy applications, they will meet SOA requirements. The first step in this process was completed in 2005/2006. Active Directory and E-directory were

synchronized and a password reset process was developed. It is difficult to create a completion time-line for all applications, as we can't predict when applications will become obsolete; however, we have two applications (Blackboard and Track-It), that currently meet requirements and will be implemented during the fall of 2006.

Hardware

PUSD is committed to imbedding several technology tools into every classroom: an Interactive White Board, a LCD projector with; Internet, cable TV, VHS & DVD connections, a Voice Amplification System, and a Doc U Cam. These tools will allow teachers and students to be able to experience educational resources otherwise inaccessible.

The PUSD School Board has passed a policy that will insure computers are replaced every five years. The replacement plan provides for computer replacement at 25 percent of the district sites each year for four years with the fifth year off. Quantities and locations are defined in Appendix F.

We are purchasing switches to replace obsolete hubs and older switches to insure network stability and growth. Through the Bond program, we will increase the capacity to have four live data ports in every classroom and every port live in all labs. Quantities and locations are defined in Appendix E.

We have outgrown our current SAN (Storage Area Network) systems. Starting this year we will replace and upgrade a SAN each year at each of the four High Schools and the Administration Center.

We provide web space for all teachers and school sites through the district web server and through our LearningPoint server (Blackboard).   The LearningPoint server has been relocated to a Level3 facility to insure reliability and stability. Through a district-wide effort, the use of this server has increased significantly. In order to address this increase, we will purchase and attach a content and media server to the LearningPoint environment.

Video streaming has become a very popular tool for teachers in PUSD. As the use of video streaming continues to grow, our WAN bandwidth and storage space will be impacted. We plan to expand our bandwidth capacity and are working with vendors to design an architecture, which will support this technology.

To support the growing use of digital media and video content, we are designing a network infrastructure to enable teachers to download content and store it local to their site.

Technical Support

The Information Technology Department is in the process of reorganizing into a project-based team structure to meet future technology support needs. We intend to implement these changes within the 2006-2007 school year.

Current PUSD Information Technology staffing model:

Information Technology
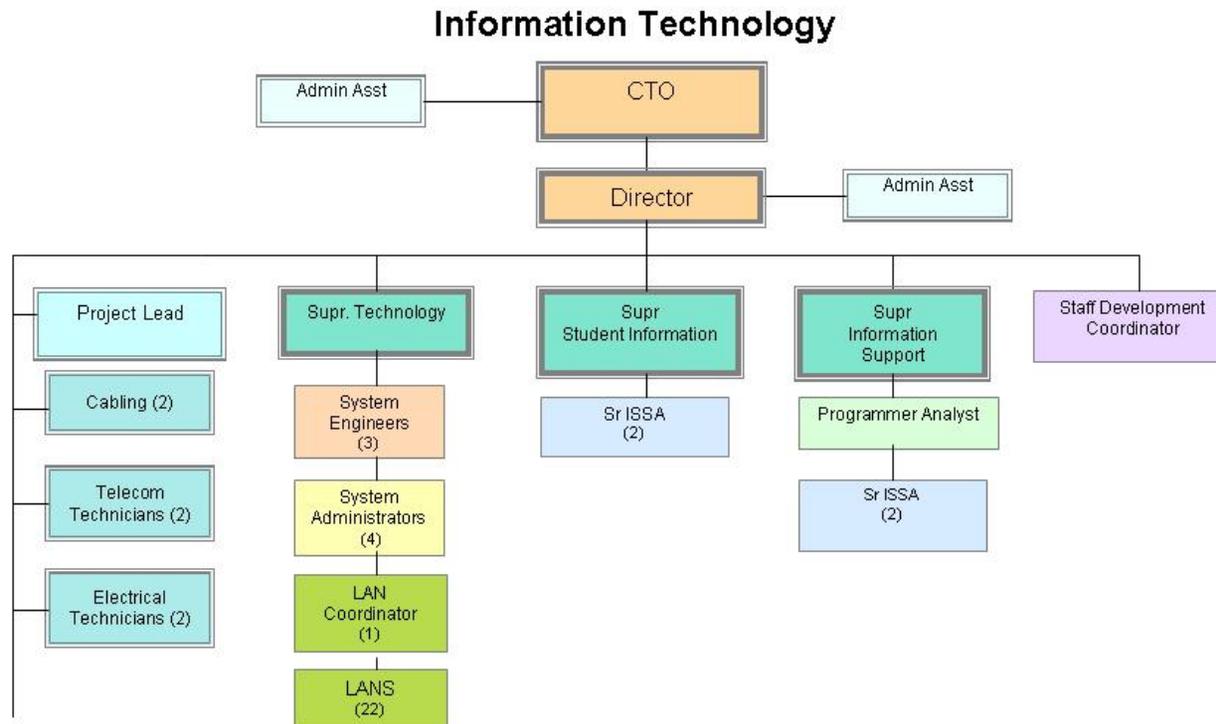
updated: 3/21/06

Future PUSD Information Technology staffing model:

Information Technology

| Admin Asst | | CTO | | Admin Asst |

Program Manager — Program Manager — Program Manager — Program Manager

Supervisor Communication

Cabling (3)

Telecom Technicians (2)

Electrical Technicians (2)

LAN Coordinator

LANS

Staff Development Coordinator

Trainer (new)

Trainer (new)

Trainer (new)

PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4
System Engineer	System Engineer	System Engineer	System Administrator
System Administrator	System Administrator	System Administrators	ISSA/Programmer (new)
Sr ISSA	Sr ISSA	Sr ISSA	Programmer Analyst
	Database Administrator (new)		

updated: 3/21/06

5 C-D   Benchmarks, Timelines, And Monitoring Process For New Hardware, Infrastructure, And Software Acquisitions

Goal #1 All school sites in district will have a technology equipment standard in the classroom so teachers and students have access to technology needed to support district curricular goals, and ultimately for lifelong learning and success in our Digital society. *(Aligns to curriculum goals #1-8   in Section 3)*

Objective 1: By June 2011, the district will have in place a standard of technology equipment provided in every classroom and common resource areas, such as: LCD projectors, interactive white boards, wireless voice amplification, and doc-u-cams. A hardware purchase timeline is presented in the appendix E (Hardware Purchased By Site and Year).

Objective 2: By June 2011, utilizing the bond measure for facilities improvement and other funding, the district will have upgraded and/or replaced the network cabling & equipment infrastructure at every school site to meet the IEEE requirements and Gig speed requirements for Ethernet.

Implementation Plan / Benchmarks
  ➢ **Year 1 –** Purchases and installation of equipment will be 48.53% complete by June 2007 as referenced in Appendix E
  ➢ **Year 2 –** Purchases and installation of equipment will be 73.92% complete by June 2008 as referenced in Appendix E
  ➢ **Year 3 –** Purchases and installation of equipment will be 85.91% complete by June 2009 as referenced in Appendix E
  ➢ **Year 4 –** Purchases and installation of equipment will be 95% complete by June 2010 as referenced in Appendix E
  ➢ **Year 5 –** Purchases and installation of equipment will be 100% complete by June 2011 as referenced in Appendix E

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices, weekly construction meetings, site walk-through	Monthly	The CTO, IT staff and the Director of Education, Facilities and Program Coordination will monitor progress and make changes as necessary to meet objectives.	The Deputy Superintendent, the Director of Education, Facilities and Program Coordination, NTDStichler Architects, Pinnacle One/Barnhart, the Executive Director of Facilities, the Chief Technology Officer, the IT Department staff, and the District and site administration are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities.

5 c-d Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions

Goal #2: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district learning goals, and ultimately for life long learning and success in our digital society.
 (Aligns to curriculum goals#1-8   in Section 3)

Objective 1: By June 2009, the district will have replaced all computers at every site through the lease purchase Obsolescence Replacement Plan. (See appendix F for timeline and quantities).
Objective 2: By June 2009, the district will have computer, software, and network security standards in place for district supported technology

Implementation Plan / Benchmarks
  ➢ **Year 1 –** Purchases and installation of equipment will be 50% complete by June 2007 as referenced in Appendix F
  ➢ **Year 2 –** Purchases and installation of equipment will be 75% complete by June 2008 as referenced in Appendix F
  ➢ **Year 3 –** Purchases and installation of equipment will be 100% complete by June 2009 as referenced in Appendix F
  ➢ **Year 4 –** On going and reviewed annually
  ➢ **Year 5 –** On going and reviewed annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices and site surveys	annually	The CTO and LAN Coordinator will analyze progress and make necessary changes with assistance of stakeholders	The Chief Technology Officer, IT Program Managers, LAN Coordinator, and LAN Administrators are responsible for reporting progress to the Principals and Deputy Superintendent.

5 c-d Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions

Goal #3: DTAC will develop and adopt a software acquisition standard to which all district supported software acquisitions will adhere to. The standard will include curricular, hardware, and database requirements to support achievement of the academic standards in the classroom, district learning goals, and ultimately for life long learning and success in our digital society. *(Aligns to curriculum goals #1-8 in Section 3)*	
Objective 1: By June 2008, the district will have written, adopted and implemented a software acquisition standard.	

Implementation Plan / Benchmarks
- ➤ **Year 1 –** Write the software acquisition standards & and get school board adoption
- ➤ **Year 2 –** Implement the standard
- ➤ **Year 3 –** Implement the standard
- ➤ **Year 4 –** Implement the standard
- ➤ **Year 5 –** Implement the standard

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
DTAC Committee meetings, DTAC subcommittee reports, software consideration website	Monthly	The DTAC subcommittee will submit qualifying software for consideration to the DTAC committee. Qualifying software will be reviewed and piloted. Qualifying criteria will be reviewed by DTAC annually and modified if necessary.	DTAC will be responsible for the data gathering and reporting and LSS will adopt or reject the software acquisition.

5 c-d Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions

Goal #4: In order to meet increasing bandwidth demands the district will upgrade bandwidth to all sites to support current and emerging technologies. These technologies will support achievement of the academic standards in the classroom and the district learning goals, and ultimately for life long learning and success in our digital society. *(Aligns to curriculum goals #1-8 in Section 3)*	

Objective 1: By June 2008, the district will have upgraded or replaced all routers and increased bandwidth to all sites utilizing Switched Optical Ethernet technology.

Implementation Plan / Benchmarks
- ➤ **Year 1 –** Purchases and installation of equipment will be 11% complete by June 2007 as referenced in Appendix E
- ➤ **Year 2 –** Purchases and installation of equipment will be 100% complete by June 2008 as referenced in Appendix E
- ➤ **Year 3 –** Maintain 100% completion as referenced in Appendix E
- ➤ **Year 4 –** Add new school, open June 2010
- ➤ **Year 5 –** Maintain 100% completion as referenced in Appendix E

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices and site surveys	Annually	The Program Manager will evaluate bandwidth needs and adjust accordingly.	The System Engineer will monitor bandwidth usage at the school sites and report findings to the Program Manager.

6 FUNDING AND BUDGET

6a Established and Potential Funding sources

WHEN	ESTABLISHED FUNDING DESCRIPTION	TOTAL FUNDING AMOUNT Years 2006-2011
Yearly (varies)	School site funds	500,000
Onetime	WAN upgrade for high schools	200,000
Onetime	Special Ed. Software Upgrade	500,000
Annual	E-rate funding	2,000,000
Ongoing	(Spread over 10-15 years) Bond funding	35,000,000
Annual	Cell Phone Towers Funding	5,000,000
Annual	General budget for IT support	8,000,000
Annual	"Repair/Replacement budget	1,750,000
Annual	Obsolescence Budget	8,000,000
	TOTAL	**60,950,000**
WHEN	**POTENIAL FUNDING**	**TOTAL FUNDING AMOUNT Years 2006-2011**
Onetime	EETT Grant	35,000
Onetime	Lottery Funds	500,000
Onetime	Cable TV settlement	14,000
Ongoing	Business partnerships support	250,000
	TOTAL	

6b Estimate of Tech Plan Implementation Costs for District's Five Year Plan.

We will implement our five-year technology plan with our known annual technology budget and new funding opportunities that may become available. We will continue to seek all grants for which we are eligible and any other funding opportunities, including foundation dollars.

Category	2006-07	DESCRIPTION	COST
2000-3999 Classified Salaries & Benefits	2006-07	IT Support Staff and associated costs	2,000,000
4000-6999 Software/hardware $100-$5000	2006-07	Equipment Replacement	200,000
4000-4999 Equipment $100-$5000	2006-07	Repair/Replacement costs	350,000
4000-5899 Software, hardware, and Professional Consultant Contracts	2006-07	Service Oriented Architecture	125,000
4000-5899 Software/hardware	2006-07	Obsolescence Plan	1,000,000
4000-4999 Software	2006-07	Various software upgrades	100,000
5000-5999 Services, operating expenses, travel	2006-07	Directed Training Activities for IT staff members	60,000
5000 -5999 Services, operating expenses, travel	2006-07	Staff Development Training	150,000
4000 – 6900 Utilities	2006-07	Telecommunications expenditures	800,000

	2007-08		COST
4000-6999 Software/hardware $100-$5000	2007-08	Equipment Replacement	220,000
4000-6999 Software/hardware $100-$5000	2007-08	LAN/WAN Upgrade	200,000
4000-5899 Software, hardware, and Professional Consultant Contracts	2007-08	Service Oriented Architecture	125,000
5000-5999 Services,	2007-08	Directed Training Activities for IT staff members	65,000

2000-3999 Classified Salaries & Benefits	2007-08	IT Support Staff and associated costs	2,040,000
5000 -5999 Services, operating expenses, travel	2007-08	Staff Development Training	150,000
4000-5899 Software/hardware	2007-08	Obsolescence plan	1,500,000
4000-4999 Equipment $100-$5000	2007-08	Repair/ costs	160,000
4000-4999 Software	2007-08	Various software upgrades	110,000
4000 – 6900 Utilities	2007-08	Telecommunications expenditures	800,000

	2008-09		**COST**
5000-5999 Services,	2008-09	Directed Training Activities for IT staff members	65,000
2000-3999 Classified Salaries & Benefits	2008-09	IT Support Staff and associated costs	2,080,000
5000 -5999 Services, operating expenses, travel	2008-09	Staff Development Training	200,000
4000-5899 Software/hardware	2008-09	Obsolescence plan	2,000,000
4000-4999 Equipment $100-$5000	2008-09	Repair costs	165,000
4000-4999 Software	2008-09	Various software upgrades	120,000
4000-6999 Software/hardware $100-$5000	2008-09	Equipment Replacement	230,000
4000 – 6900 Utilities	2008-09	Telecommunications expenditures	800,000

	2009-10		**COST**
4000-5899 Software/hardware	2009-10	Obsolescence Plan	2,000,000
5000-5999 Services,	2009-10	Directed Training Activities for IT staff members	70,000
2000-3999 Classified Salaries & Benefits	2009-10	IT Support Staff and associated costs	2,122,000
5000 -5999 Services, operating expenses, travel	2009-10	Staff Development Training	200,000

4000-5899 Software/hardware	2009-10	Obsolescence plan	2,000,000
4000-4999 Equipment $100-$5000	2009-10	Repair costs	165,000
4000-4999 Software	2009-10	Various software upgrades	125,000
4000-6999 Software/hardware $100-$5000	2009-10	Equipment Replacement	240,000
4000 – 6900 Utilities	2009-10	Telecommunications expenditures	800,000

	2010-11		**COST**
4000-5899 Software/hardware	2010-11	Obsolescence Plan	2,025,000
5000-5999 Services,	2010-11	Directed Training Activities for IT staff members	75,000
2000-3999 Classified Salaries & Benefits	2010-11	IT Support Staff and associated costs	2,164,000
5000 -5999 Services, operating expenses, travel	2010-11	Staff Development Training	200,000
4000-5899 Software/hardware	2010-11	Obsolescence plan	2,050,000
4000-4999 Equipment $100-$5000	2010-11	Repair costs	170,000
4000-4999 Software	2010-11	Various software upgrades	130,000
4000-6999 Software/hardware $100-$5000	2010-11	Equipment Replacement	250,000
4000 – 6900 Utilities	2010-11	Telecommunications expenditures	800,000

6c Level of Ongoing District Technical Support

(Chart of District Level Technical Support - See Appendix A)

Goals relating to funding priorities for each component of the plan:

Goal # 1: Identify funding resources to implement curricular and professional growth goals, and hardware and software purchasing goals

Objective 1: purchase necessary software articulated to curriculum, professional growth and hardware components
   Objective 2: provide ongoing staff development training for staff
   Objective 3: purchase hardware needed to implement the plan

End of year 1: Software, hardware and staff training have been provided to meet year 1 benchmarks. Student performance has improved accordingly.
End of year 2: Software, hardware and staff training have been provided to meet year 2 benchmarks. Student performance has improved accordingly.
End of year 3: Software, hardware and staff training have been provided to meet year 3 benchmarks. Student performance has improved accordingly.
End of year 4: Software, hardware and staff training have been provided to meet year 4 benchmarks. Student performance has improved accordingly.
End of year 5: Software, hardware and staff training have been provided to meet year 5 benchmarks. Student performance has improved accordingly.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Adopted Budget	Ongoing	Principals will use the District Total Information Management system (TIM) to analyze progress and make necessary changes with the assistance of stakeholders	The Executive Director of Assessment and Accountability and the Chief Technology Officer will ensure data is submitted to the Superintendent.

Goals relating to cost-reduction options:

Goal # 1: Utilize local community resources and develop industry partnerships to leverage costs of upgrades to and replacement of technology resources			
Objective 1: Identify potential sources of partnerships outside immediate local area			
Objective 2: Work with Partners In Education Department to develop partnerships			
Objective 3: Acquire revenue from partnerships			
End of year 1: Develop a Grant sponsored through partnerships to promote innovation using technology to support District Goals and Benchmarks.			
End of year 2: The District will seek technology hardware and infrastructure funding acquired through partnerships			
End of year 3: The District will seek technology funding acquired through partnerships			
End of year 4: Individuals, sites and District will research, seek and apply for outside funding			
End of year 5: The District will seek technology funding acquired through partnerships			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	Each Semester	Superintendent will analyze progress and make necessary changes with assistance of stakeholders	The Executive Director of Assessment and Accountability, and the Chief Technology Officer will collect data.

Goal # 2: Maximize use of State and Federal funding and grants whenever possible			
Objective 1: Identify populations where funding sources are not being utilized with assistance of County Office of Ed			
Objective 2: Apply for funding where possible			
End of year 1: Submit all E-rate and EETT applications and forms to maximize reimbursement			
End of year 2: Submit all E-rate and EETT applications and forms to maximize reimbursement			
End of year 3: Submit all E-rate and EETT applications and forms to maximize reimbursement			
End of year 4: Submit all E-rate and EETT applications and forms to maximize reimbursement			
End of year 5: Submit all E-rate and EETT applications and forms to maximize reimbursement			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	Each Semester	Superintendent will analyze progress and make necessary changes with help of stakeholders	The Executive Director of Assessment and Accountability and the Chief Technology Officer will collect data.

Goals relating to the funding of ongoing technical support:

Goal # 1: Support for technical and infrastructure problems and upgrades will be available through the District Bond program, cell phone tower funds and lottery funding.			
Objective 1: funding will be budgeted yearly for additional technical support			
End of year 1: Use of SFID funds for identified schools for the modernization project			
End of year 2: Use of SFID funds for identified schools for the modernization project			
End of year 3: Use of SFID funds for identified schools for the modernization project			
End of year 4: Use of SFID funds for identified schools for the modernization project			
End of year 5: Use of SFID funds for identified schools for the modernization project			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	Annual	Superintendent will analyze progress and make necessary changes with help of stakeholders	The Executive Director of Assessment and Accountability and the Chief Technology Officer will collect data.

6d District's Replacement Policy for Obsolete Equipment

The Obsolescence Replacement Plan for computers (See Appendix F) was adopted by the Board of Education at the February 2003 Board meeting. This is currently funded out of Capital Expenditures, but beginning year 2006/2007 it will begin to be funded from the General Fund to ensure a consistent funding mechanism. By the end of the fourth year the district will provide 2 million dollars annually towards this plan.

In order to continue to meet, or exceed the goal of a 4:1 student to computer ratio, school sites use Site Library Improvement Program (SLIP) dollars, varies other site funds and foundation dollars to purchase additional equipment. In addition the Regional Occupation Program works cooperatively with the site and the IT department to add computers and a variety of other equipment for student and teacher use.

In order to replace equipment not covered under the Obsolescence Computer Replacement Plan, the IT department is provided an additional $ 200,000 for equipment including;

- Administrative printers, scanners
- LAN and WAN needs
- Clocks
- Cabling
- Intercom systems
- Phone systems
- Upgrade and redistribute computers
- Video safety recording devices
- All equipment under warranty
- Fire Alarms
- Amplification Systems
- Servers
- LCD Projectors

The District also budgets $150,000 for parts to repair existing equipment.

The goal of these programs and accompanying budgets is to provide the best equipment and network infrastructure to our staff and students to ensure a stable and reliable environment for optimal learning. Next year we will begin to measure the stability of our systems and set measurable objectives to reach 99.999 percent up time.

d. Goals relating to policies for equipment obsolescence:

Goal #1: District will update their policy for equipment obsolescence and provide funds to support it
Objective 1: update district policy on obsolescence **Objective 2:** provide funds to replace obsolete classroom/lab computers each year with laptop computers that can be used anywhere in the school and at home
End of year 1: Policy is in place. Technology funding is budgeted for replacement
End of year 2: Policy is updated. Technology funding is budgeted for replacement
End of year 3: Policy is updated. Technology funding is budgeted for replacement
End of year 4: Policy is updated. Technology funding is budgeted for replacement
End of year 5: Policy is updated. Technology funding is budgeted for replacement

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Adopted Budget	Annual	Superintendent will analyze progress and make necessary changes with help of stakeholders	chief Technology Officer and Executive Director of Assessment will collect data.

6e District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The Chief Technology Officer for the district has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Chief Technology Officer and Chief Financial Officer. Each of these individuals works closely with the Deputy Superintendent to fund technology at an appropriate level. In addition to the base level of funding previously described, funding is provided for specified, district approved projects.

District technology support and site-based technology staff provide the Chief Technology Officer ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

Each February, the Information Technology Department meets with the Finance Department to create and present budgets to cabinet members for approval. Cabinet reviews and evaluates all requested funding, approving all, some, or none of the budget requests.

The Information Technology staff and the District Technology Advisory Committee members work together through out the year to set priorities and determine the funding needs. The members of this committee include site and district representatives. The future plans for DTAC is that they will be a filter for curricular based applications, including funding priorities and decisions for software purchases.

Robert J. Gravina, Chief Technology Officer for the Information Technology Department, with **Administrative Assistant Laurel Campbell**, will prepare the budget documents based on the recommendation. **Robert J. Gravina** will then make the budget proposal to cabinet.

7 Monitoring & Evaluation of Technology Plan

7 a Methods & Tools to Monitor Progress

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making are embedded into each objective in our Technology Plan components under the monitoring and evaluation sections in our plan sections 3, 4, & 5.

7b Schedule For Evaluating The Effectiveness Of Plan Implementation

Each identified objective in our Technology Plan will be reviewed and evaluated twice a year (August and May) by the site Principal, Technology Leaders and Instructional Technology Specialist as well as the district Chief Technology Officer, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished. The review process will be carried forward to the district Technology Advisory Committee for board review and reflection.

The District Technology Advisory Committee (DTAC) is comprised of the Associate Superintendent of Learning Support Services, Chief Technology Officer, Instructional Technology Specialists, Curriculum Directors, Executive Director of Assessment and Accountability, IT Program Managers, school site administrators, and teachers. DTAC will review the development and implementation of all activities and accomplishments annually based upon evaluation reports from the principals at each site. Site principals will communicate technology planning and implementation issues, successes and setbacks to DTAC by way of a formal reflection report in the fall and spring of each school year. Ongoing communication between the sites and district level will be facilitated by the Instructional Technology Specialists at the district. Data, progress, and any needed revisions to the plan will be reviewed during the monthly meetings in August, January and June with DTAC.

7c Monitoring and Evaluation

The following chart specifies who is responsible for the monitoring and evaluation activities.

Job Title(s) of Responsible Individual(s)	Responsibilities
Site Principal and Technology Leaders	• Integrate, monitor and evaluate technology plan objectives and benchmarks into school site culture. • Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications. • Create and present reflection report to DTAC during August and June meeting
Staff Development Director	• Manage, coordinate, and assess curriculum-based technology staff development
Technology Trainer Specialists Site Principals, and Site Technology Leaders	• Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. • Provide support to site-based technology coaches. • Collect staff development data on technology proficiencies through the completion of the EdTechProfile.(CTAP[2] and ProfilerPro)

	• Provide and / or facilitate necessary Ed Tech professional development for the district based on data. • Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement • Collect data regarding staff development focused on teaching students computer and information literacy skills • Collect annual California School Technology Survey data and assist with pre and post CTAP[2] Assessment
Site support staff & Executive Director of Assessment and Accountability	• Collect and analyze data regarding K-12 students' computer skills and students' academic achievement as it relates to district goals
Chief Technology Officer	• Provide overall Tech Plan management and coordination • Coordinate ongoing partner involvement with community and private schools. • Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.
District Technology Advisory Committee	• Present report to board technology plan status and advancements

8 Adult Technology Literacy

8a. Program Collaboration

The adult literacy provider in our region is Poway Adult School. It is an integral part of the school district which provides English-as-a-Second Language and Adult Secondary Education instruction to adults in the community. The English-as-a-Second Language program provides instruction to students from the beginning literacy level through advanced. The Adult Secondary Education program provides instruction to students who wish to either earn their high school diploma or complete GED testing. Poway Adult School also provides educational and career counseling to adults in the community.

Poway Adult School has a technology plan that was initially implemented and approved by the State of California for the 2002-03 school year. It has been modified and evaluated annually, having received approval for each subsequent year. The assistant principal who coordinates the adult school technology plan is a member of the technology planning team for the district and the lead contributor for the adult literacy component.

Poway Adult School has a positive relationship with the district technology managers and incorporates software that is purchased for district-wide use into its technology plan (such as LearningPoint). The district office also provides professional development to adult school teachers and staff in the effective utilization of the software.

Adult literacy providers are agreeing that the activities and actions of the plan are consistent with Adult Literacy outcomes.

As a part of the technology plan, Poway Adult School convenes an advisory board twice annually. The board consists of students, teachers, counselors, technical support personnel, and administrators. As a result of the planning process, technology has been integrated into the learning environment in adult literacy programs. The English-as-a-Second Language teachers provide weekly instruction to their students in a computer lab.

Poway Adult School has participated in a state-wide research to practice initiative in the area of learner persistence. Adult learners have additional demands placed on them—parenthood, full time jobs, transportation—issues which may force them to place their education on the back burner. The careful study of learner persistence has helped the staff to understand that technology can play a role in ensuring that our adult students reach their goals. Distance learning options allow students to continue learning, even if they are not able to participate in a traditional face-to-face classroom environment. It also allows students to advance toward their goals faster, as it provides additional learning opportunities outside of the regular class time. In order to receive funding for this distance learning component, Poway Adult School applied for and has been granted the Innovation and Alternative Instructional Delivery Program grant which allows the school to collect a portion of the state ADA cap through distance learning programs.

Poway Adult School has adopted the district's online learning management system, LearningPoint, which has been made available to all adult education teachers. During the 2005-06 school year, one of the professional development goals of the department is to provide training and support to teachers in learning and implementing LearningPoint for their classes.

The English-as-a-Second Language program has also assisted parents of District K-12 English Language Learners in learning how to utilize LearningPoint to assist the parents in playing a more active role in their children's education.

Cooperation and sharing of resources already occurs between Poway Adult School and the district's technology department. Poway Adult School offers courses at various sites throughout the district, and utilizes a computer lab at Rancho Bernardo High School four nights a week for the English-as-a-Second Language program. The district also makes software and training resources available to the adult school as needed. With the district technology replacement plan, the adult school will benefit from new technology at Rancho Bernardo High School. The adult school will continue to implement additional distance learning options and will work with the district technology department in determining future software curricular and training needs.

The adult literacy provider in our region is Poway Adult School. It is an integral part of the school district which provides English-as-a-Second Language and Adult Secondary Education instruction to adults in the community. The English-as-a-Second Language program provides instruction to students from the beginning literacy level through advanced. The Adult Secondary Education program provides instruction to students who wish to either earn their high school diploma or complete GED testing. Poway Adult School also provides educational and career counseling to adults in the community.

Poway Adult School has a technology plan that was initially implemented and approved by the State of California for the 2002-03 school year. It has been modified and evaluated annually, having received approval for each subsequent year. The assistant principal who coordinates the adult school technology plan is a member of the technology planning team for the district and the lead contributor for the adult literacy component.

Poway Adult School has a positive relationship with the district technology managers and incorporates software that is purchased for district-wide use into its technology plan (such as LearningPoint). The district office also provides professional development to adult school teachers and staff in the effective utilization of the software.

As a part of the technology plan, Poway Adult School convenes an advisory board twice annually. The board consists of students, teachers, counselors, technical support personnel, and administrators. As a result of the planning process, technology has been integrated into the learning environment in adult literacy programs. The English-as-a-Second Language teachers provide weekly instruction to their students in a computer lab.

Poway Adult School has participated in a state-wide research to practice initiative in the area of learner persistence. Adult learners have additional demands placed on them—parenthood, full time jobs, transportation—issues which may force them to place their education on the back burner. The careful study of learner persistence has helped the staff to understand that technology can play a role in ensuring that our adult students reach their goals. Distance learning options allow students to continue learning, even if they are not able to participate in a traditional face-to-face classroom environment. It also allows students to advance toward their goals faster, as it provides additional learning opportunities outside of the regular class time. In order to receive funding for this distance learning component, Poway Adult School applied for and has been granted the Innovation and Alternative Instructional Delivery Program grant which allows the school to collect a portion of the state ADA cap through distance learning programs.

Poway Adult School has adopted the district's online learning management system, LearningPoint, which has been made available to all adult education teachers. During the 2005-06 school year, one of the professional development goals of the department is to provide training and support to teachers in learning and implementing LearningPoint for their classes.

The English-as-a-Second Language program has also assisted parents of District K-12 English Language Learners in learning how to utilize LearningPoint to assist the parents in playing a more active role in their children's education.

Cooperation and sharing of resources already occurs between Poway Adult School and the district's technology department. Poway Adult School offers courses at various sites throughout the district, and utilizes a computer lab at Rancho Bernardo High School four nights a week for the English-as-a-Second Language program. The district also makes software and training resources available to the adult school as needed. With the district technology replacement plan, the adult school will benefit from new technology at Rancho Bernardo High School. The adult school will continue to implement additional distance learning options and will work with the district technology department in determining future software curricular and training needs.

9 Effective, Research-Based Strategies

9a Effective Researched-Based Methods, Strategies, and Criteria

The use of technology throughout the Poway Unified School District is based on relevant research and effective practices that support our standards-based curriculum. These technologies will improve the instructional program through increasing parent to school communication, add relevance to the curriculum, extend learning opportunities for all students, provide direct intervention to learners working below grade level standards and assist in aligning the curriculum.

Curriculum

Poway Unified School District is committed to all students meeting or exceeding the California Academic Standards. We are also committed to giving every student the choice of college. Through the use of technology our schools can better address the necessary components to ensure high performing schools. The work of Robert Marzano, in his 2003 study, "What Works in Schools" studied the attributes of highly successful schools. We believe that technology enhanced instruction; student data management, increased communication systems and effective management tools directly align with the conclusions drawn in the four essential tenets found in Marzano's work:

- **A guaranteed and viable curriculum.** Through curriculum mapping software, MAP assessment "Learning Ladder", our Teaching-Learning web sites, individual teacher LearningPoint portals, and our AVID – PATH web site, we are expanding our identification and alignment of curriculum. These components are only a small sample of the technologies developed or adopted by the Poway Unified School District to identify and align the teachers for students, teachers and parents. Teacher leaders are employing this technology to ensure that we are creating standardized definitions of state standards, visual records of proficiency through student sample products, aligned assessments and identification of core resources. Lastly, the descriptions of effective practices are being posted and shared through our curriculum maps and district web sites. Resources associated with curriculum adoptions have been posted on our web sites and links to powerful web based teacher tools are also available. In 2005 the Poway Unified School District Technology Advisory Committee comprised of administrators and teachers established a priority list for district identified instructional software. This initial list served to identify the software deserving of full district support. This process is being used as a new model to guide the acquisition of other software titles to this level one status. At this time, the level one software list consists of the MAP Learning Assessment, The TIM student performance data warehouse, United Streaming, instructional video delivery software, the foreign Language Learning Labs, and our LearningPoint communication portal were our first identified district level 1 software programs. Currently Read 180 Reading Intervention, The PUSD a – g reporting web site and our PUSD Curriculum Mapping program are being piloted to become level 1 programs. Final determination will be dependent upon the results of evaluations geared to determine program effectiveness. A multitude of site based software is also available to support student learning and intervention for students not achieving proficiency on state academic standards.

- **Challenging Goals and Effective Feedback**: Poway Unified School District has utilized the MAP trimester assessments in many schools to assist students in formal goal setting. The superintendent has used data from our TIM web site to analyze district and state assessments, student participation in a rigorous curriculum and other

performance criteria to establish a set of challenging goals. All are academic targets are focused on student achievement, student literacy and readiness for success in college. The PUSD Assessment Resource Center gives teachers and administrators current assessment reports through PDF files posted on the district Intranet. Each school uses these goals to establish SMART goals and monitor sub group performance in our drive for higher levels of student achievement for all of our students. Lastly, the district assessment center offers sites the ability to format their own benchmark assessments so they can also be loaded into our data TIM warehouse for analysis through the intranet of school level performance.

- **Parent and Community Feedback**: Poway Unified School District Superintendent, Dr. Don Phillips produces an e-bulletin which communicates to thousands of parents on a regular basis. This electronic bulletin board along with our district web site, offers postings on current issues, trends and student performance information which is delivered directly to parents. Each school maintains a web site and various teachers host their own web based communications. Parents enrolling in Poway Schools can access on line forms and information on procedures and expectations. Most impressive is our LearningPoint communication portal available in every secondary school. Each night we record thousands of hits as students and parents log on to access grades, teacher notes, assignments and other information. We have been contacted by numerous districts to study how we have been so successful with on line grade and assignment communication through our LearningPoint site. Our newest venture is a district web site which allows school counselors and eventually students and parents to view up to date records of students' course completion rate on the University of California and California State University a – g requirements. This dynamic report indicates if a student is at risk of not completing this set of classes, shows grades and current enrollment in all classes. We are in development of offering an array of web access sites such as our a – g site. We believe that on line grade reports, course completion rates, software intervention and extended learning sites must all be directly related to the performance of each child. This not only offers a transparent communication tool for parents, students and staff to assist each student in appropriate planning, but also maximizes the individual customization of education available in the digital age.

- **Collegiality and Professionalism:** Every teacher has access both on site and remotely to the PUSD E-mail system. They also receive a superintendent's e-bulletin and are given curriculum updates when new web sites with pertinent resources are discovered. The superintendent writes regular emails to all staff with updates on student performance, district changes and challenges and with well wishes for holidays or the new school year. The district technology staff has spent thousands of hours and dollars developing a model e-mail system which ensures a stable platform for e-mail communication and file management. The district uses e-mail based surveys through the Zoomerang survey to access teacher perception on change efforts and instructional program as to give all teachers input into major initiatives.

Professional Development

In 2005 after two years of development the Poway Unified School District in partnership with the Poway Federation of Teachers established the Teacher Learning Cooperative (TLC). This innovative program allows teachers, technology trainers and district to establish staff development collaborations based on effective research in staff development. Participation in these collaborations results in increases in the teacher's salary scale for a two year period.

The National Foundation for the Improvement of Education in their 1996 report "Transforming Professional Development for Student Success" states:

> "To improve student achievement, public schools must weave continuous learning for teachers into the fabric of the teaching job. This work can and should be imitated by the teaching profession itself in partnership with other educators, communities, districts and states."

The TLC model is also based upon the research of the National Staff Development Council which identifies three activities as essential for effective staff development:
1. Acquisition of New Learning
2. Implementation of New Learning
3. Reflection of new learning and the implications of implementation on current and future instructional practice.

All TLC proposals within the district are required to embed these three components within their plans. Currently we have a wide variety of technology based Teacher Learning Cooperative activities. Total TLC participation is over 400 teachers this semester. Level 1 district software programs require district support such as our TLC's in the MAP Learning Assessment, LearningPoint communication portal, and United Streaming. We have three different TLC projects utilizing the new curriculum mapping software and numerous site based activities also utilizing the LearningPoint portal as a basis for staff development. Other TLC projects include digital video design and independent school site projects on technology. We also offer staff development independent of the TLC program is continually available to sites to support MAPs, differentiated learning through accessing Web based instructional support, and LearningPoint.

This year the district made a substantial commitment to hiring computer resource assistants at the school sites. These paraprofessionals are being trained in the basic operation of all our level 1 software and other district technology initiatives, such as our new electronic report card for elementary schools. It is the assumption that these individuals will take on more and more technical training in the development of teacher familiarity with instructional software, while our technology trainers and the TLC program will be responsible for the application and training in the adaptive skills teachers will access through our software programs.

9b Description Of Education Technology Models And Strategies

Each month the Poway Unified School District Technology Advisory Committee meets to discuss emerging issues within the technology program. A significant portion of this groups' work is to analyze the existing instructional needs, software throughout the district and the priority of district resources toward instructional technology. Vendor applications and demonstrations are also a portion of this group's analysis of future acquisitions in technology enhanced instruction. Beyond this, the Poway Unified Assessment Office has utilized statisticians and internal analysis of our software programs to evaluate effect on student performance.

Recently a group sponsored by the San Diego Classrooms of the Future Foundation visited the Lemon Grove School District to observe their use of hand held computers in the middle schools. Also, the district this winter held the first of a series of day long forums by and for teachers on the advancement of technology applications in the classrooms. Last year, a district teacher/administrator planning group for mathematics, the Poway Unified School

District Learning Council, visited Irvine school district and discovered a successful software program (ALEKS) for mathematics which led to the implementation in all our middle schools this school year.

Most importantly we rely on the imitative and entrepreneurial efforts of our school teams to identify their own instructional needs and, with district oversight, to bring new pilot materials into the classrooms. This has led to the individual school site implementation of Criterion Writing, Science Lab equipment, Orchard Intervention Software, Success Maker, River Deep, Accelerated Reader, Accelerated Math and a host of other software programs. These programs are now under evaluation to determine their statues in district prioritized software purchases.

9c – Description Of Innovative Technology

PUSD has a multi-year history of offering on line classes for our high school students. See section 9 a. Currently PUSD offers _ on line learning classes. These classes vary from year to year, with 14 classes in the current catalogue.

2005-2006 On-Line High School Classes

Teacher	Class	Sections	# of Students
MCHS			
Calver, Tim	British Literature	2	35/36
Hizal, Kris	US History	1	34
Mellon, Noel	Human Biology	1	32
PHS			
Faverty, Ken	Auto(Spring only)	*1	-
RBHS			
Hotz, Diane	Oceanography	1	34
Foster, Susan	Civics	1	34
Outlaw, Rebecca	Zoology	2	35/33
Westview			
Opstad, Keith	Drawing & Painting 3-4, Studio Art & AP Studio Art (Spring only)	*1	*38
* Not included in fall numbers			
Totals		**7**	**239**

Innovative strategies for using technology to deliver rigorous academic courses and curricula are described in section 9A.

Appendix

APPENDIX A: 6c. Level of Ongoing District Technical Support

Current District Technical Support:	Future District Technical Support (After reorganization):
2 Telecommunications Technicians	2 Telecommunications Technicians
2 Electronics Technicians (Intercoms, clocks, fire alarms, score boards, etc…)	2 Electronics Technicians (Intercoms, clocks, fire alarms, score boards, etc…)
3 Systems Engineers	3 Systems Engineers
4 Systems Administrators	4 Systems Administrators
1 LAN Administration Coordinator	1 LAN Administration Coordinator
22 Site LAN Administrators	22 Site LAN Administrators
2 Cable Technicians	2 Cable Technicians
1 Project Leader – Communications IT	1 Supervisor – Communications IT
1 Supervisor of Data Systems Support	
1 Supervisor of Technical Support	4 Program Managers
1 Director of Technical Support	1 Database Administrator
1Supervisor of Student Information Systems	1 Programmer/Analyst II
1 Programmer/Analyst II	2 Information Systems Support Analysts
3 Information Systems Support Analysts	1 Technology Trainer
1 Technology Trainer	2 Administrative Assistants
2 Administrative Assistants	1 Chief Technology Officer
1 Chief Technology Officer	
Total	49

APPENDIX B: Plan Duration Chart

DATE	BENCHMARK	RESPONSIBLE STAFF	SUPPORT GOAL #
2007	Build an authoritative data cleaning source vehicle which will serve as a vehicle to bi-directionally share information between district directories (AD and EDirectory)	**Chief Technology Officer**	Goal #7 &8
2007	Reorganize Information Technology department into Project based teams	**Chief Technology Officer**	Goal #6
2007	Develop and implement an Service Oriented Architecture to allow Single Sign On access to, pertinent information to appropriate users based on a secured authentication system	**Program Manager Information Technology**	Goal # 7&8
2007	Research, choose and install a new Human Resources Application that will be part of the data Information Oriented Architecture	**Supervisor Personnel Support Services**	Goal# 7
2007	Every teacher taking attendance online	**Associate Superintendent**	Goals # 5,7&8
2007	Form a Training Plan and Systematic staff develop for specific district wide applications	**Instructional Technology Specialists**	Goals # 1,5,6,&7
2007	Open access to district applications for staff through an Service Oriented Architecture (SOA)	**Program Manager Information Technology**	Goal # 3,4,6,7&8
2007	Expand use of video streaming as an educational tools throughout all school sites	**Instructional Technology Specialists**	Goal # 1,2,3,6
2007	Develop technology standards for Acceptable Use	**Instructional Technology Specialists**	Goal #6
2007	Develop technology standards for Security	**Program Manager Information Technology**	Goal # 6
2007	New schools: Install and test equipment and software	**Program Manager Information Technology**	Goal # 5&6
2007	Research and implement a district wide wireless technology standard	**Program Manager Information Technology**	Goal # 5&6
2008	Implement Five year renew Computer Replacement Plan at all schools	**Program Manager Information Technology**	Goal # 5&6

2008	Open Access to parents and students for appropriate district applications allowing information pertaining to students through an Service Oriented Architecture (SOA)	**Program Manager Information Technology**	Goal # 3,4,6,7&8
2008	Upgrade WAN at all PUSD locations to Fiber Gig	**Program Manager Information Technology**	Goal # 5&6
2009	Install district standard wireless system at all sites	**Program Manager Information Technology**	Goal # 5&6
2010	New fiber installed, Multi media capabilities through the installation of LCD projectors mounted and connected to computers and distributed CATV	**Deputy Superintendent** **Chief Technology Officer**	Goal #6
2010	Upgrade data, fire alarms, intercoms per assessed needs	**Electronics Technicians, Communications Supervisor**	Goal #6
2010	Training and expansion of teacher web pages	**Instructional Technology Specialists**	Goal # 8
2010	Every teacher using a web presence to support learning	**Technology Trainer Specialists**	Goal # 5&6
2010	Voice, video, and data upgrade in every learning environment in PUSD – standards met at all sites	**Chief Technology Officer**	Goal # 5&6

APPENDIX D: Software List

Elementary Schools Software Listing	District Software Listing
AlphaSmart AlphaBeam	MS OS Windows 95
Arthur's (assorted versions)	MS OS Windows98
Carmen San Diego	MS OS Windows 2000
ClueFinders adventures (several)	MS OS Windows XP
Compton's Encyclopedia	MS Office Suite 97
Curious George	MS Office Suite 2000
DJ Inkers	MS Office Suite 2003
Earobics	MS Publisher asst versions
Encarta	MS Outlook Exchange
GeoSafari	MS Exchange Web Mail
Grammar games	MS FrontPage 2000
Jump Start (several)	MS FrontPage 2003
Kid Pix	MS IE 5.5 sp2 - 6.0.1
Kidspiration	SASIxp
Magic School bus (assorted)	CLASSxp
Math Blaster	Trend
Math Munchers	Track It
Math Rabbit	Surveyor
Math Rock	FIS Budget to county
Micrograms ABC World	Making the Grade
Micrograms Fractions	WinZip 8.0
Micrograms Chuckwagon	Adobe Acrobat 5.0 - 6.0
Micrograms Mathosaurus	Adobe Illustrator
Micrograms Super Science Show	Adobe Photoshop
Micrograms WildWest Math	Adobe PageMaker ver. 6.5, 7
Chica Boom	MAPs
Read Write and Type	Web Collection
Reader Rabbit	Text link
Reading Blaster	Follett Card OPAC
Spelling Blaster	WIN SNAP
Spelling Spree	Mail Bomber
Storybook Weaver	Quicken
Student Writing Center	Image Cast
Success Maker	Scholastic Suite SRI, Read 180, Reading Counts
Type to Learn	Print Shop asst versions
Type to Learn Jr	Print Master
Waterford	ENORE
Write Out Loud	Riverdeep
The Language Solution ESL	Adaptec Easy CDS Creator
Green Globbs	Roxi CD Creator
Wordsort	Blue Bear
Reading all around you	Macromedia Studio MX
Cross Country USA	Macromedia Dreamweaver MX, Flash MX
First Steps	Mitchell on demand (autoshop software)
Smart Steps	Auto CAD
Green Globbs Graphing Equations	Final cut Pro
Math type v 4.0Mavis Beacon Typing	WJIII Scoring program (Special ED)
Edmark	Boardmaker (special education)
Alpha Betty	Picture This (special education))

Dino's Discovery	Geometer's sketchpad
Flags	Prentace Hall Test generator
Fitness Gram	Mathematica
World Book (Networked)	Adamsoft (Human Body interactive)
	I-Depot
	Josten's Yeartech
	Life Touch
	Active Chemistry
	Calculus in Motion
	Flipbook
	Auralia
	Earth Systems Today
	Smart Board
	Alfred Essentials of Music theory
	MS Encarta Encyclopedia
	C Plus Plus
	Career Eureka
	COIN
	Edu Link
	Data Studio (Science Software)
	EPES Accounting software
	Adronics 9Marquee software)
	Java
	Inspiration 7.5
	Mavis Beacon Typing
	Rosetta Stone
	Cross Country USA
	Sanako Lounge 100 Member
	Sanako Media Asst Lite
	Sanako Lounge Tutor
	SAM 2000
	Sam 2004
	MovieMaker
	Irfanview
	STAR
	Netscape
	Co-op 2000
	Accelerated Math
	Accelerated Reader
	Riverdeep Destination Math
	Trigonometry
	Talking Verbs
	Talking Nouns I & II
	Oregon Trail

APPENDIX E: Hardware

Hardware Purchases By Site and Year

Site	LCD projector	Interactive white board	Wireless voice amplification	Doc-u-cams	SAN	Switches	Wireless	Router	Server	Computers (Instructional & administrative)	Media Content Server	LP Content Server
Administration Center	5	2	1	1	1	10	20	0	0	2	1	
Elementary												
4S Ranch #25 (new)	54	2	54	54	0	16	15	1	1	104	1	0
Abobe Bluffs	36	2	36	36	0	8	14	1	1	106	1	0
Canyon View	34	2	34	34	0	8	15	1	1	101	1	0
Chaparral	42	2	42	42	0	8	15	1	1	111	1	0
Creekside	48	2	48	48	0	8	15	1	1	117	1	0
Deer Canyon	34	2	34	34	0	8	15	1	1	96	1	0
Del Sur #73 (new)	54	2	54	54	0	16	15	1	1	104	1	0
Garden Road	34	2	34	34	0	8	15	1	1	98	1	0
Highland Ranch	37	2	37	37	0	8	15	1	1	100	1	0
Los Penasquitos	37	2	37	37	0	8	15	1	1	107	1	0
Midland	32	2	32	32	0	8	15	1	1	100	1	0
Monterey Ridge	54	2	54	54	0	16	15	1	1	104	1	0
Morning Creek	30	2	30	30	0	8	15	1	1	100	1	0
Painted Rock	37	2	37	37	0	8	15	1	1	101	1	0
Park Village	41	2	41	41	0	8	15	1	1	111	1	0
Pomerado	33	2	33	33	0	8	15	1	1	98	1	0
Rolling Hills	26	2	26	26	0	8	15	1	1	110	1	0
Shoal Creek	41	2	41	41	0	16	15	1	1	110	1	0
Stone Ranch	54	2	54	54	0	0	15	0	0	102	1	0
Sundance	28	2	28	28	0	8	15	1	1	95	1	0
Sunset Hills	29	2	29	29	0	8	15	1	1	93	1	0
Tierra Bonita	31	2	31	31	0	8	15	1	1	102	1	0
Turtleback	32	2	32	32	0	8	15	1	1	102	1	0
Valley	41	2	41	41	0	8	15	1	1	107	1	0
Westwood	36	2	36	36	0	9	15	1	1	113	1	0
Middle School												
Bernardo Heights	61	3	61	61	0	15	25	0	0	157	1	0
Black Mountain	63	3	63	63	0	15	25	0	0	147	1	0
Mesa Verde	77	3	77	77	0	15	25	0	0	144	1	0
Meadowbrook	63	3	63	63	0	15	25	0	0	148	1	0
Oak Valley	35	3	35	35	0	26	25	1	1	157	1	0
Twin Peaks	65	3	65	65	0	15	25	0	0	156	1	0
High School												
Abraxas	30	30	30	30	0	8	15	1	1	96	1	0
Del Norte (new)	86	86	86	86	1	52	50	1	4	330	1	0
Mt. Carmel	119	119	119	119	1	24	50	0	0	435	1	0
Poway	129	129	129	129	1	24	50	0	0	443	1	0
Rancho Bernardo	142	142	142	142	1	24	50	0	0	448	1	0
Westview	86	86	86	86	1	4	50	0	0	425	1	0
Projects												
Destiny (Library SW)	0	0	0	0	0	0	0	0	4	0	0	0
Totals	1916	662	1912	1912	6	472	809	27	34	5678	39	1

Legend

2006	
2007	
2008	
2009	
2010	
2011	
No need 0	

	LCD projector	Interactive white board	Wireless voice amplification	Doc-u-cams	SAN	Switches	Wireless	Router	Server	Computers	Media Content Server	LP Content Server	Average
% complete 2006	4.70%	0.60%	4.71%	4.71%	16.67%	17.58%	6.06%	11.11%	35.29%	29.22%	0.00%	0.00%	10.89%
% complete 2007	25.98%	39.88%	25.78%	25.78%	16.67%	33.05%	35.23%	0.00%	29.41%	27.62%	92.31%	100.00%	37.64%
% complete 2008	25.63%	11.18%	25.68%	25.68%	16.67%	26.91%	38.32%	85.19%	20.59%	23.76%	5.13%	0.00%	25.39%
% complete 2009	34.76%	22.36%	13.91%	13.91%	16.67%	11.44%	14.22%	0.00%	2.94%	13.60%	0.00%	0.00%	11.98%
% complete 2010	8.98%	25.98%	29.92%	9.00%	33.33%	11.02%	6.18%	3.70%	11.76%	5.81%	2.56%	0.00%	12.35%
% complete 2011	0.00%	0.00%	0.00%	20.92%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		1.74%
Totals	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100.00%

Instructional Use	Order of Replacement Year	Num of NEW XP PCs	TOTAL Non-upgradable District Owned PCs	TOTAL Upgradable District Owned PCs	2000, District owned	XP, District owned	Total Up-to-standard District owned	Total Below standard (non-ungradable) donated PCs	2000, Donated	XP, Donated	Total Up-to-standard Donated	Up-to-standard Grant PC	TOTAL Non-Upgradable	Total New and Up-to-standard PC	Future Ratio of students per computer	Net gain/loss	Student Population as reported by CBEDS 2005/2006	Current computers as reported on CTAP 2005/2006	Current Ratio of students per computer
Adobe Bluffs	2006	106	40	4	4	17	21	36	5	5	10	5	76	146	5.47	30	799	167	4.78
Deer Canyon	2006	96	24	0	2	36	38	16	14	2	16	0	40	150	3.94	56	591	104	5.68
Highland Ranch	2006	100	74	2	15	0	15	12	0	5	5	2	86	122	5.29	14	645	108	5.97
Midland	2006	100	42	4	4	0	4	45	0	0	0	1	87	105	5.16	13	542	63	8.60
Monterey Ridge *	2006	102																	
Pomerado	2006	98	85	0	2	0	4	95	14	0	14	109	180	225	2.25	-82	507	118	4.30
Sundance	2006	95	34	1	2	10	12	20	33	0	33	1	54	141	3.50	41	494	119	4.15
Valley	2006	107	41	12	14	6	20	7	0	0	0	5	48	132	5.24	59	692	167	4.14
Meadowbrook	2006	148	180	6	0	54	54	0	2	24	26	0	180	228	6.21	-32	1417	228	6.215
Oak Valley *	2006	157												157	4.01		629	157	4.006
Mt Carmel	2006	435	138	260	103	8	111	0	4	2	6	0	138	552	3.99	297	2202	500	4.404
Canyon View	2007	101	18	7	2	41	43	37	11	11	22	31	55	197	2.89	46	570	114	5.00
Chaparral	2007	111	37	24	9	35	44	47	2	14	16	0	84	127	6.31	27	802	250	3.21
Garden Road	2007	98	60	2	4	3	7	15	1	0	1	25	75	131	3.93	23	515	100	5.15
Los Pen	2007	107	26	28	4	21	25	22	4	5	9	70	48	211	2.94	59	621	167	3.72
Morning Creek	2007	100	63	20	7	0	7	4	0	1	1	7	67	127	4.07	33	517	108	4.79
Rolling Hills	2007	110	75	25	9	2	11	45	0	0	0	10	120	131	3.11	-10	408	172	2.37
Sunset Hills	2007	93	29	49	0	12	12	28	0	0	0	1	57	106	5.05	36	535	70	7.64
Westwood	2007	113	48	29	0	0	0	14	20	0	20	0	62	133	5.71	51	759	145	5.23
Bernardo Heights	2007	157	46	65	10	16	26	28	33	0	33	4	74	220	6.26	83	1378	236	5.839
Black Mountain	2007	147	29	65	43	10	53	60	14	0	14	0	89	214	6.26	58	1340	276	4.855
Abraxas	2007	96	60	0	5	0	5	30	100	0	100	130	90	331	0.98	6	324	166	1.952
Poway	2007	443	200	67	350	18	368	0	50	3	53	0	200	864	3.54	243	3061	694	4.411
Creekside	2008	117	38	7	8	0	8	29	11	41	52	0	67	177	4.42	50	783	118	6.64
Park Village	2008	111	41	34	24	0	24	13	0	0	0	1	54	136	6.06	57	824	153	5.39
Shoal Creek	2008	110	57	8	1	8	9	9	0	1	1	11	66	131	5.34	44	700	103	6.80
Tierra Bonita	2008	102	20	9	2	0	2	32	32	2	34	0	52	138	4.21	50	581	77	7.55
Turtleback	2008	102	2	40	12	1	13	7	2	0	2	0	9	117	5.15	93	602	137	4.39
4S Ranch *	2008	104																	
Del Sur *	2008	104																	
Twin Peaks	2008	156	168	26	49	37	86	28	1	2	3	0	196	245	6.41	-40	1570	201	7.811
Rancho Bernardo	2008	448	222	283	37	45	82	0	20	0	20	0	222	550	5.35	226	2945	728	4.045
Painted Rock	2009	101	2	41	10	3	13	32	0	35	35	6	34	142	4.54	67	644	108	5.96
Stone Ranch	2009	102	0	0	0	104	104	0	0	0	0	0	0	206	4.90	102	1009	118	8.55
Mesa Verde	2009	144	44	131	20	79	99	6	0	11	11	0	50	254	5.43	94	1380	350	3.943
Westview	2009	425	0		282	63	345	0	42	0	42	1	0	813	2.78	425	2259	531	4.254
Del Norte *	2011	330																	
TOTAL														7659	4.76		32645	6853	4.764

*(new school)

APPENDIX J: **Technology Plan Contact Information**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 37 - 63296
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: Poway Unified School District

*Salutation: Mr.
*First Name: Robert
*Last Name: Gravina
*Job Title: Chief Technology Officer
*Address: 13626 Twin Peak Road
*City: Poway
*Zip Code: 92064
*Telephone: (858) 748-0010 Ext 2442
Fax: (858) 679 - 2657
*E-Mail: rgravina@powayusd.com

Please provide backup contact information.
1st Backup Name: Laurel Campbell
1st Backup E-Mail: lcampbell@powayusd.com
2nd Backup Name: Stacey Campo
2nd Backup E-Mail: scampo@powayusd.com

*Required information in the ETPRS

APPENDIX C: *Criteria for EETT-Funded Education Technology Plans*

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

- **For corresponding EETT Requirements, see Appendix F.**
- **If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.**
- **Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.**

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. The plan should guide the district's use of education technology for the next three to five years.	5	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	6-7	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	6-7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)		**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	9-16	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	17-21	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.

c.	Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	22-27	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d.	List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	28, 30-35	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e.	List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	36-39	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f.	List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access to all students.	38-39	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	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.
g.	List of clear goals and a specific 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.	40-41	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	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.
h.	List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	42-43	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	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.

			Example of Adequately Addressed	Example of Not Adequately Addressed
i.	List of benchmarks and a timeline for implementing planned strategies and activities.	28-43	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j.	Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	28-43	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4.	**PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	44	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a.	Summary of the teachers' and administrators' current technology skills and needs for professional development.	44-46	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b.	List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	46-54	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c.	List of benchmarks and a timeline for implementing planned strategies and activities.	46-54	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.

		Example of Adequately Addressed	Example of Not Adequately Addressed
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	46-54	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA**	55	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. 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.	55-60	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	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.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	55-60	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 current level of technical support is clearly explained.	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.

c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	61-64	The 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 benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	61-64	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	65	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	65-68	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	66-68	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	69-71	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	72-73	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.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	73	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7.	MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan 74	Example of Adequately Addressed	Example of Not Adequately Addressed
a.	Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	74	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b.	Schedule for evaluating the effect of plan implementation.	74	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c.	Description of how the information obtained through the monitoring and evaluation will be used.	74-75	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8.	EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan 76	Example of Adequately Addressed	Example of Not Adequately Addressed
a.	If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.	76-78	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.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	**Page in District Plan** 79	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	79-81	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	81-82	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	82	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings