Perris Union High School District

District Technology Plan

July 1, 2012 - June 30, 2015

Completed:	**April 13, 2012**
Board Approved:	**April 18, 2012**
CDE Approved:	**May 21, 2012**

Table of Contents

i. DISTRICT PROFILE

The Perris Union High School District (PUHSD) educates approximately 10,413 secondary and 170 adult students as of April 2012. These students live in the Perris Valley, a 184 square mile blend of rural, suburban, and commercial neighborhoods in Riverside County. Its students come from the collaborative districts of Perris Elementary School District (K-6), Romoland School District (K-8), Menifee Union School District (K-8), and Nuview Union School District (K-8).

The Perris Union High School District's mission is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the District and which will enable them to become productive members of society.

The Board of Trustees recognizes that technology can greatly enhance the instructional program as well as the efficiency of District and school site administration. The Board of Trustees also realizes that careful planning is essential to ensure the successful, equitable, and cost-effective implementation of technology-based materials, equipment, systems, and networks.

The District operates eight schools: one middle school (Pinacate Middle School, grades 7-8); three comprehensive high schools (Perris High School, Paloma Valley High School; and Heritage High School); one continuation high school (Perris Lake High School); one community day school (The Academy, grades 7-12); an Independent Study program; an Adult Education program; and two charter schools (Choice 2000 Online High School and California Military Institute).

The student population of Perris Union High School District has increased annually over the last two decades, with an increase from October 2008 CBEDS to October 2011 CBEDS of 5.28%, including the District's charter schools.

The following chart shows the District's population percentages by ethnicity (CBEDS 2011):

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple/ No resp.
Students	0.6%	2.8%	0.4%	1.9%	59.4%	6.9%	25.6%	2.3%
Teachers	0.6%	2.0%	0.3%	0.6%	18.3%	4.0%	71.9%	2.4%

Approximately 16% of District students were considered English Learners, a constant over the last three years.

The District-wide percentage of students qualifying for free and reduced lunch is 72%, as of April 2012. There has been a significant increase over the last several years.

Special education students comprise 7% of the total District enrollment, as of December 2010. This is a 25% increase from 2007, reflecting the growing number of students nationwide who qualify for Special Education services. The three largest areas of growth include Other Health Impairment, Specific Learning Disability, and Autism.

As of April 2012, 100% of teachers in the District held at least a preliminary credential, were teaching in the credentialed area, and met the No Child Left Behind criteria to be considered "highly qualified".

Student Achievement:

PUHSD is currently in year six of Program Improvement. The District has made consistent progress in the area of student achievement in pursuit of its goal that all students reach proficiency in reading/language arts and mathematics. 49.9% of students were proficient or above in English/language arts; 42.7% were proficient or above in mathematics. This is a gain of 6.1% and 4.7%, respectively, from the previous year and demonstrates a 12.9% and 11.7% improvement over three years. In the area of English/language arts, all significant subgroups met the Annual Measureable Achievement Objectives (AMAO) for Adequate Yearly Progress (AYP) except socio-economically disadvantaged students and those with learning disabilities. In the area of mathematics, only students classified as white or black/African American met the AMAOs in mathematics through the safe harbor criteria.

On statewide assessments, the District continued to make forward progress toward its goal of every student reaching proficiency in English/Language Aarts and mathematics by improving performance on the California Standards Tests and the California High School Exit Exam (CAHSEE).

The following chart shows selected results from the 2011 California Standards Tests.

	7	8	9	10	11
CST English-Language Arts	734	759	2133	2163	2052
% Advanced and Proficient	43%	35%	51%	47%	43%
CST Mathematics	584				
% Advanced and Proficient	19%				
CST Gen. Math		132	157		
% Advanced and Proficient		17%	15%		
CST Algebra I	146	584	1379	568	258
% Advanced and Proficient	44%	22%	26%	17%	8%
CST Integrated Math I				462	299
% Advanced and Proficient				10%	10%
CST Geometry		68	607	426	1714
% Advanced and Proficient		50%	41%	16%	7%
CST Integrated Math II				34	204
% Advanced and Proficient				18%	32%
CST Algebra II			44	379	413
% Advanced and Proficient			56%	44%	14%
CST Summative HS Math				42	287
% Advanced and Proficient				52%	61%

In 2008, the California High School Exit Exam pass rate for sophomores was 75% in English/language arts and 73% in math. The proficiency rate for 2008 was 42% for English/language arts and 39% for math. In 2011, those pass rates increased to 84% and 82% respectively, which is commensurate with the State passing rate and higher than the County

passing rate. For the same year, proficiency rates increased to 55% for English/language arts and 52% for math.

The graduation rate for 2011 AYP (for the class of 2010-2011, based on the National Center for Educational Statistics definition) was 84.15%, up from 79.6%.

1.   PLAN DURATION

This plan will guide Perris Union High School District's use of technology for the three-year period from July 1, 2012, through June 30, 2015. The plan serves as both the Enhancing Education Through Technology (EETT) education technology plan and the E-rate plan for the District. It will be approved by the District Board of Trustees and the California Department of Education.

2.   STAKEHOLDERS INVOLVEMENT

A District Technology Plan Committee was formed in order to review relevant data, develop Technology Plan goals, objectives, and benchmarks, and recommend actions that need to be taken. The Committee consisted of variety of stakeholders who will implement the plan including technology staff, curriculum and business administrators and teachers. The following details the participating committee members:

Name	Title	Affiliation
Dr. Jonathan Greenberg	Superintendent	District Administrative Center
Candace Reines	Assistant Superintendent, Business Services	District Administrative Center – Business Services
Marcy Savage	Assistant Superintendent of Educational Services	District Administrative Center - Educational Services
Vince Butler	Director of Technology	Network Operations Center – Business Services
Anna Hamilton	Purchasing Agent	District Administrative Center – Business Services
Joe Williams	Academic Coach Instructional Technology Coach	Paloma Valley High School District Administrative Center – Business Services
Dian Martin	Teacher on Special Assignment; State and Federal Programs	District Administrative Center- Educational Services
Charles Tippie	Teacher on Special Assignment; Assessment	District Administrator Center- Educational Services
Jennifer Nagle	Teacher on Special Assignment; Literary Coordinator; English Learner Services; Staff Development	District Administrative Center- Educational Services
Benjamin Markley	Student Information Systems Supervisor	District Administrative Center - Educational Services
Mary Mollway	Reading Intervention Teacher	Heritage High School
Nick Hilton	Assistant Principal	Paloma Valley High School
Chris Rabing	Assistant Principal	Heritage High School

Name	Title	Affiliation
Andrew Paulsen	Teacher	Paloma Valley High School
Justin Marquis	Teacher	Heritage High School
Luis Valdovinos	Teacher	California Military Institute
David Sanchez	Teacher	Perris High School
Gary Stone	Teacher	Paloma Valley High School
Barbara Wild	Librarian	Perris High
Art Fritz	Director	Facilities, Maintenance & Operations
John Mollway	E-Rate Consultant	eDimension Consulting

The District Technology Plan Committee also solicited and incorporated input from Perris Union High School District School Site Councils. School Site Councils consist of members who are administrators, teachers, staff, and parents. School Site Councils hold regularly scheduled meetings at each site and provide an opportunity to get input from various stakeholders. At some sites, parents act as chairperson of the School Site Council. Through these council meetings, the Technology Committee takes recommendations regarding technology. Site Councils have expressed concerns and needs for more technology funding and equipment including updating older student-use computers and up-to-date software.

3. CURRICULUM COMPONENT

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

Students and teachers have excellent access to technology tools in all schools during the school day. All classrooms, labs, and Library Media Centers are wired and connected to a local area network with access to the Internet. All schools have at least one computer lab or a cluster of computers available to whole classes, para-educators working with individual students or small groups, and individual students. All comprehensive high schools have five full computer labs. All libraries have a group of computers (5-40). The main access to technology for individual students outside of school hours is in the libraries; however, many instructional tools are available to students online from any Internet-connected computer.

All teachers, office personnel, and administrators have a computer in their offices or classrooms with Internet access. Computers may also be available in workrooms or staff lounges. A cart of laptops with wireless Internet access is available at the District Administration Center for staff training.

Para-educators working with Special Education students and English learners rely on student-use computers available in specialized classrooms and the learning centers.

The Perris Community Adult School shares the use of The Academy, Perris High, Paloma Valley High, and other District facilities, including use of computer labs. In particular, students use Credit Recovery computer labs for GED, adult diploma, and CASHEE prep programs. Career Technical Education (CTE) classes provide additional resources including labs, computers, and advanced technology programs. The CTE program is provided through the Riverside County Office of Education.

The following chart shows per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) per April 2012 enrollment data and a physical inventory of computers taken in the same month. It also shows numbers of computers in classrooms, labs, and libraries.

School	Stdnt Enroll-ment	Total Instru-ctional Comp.	Stdnt: Comp. Ratio	Up-to-Date Comp. <5 yrs	Stdnt: Up-to-Date Ratio	Comp. in Class-rooms	Comp. in Labs	Comp. in Libra-ries
Pinacate	1,214	136	1:8.9	110	1:11.0	54	66	16
Academy	97	85	1:1.1	80	1:1.2	12	67	6
Heritage HS	2,603	363	1:7.2	150	1:17.4	177	179	7
Paloma Valley HS	2,587	349	1:7.4	289	1:9.0	152	193	4
Perris HS	2,517	375	1:6.7	305	1:8.3	178	181	16
Perris Lake HS	347	147	1:2.4	110	1:3.2	34	106	7
California Military Inst	787	56	1:14.1	24	1:32.8	36	20	0

Choice 2000	261	23	1:11.3	23	1:11.3	0	12	0
District Totals	**10,413**	**1,534**	**1:6.8**	**1,091**	**1:9.5**	**643**	**824**	**56**

Teachers at all sites have ceiling-mounted LCD projectors in every classroom. All schools have the ability to play DVDs through the computer/projection systems. All schools have access to a streaming video solution for live television from approved channels. The comprehensive high schools have web access to a streaming video service (non-District). Schools have document cameras, video cameras, digital cameras, sound equipment, science lab equipment (probes, scientific calculators), handheld computers, scanners, specialized technology tools for occupational/career courses, and laser printers as determined by each school and as required by the curriculum. Heritage has a document camera in each classroom. The Academy and Heritage have voice amplification systems in each classroom.

All schools in the District now have access to student response systems and tablets. These devices are regularly used in some classrooms throughout the District.

The Advancement via Individual Determination (AVID) Program at Heritage High School has provided every 9th grade AVID student with an iPad using site categorical funds. The iPads are assigned to individual students; they are used daily in their AVID classes and taken home to extend the learning day.

With more than half of its students in the free or reduced lunch program, many residents are considered low income which could limit students' access to technologies in their homes. Students can access computers at libraries, including the Perris branch of the Riverside County system and Mt. San Jacinto College Library (with an MSJC ID).

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

The Perris Union High School District (PUHSD) Board of Trustees intends that technological resources provided by the District be used in a safe, responsible, and proper manner in support of the instructional program and the advancement of student learning. The Board of Trustees recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to the student needs. (Board Policy 6163.4)

The District has chosen to standardize software utilized by staff as much as possible. Desktop and online productivity suites are provided (Microsoft and Google) for staff and students. Teachers have access to test generator software from textbook publishers. Students can use career assessment and guidance program (COIN).

Libraries, media centers, and computer labs are available for students and staff during the school day. Sites make library computers accessible for students before and after school. All libraries use library automation software (Follett Destiny).

All staff members have a District email account. Students have individual email accounts and can create, upload, share and collaborate on documents using Google Apps for Education. Teachers also have access to Google Apps to collaborate with students. The District provides

access to a website and a content management system (Schoolwires) in which information is distributed to staff, students, and the community.

All teachers, counselors, and administrators, use a student information system (Infinite Campus). Teachers use the student information system to take attendance, keep a grade book, submit grades, and access relevant information on their students. Students and parents can access the web-based student information system to track attendance, grades, discipline and other information. Counselors use the student information system to schedule students for classes, track students meeting graduation requirements, and ensure students' education needs are being met. Counselors and case carriers also use a web-based IEP System for Special Education management (SEIS).

The District uses Educators Assessment Data Management System (EADMS), a web-based assessment system for student placement, diagnosis, progress monitoring, District benchmarks, data analysis, reporting, and assessment. The web-based assessment system is used to create reports from student data from CST, CAHSEE, benchmark and District benchmarks. Teachers and staff use the system to generate data reports used in Professional Learning Communities (PLC) to drive instructional practices. Teachers and administrators use the system for progress monitoring, assess gaps in meeting standards or concepts, analyze concept mastery, and inform instruction in the classroom.

Teachers and staff took a technology survey and the results were tabulated in April 2012. The survey covered "Teachers and Administrators Current Technology Skill Levels", "Using Technology in the Classroom", and "Student Technology Use".

The respondents rated themselves intermediate or higher level in the following categories:

78% general computer knowledge and functions, 91% Internet and web browser functions, 93% information literacy, 51% Internet safety, 96% email functions, 85% word-processing, 75% presentation software, 62% spreadsheet software, 54% database software, and 76% ethical use of technology.

The respondents rated their use of technology in the classroom as intermediate or higher level in the following categories: 63% integration technology tools, 57% multimedia resources, 36% collaboration, 36% peer evaluation tools, 36% classroom webpage, 58% technology for two-way communication, and 72% student record-keeping and assessment.

The respondents rated their students' use of technology as frequent or better in the following categories: 43% integrated into student learning activities, 27% multimedia, and 23% collaboration.

The respondents rated their students' technology skills as average or better in the following categories: 59% students' information literacy, and 44% computer-based and online technology.

Staff Technology Skills
Teachers' and Administrators' Current Technology Skill Levels

1. Consider your knowledge in using hardware components, peripherals, file management, troubleshooting, etc. Rate your skill level in general computer knowledge and functions.

Beginning Level	7.39%
Beginning Intermediate Level	14.78%
Intermediate Level	37.93%
Advanced Intermediate Level	25.62%
Advanced Level	14.29%
Total Respondents	203

2. Consider your knowledge in using a browser, managing bookmarks/favorites, familiarity with Web 2.0 tools, interactive media, social networking sites, etc. Rate your skill level in Internet functions.

Beginning Level	3.45%
Beginning Intermediate Level	5.91%
Intermediate Level	23.65%
Advanced Intermediate Level	40.39%
Advanced Level	26.6%
Total Respondents	203

3. Consider your knowledge in identifying, locating, evaluating, and selecting appropriate print, electronic and online information resources. Rate your skill level in Information Literacy.

Beginning Level	1%
Beginning Intermediate Level	5.97%
Intermediate Level	25.37%
Advanced Intermediate Level	42.29%
Advanced Level	25.37%
Total Respondents	201

4. Consider your knowledge in protecting your online identity, in using Internet safety sites such as i-SAFE, NetSmartz, NSTeens, etc. Rate your skill level in Internet Safety.

Beginning Level	26.13%
Beginning Intermediate Level	20.1%
Intermediate Level	27.14%
Advanced Intermediate Level	16.58%
Advanced Level	7.54%
NA	2.51%
Total Respondents	199

5. Consider how effectively you communicate using email, practice correct netiquette, manage/organize emails, use distribution lists, etc. Rate your skill level in email functions.

Beginning Level	1.49%

Beginning Intermediate Level	4.95%
Intermediate Level	24.75%
Advanced Intermediate Level	32.67%
Advanced Level	36.14%
Total Respondents	202

6. Consider how easily you are able to open and create documents, create tables, templates, design lessons, insert graphics, incorporate drawing tools, etc. Rate your skill level in Word Processing.

Beginning Level	3.96%
Beginning Intermediate Level	10.89%
Intermediate Level	20.79%
Advanced Intermediate Level	35.15%
Advanced Level	29.21%
Total Respondents	202

7. Consider how well you are able to create, edit, open presentations, incorporate hypertext, animations, images from other sources, utilize design strategies to enhance communication, include citations, etc. Rate your skill level in presentation software.

Beginning Level	9.36%
Beginning Intermediate Level	15.27%
Intermediate Level	29.56%
Advanced Intermediate Level	27.59%
Advanced Level	18.23%
Total Respondents	203

8. Consider how well you are able to create, edit, and open spreadsheets, sort cells, create charts for appropriate data representation, print a range of cells, pages, and sheets; save in a variety of formats, etc. Rate your skill level in spreadsheet software.

Beginning Level	14.36%
Beginning Intermediate Level	23.27%
Intermediate Level	22.77%
Advanced Intermediate Level	25.74%
Advanced Level	13.86%
Total Respondents	202

9. Consider how well you are able to create, edit, open a database; explain differences between report, query, search, and find; import data from other applications; import/export data from a database; create form letters from database information. Rate your skill level in database software.

Beginning Level	18.32%
Beginning Intermediate Level	27.23%
Intermediate Level	26.73%
Advanced Intermediate Level	20.3%
Advanced Level	6.93%

N/A	0.5%
Total Respondents	202

10. Consider your understanding of copyright and fair use laws, Creative Commons, and file sharing practices. Rate your understanding of ethical use of technology.

Beginning Level	7.43%
Beginning Intermediate Level	16.83%
Intermediate Level	30.69%
Advanced Intermediate Level	27.72%
Advanced Level	17.33%
Total Respondents	202

Staff Technology Skills
Using Technology in the Classroom

1. Rate your level of integration/frequency using technology tools when you teach. How well do I integrate technology tools when I teach?

Never	3.55%
Beginning Level	9.64%
Beginning Intermediate Level	17.26%
Intermediate Level	40.1%
Advanced Intermediate Level	21.83%
Advanced Level	7.61%
Total Respondents	197

2. Rate your level of integration/frequency in using graphics/multimedia resources such as simulations, mind mapping, digital images, video, and multimedia.
How well do I use multimedia resources?

Never	5.61%
Beginning Level	18.88%
Beginning Intermediate Level	18.88%
Intermediate Level	32.14%
Advanced Intermediate Level	17.35%
Advanced Level	7.14%
Total Respondents	196

3. Rate your level of integration/frequency in using tools such as blogs, wikis, shared documents, and other online resources to encourage student collaboration and peer evaluation. How well do I use technology tools to encourage student collaboration and peer evaluation?

Never	21.54%
Beginning Level	22.05%
Beginning Intermediate Level	20%
Intermediate Level	23.59%
Advanced Intermediate Level	8.72%

Advanced Level   4.1%
Total Respondents   195

4. Rate your level of integration/frequency in using a classroom web page to publicize current class news, assignments, links to resources. etc. How well do I use a classroom web page?

Never   27.84%
Beginning Level   21.13%
Beginning Intermediate Level   15.46%
Intermediate Level   19.59%
Advanced Intermediate Level   10.82%
Advanced Level   5.15%
Total Respondents   194

5. Rate your level of integration/frequency in using email and other two-way communication tools such as surveys to invite communication/feedback from parents and/or students. How well do I use technology to improve two-way communication between home and school?

Never   8.16%
Beginning Level   18.37%
Beginning Intermediate Level   15.82%
Intermediate Level   32.14%
Advanced Intermediate Level   18.88%
Advanced Level   6.63%
Total Respondents   196

6. Rate your level of integration/frequency in using technology tools to make student record keeping and assessment more efficient and to improve understanding of individual student academic needs. How well do I use technology tools for student record-keeping and assessment?

Never   3.59%
Beginning Level   12.82%
Beginning Intermediate Level   11.28%
Intermediate Level   31.79%
Advanced Intermediate Level   29.74%
Advanced Level   10.77%
Total Respondents   195

Student Technology Use

1. How frequently are technology tools integrated into student learning activities?

NA-Never	9.47%
Infrequently (once or twice a quarter)	21.58%
From time to time (a few times a quarter)	26.32%
Frequently (at least every other week)	12.63%
Regularly (at least once a week)	11.58%
Almost daily	18.42%
Total Respondents	190

2. Consider how often students use Web 2.0 authoring tools, simulations, mind mapping, digital imaging, video, and other multimedia. How frequently do students use technology resources to achieve instructional goals?

Never	21.39%
Infrequently (once or twice a quarter).	29.95%
From time to time (a few times a quarter)	21.39%
Frequently (at least every other week)	12.83%
Regularly (at least once a week)	6.95%
Almost daily	7.49%
Total Respondents	187

3. Consider how often they use technology resources such as blogs, wikis, shared documents, online resources, etc. How frequently do students use technology resources to collaborate and/or give each other feedback?

Never	33.33%
Infrequently (once or twice a quarter).	23.66%
From time to time (a few times a quarter)	19.89%
Frequently (at least every other week)	11.29%
Regularly (at least once a week)	6.99%
Almost daily	4.84%
Total Respondents	186

4. How well are your students able to identify, locate, evaluate, and select appropriate print, electronic and online information resources? Rate your students' information literacy skills.

NA	11.29%
Poor (Skills are very low.)	11.29%
Below Average (As good as most students their age.)	18.82%
Average (Same as most students their age.)	43.55%
Above Average (Better than most	13.44%

students their age.)

Excellent (Superior to most students regardless of age.)	1.61%
Total Respondents	186

5. Computer-based and online technologies include online classes, classes that include a Moodle or other LMS support, or computer-based supplemental materials. Rate your students' access to computer-based and online technology.

None	19.25%
Poor (Very little access)	13.37%
Below Average (Less access as most students their age)	22.99%
Average (Same access most students their age)	28.88%
Above Average (More access than most students their age)	12.3%
Excellent (More than adequate access)	3.21%
Total Respondents	187

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

This Technology Plan is aligned to District curricular goals as described in multiple documents, including the Local Educational Agency (LEA) Plan and LEA Plan Addendum, Facilities Master Plan, Individual Site Plans, Expected Schoolwide Learning Results, Western Association of Schools and Colleges Action Plans, and other grant and project plans.

The LEA Plan (2009 revision) includes the following Performance Goals:

1. All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

3. All students will be taught by highly qualified teachers.

4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

5. All students will have the necessary skills for successful career and/or college readiness (application of skills).

The LEA Plan Addendum was developed toward implementation of the Nine Essential Program Components (EPCs) including (1) Use of State-adopted and standards-aligned textbooks and materials; (2) Instructional time protected; (3) Principals' leadership training; (4) Qualified teachers and professional development; (5) Student achievement monitoring system; (6) Ongoing

instructional support; (7) Monthly teacher collaboration; (8) Pacing schedules and master schedule flexibility; and (9) Fiscal support.

The focus of the PUHSD LEA Plan Addendum is to:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress.

3. Incorporate scientifically-based research strategies that strengthen the core academic program in the schools served by the LEA.

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations in the plan.

6. Include specific academic achievement and English Language Proficiency goals and targets for English Learners.

7. Incorporate, as appropriate, activities before school, after school, during the summer and during an extension of the school year.

8. Include strategies to promote effective parental involvement in the school.

Each course taught in the District has a Board-approved curriculum including goals and standards, and for some, technology alignment suggestions and pacing guides.

These LEA Plan and LEA Plan Addendum goals will be referenced as Curriculum Links associated with each goal in the Curriculum and Professional Development Components of this Technology Plan, as these plans are the key documents driving curriculum and student achievement.

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

The section that follows describes what Perris Union High School District (PUHSD) expects its students to be able to do academically in the core subjects and describes how, through meaningful integration of technology, student academic achievement can be improved. The areas of focus will be reading/language arts (RLA) and mathematics at all grade levels including interventions before and after school.

Technology will be used for testing and assessment, diagnosis and remediation, feedback and progress monitoring, and academic and technology skills development. Teachers, individually and in Professional Learning Communities (PLCs), will use assessment data to inform instruction in order to increase student achievement.

On-going support for teacher integration of technology into the curriculum will be provided by Academic Coaches, the Technology Coach, TOSAs, and other mentors.

GOAL 3d.1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014.

Curriculum Link: LEA Plan Performance Goals 1 and 2; Addendum Goals 2, 4, and 6

	OBJECTIVES & BENCHMARKS:	**2012-13**	**2013-14**	**2014-15**
3d.1.1	By June 2015, the percentage of PUHSD students scoring proficient or above on the measures used to determine AYP in English language arts will increase by 15 percent above 2012 AYP report.	5% over 2012	10% over 2012	15% over 2012
3d.1.2	By June 2015, the percentage of PUHSD Limited English Proficient students scoring proficient or above on the measures used to determine AYP in English language arts will increase by 18 percent above 2012 AYP report.	6% over 2012	12% over 2012	18% over 2012
3d.1.3	By June 2015, the percentage of PUHSD students scoring proficient or above on the measures used to determine AYP in mathematics will increase by 24 percent above 2012 AYP report.	8% over 2012	16% over 2012	24% over 2012
3d.1.4	By June 2015, the percentage of PUHSD Limited English Proficient students scoring proficient or above on the measures used to determine AYP in mathematics will increase by 24 percent above 2012 AYP report.	8% over 2012	16% over 2012	24% over 2012
3d.1.5	By June 2015, each school site will meet or exceed its API growth target.	7 schools	8 schools	8 schools

GOAL 3d.2: All students will be taught by highly qualified teachers.

Curriculum Link: LEA Plan Performance Goal 3; Addendum Goals 1, 3, and 4

	OBJECTIVES & BENCHMARKS:	**2012-13**	**2013-14**	**2014-15**
3d.2.1	All students will continue to receive instruction from highly qualified teachers in all instructional settings as measured in CBEDS data and defined by NCLB.	100%	100%	100%

GOAL 3d.3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Curriculum Link: LEA Plan Performance Goal 4

	OBJECTIVES & BENCHMARKS:	**2012-13**	**2013-14**	**2014-15**
3d.3.1	Will increase the percentage of students who strongly agree that PUHSD "Is a supportive and inviting place for students to learn" as measured by the Healthy Kids Survey.	25% increase from previous year	25% increase from previous year	25% increase from previous year

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3d.3.2	Will decrease the number of repeat offender suspensions through the use of online education and intervention modules. Decrease will be measured using the District's Suspension Report	2% decrease from previous year	2% decrease from previous year	2% decrease from previous year
3d.3.3	Will decrease the truancy rate through parental awareness using the daily dialer notification Alert Now, notification in the Infinite Campus Parent Portal, email, or other means. Reports are generate from School Innovations and Advocacy Attention2Attendance.	10% decrease from previous year	10% decrease from previous year	10% decrease from previous year

GOAL 3d.4: Perris Union High School District will use and support technology that extends the learning day through various learning and enrichment opportunities.

Curriculum Link: LEA Plan Performance Goal 5; Addendum Goal 7

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3d.4.1	By June 2015, wireless network infrastructure will be sufficient to support 100% of users, either using District-provided devices or personal devices under the District Bring Your Own Device (BYOD) initiative.	30% of users	65% of users	100% of users
3d.4.2	By June 2015, create and support learning environments at all schools that leverage the ubiquitous (anytime, anywhere, any device) nature of online learning to exploit the capabilities of emerging information, communication, and collaboration technologies.	4 schools	6 schools	8 (all) schools

GOAL 3d.5: Provide all teachers and students access to high quality technology resources during the school day.

Curriculum Link: LEA Plan Performance Goal 4 and 5; Addendum Goal 3, 4 and 5

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3d.5.1	By June 2015, install or upgrade integrated projector systems in all classrooms and learning environments.	35%	65%	100%
3d.5.2	Provide technology rich learning environments (i.e. interactive white boards, student response systems, tablets, document cameras, etc.) to all classrooms identified though results of needs assessments.	35%	65%	100%

	Implementation Plan, Data to be collected and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation and Modification Process
a	Teachers and students will use technology resources associated with District-adopted core instructional materials, intervention materials, and standards-aligned complementary materials. Technology components will include such items as audio media, tutorials, exam builders, lesson planners, textbooks in electronic form, video clips, simulations and web resources.	On-going	Teachers will monitor and evaluate student progress through class grades, benchmark assessments, and state test scores. Based on those results, teachers will modify instruction. School administrators will monitor implementation through classroom walkthroughs and observations.
b	Site administrators will implement a system that monitors full implementation of adoptions and reports progress in adoption implementation and increased student achievement.	Through PLC meetings as agenda topics at least 2-3 times a year	Site administrators will monitor implementation through classroom walk-throughs and observations. Educational Services personnel will work with site leadership to guarantee full implementation.
c	Students will use software resources to increase proficiency in mathematics.	Review and discuss monthly at Subject Area Council meetings	Math teachers will maintain records, support, and monitor student progress using software program individual and class records. Instruction will be modified as needed. Site administrators will monitor classroom instruction. Subject Area Council will approve software usage for standardization.
d	High school and adult students will use A+ courseware in all content areas for diagnosis and prescription in credit recovery programs.	Each semester	A + teachers will monitor use and implementation. Principals and assistant principals will monitor use and implementation.
e	Special education students will use a variety of software and electronic resources to address the wide diversity of student abilities and needs.	As needed, as determined by the IEP teams	Special Education teachers will instruct students, will monitor student progress, and will provide support to modify instruction as necessary. Principals and assistant principals will monitor use and implementation.

	Implementation Plan, Data to be collected and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation and Modification Process
f	Students will use complementary technology resources before or after school, during Summer School, and at other times not included in mandated instructional time.	Aug – June each year; daily/weekly and monthly monitoring	School administrators will monitor and recommend changes as needed.
g	Students will have access to technology resources at local community libraries and joint-use facilities that are open after school hours.	As needed	Principals and teachers will communicate about available community resources to students and parents to encourage use.
h	Librarians and teachers will instruct and inform students regarding use of library online databases, including those provided by public libraries.	By Sept each year and as assignments are developed	Subject area teachers and librarians will instruct students. Principals and assistant principals will monitor implementation.
i	All students will use productivity software to write/revise assignments in content areas as assigned by individual teachers.	Each semester	Content area teachers will keep records of monthly assignments. PLCs will be used to discuss use and to monitor student results.
j	Students will produce multimedia presentations in content areas. Teachers will evaluate using District writing and content specific rubrics.	Each student will do at least one per semester, on average	Presentations will be stored in on-line class folders. Educational Services personnel will track via Technology Assessment Profile taken annually by teachers.
k	The use of student response systems ("clickers") are being used in core content classes for summative and formative assessments. Clickers are also being used to turn in homework and game-like learning activities.	Daily	Content area teachers collaborate in PLC to share Best Practices using clickers including the use of teachers created lessons and textbook testing software. Site administrators will monitor progress through observation walkthroughs.
l	Teachers will receive support for classroom integration of technology by District-appointed representatives	As scheduled and requested on each site	Site principals will monitor and work with trainers to schedule as needed. PLC meetings are used as appropriate.
m	Teachers and administrators will take the District-created Technology Assessment Profile to monitor teacher and student use of technology.	Annually in April/May	TOSAs will monitor compliance.

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

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

In order to enable students to use technology as a tool to improve academic achievement, PUHSD will need to ensure that its students have had the opportunity to learn instructional technology skills including basic skills (such as keyboarding), word processing/electronic publishing, Internet searching, spreadsheets, multimedia presentations, and instructional software. According to the No Child Left Behind act, students should reach technology proficiency by the end of 8th grade, the District will ensure that all 9th graders have the requisite technology skills to succeed in high school.

The District places a high priority on aligning the teaching of information literacy skills with technology use. "Information Literacy" is defined as the ability to define, locate, evaluate, organize, communicate, and self-assess both the product and process in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology.

At PUHSD, instruction in California content standards that address technology and information literacy skills (such as elements of Writing Strategies—Research and Technology and Writing and Speaking Applications in reading/language arts and Historical and Social Sciences Analysis Skills in history/social science) proceeds according to District curriculum guides.

In addition, some students take technology elective courses. These approved courses include Computer Studies I and II, Web Design, AP Computer Science (C++), Introduction to Multimedia, Computer Applications, Keyboarding & Document Formatting, Computer-Aided Design, and Video Production I and II.

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

Curriculum Link: LEA Plan Goal 4; Addendum Goals 1, 3, and 4

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3e.1.1	By June 2015, 70% of 8th graders will be proficient in technology and information literacy skills.	50%	60%	70%
3e.1.2	By June 2015, 90% of 12th graders will be proficient in technology and information literacy skills.	70%	80%	90%

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
a	Content area teachers will embed technology and information literacy	As assigned	Site administrators will monitor via walkthroughs in classrooms,

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
	skills into daily lesson plans.		computer labs, and library media centers. They will review computer lab and library usage schedules.
b	Students will have the opportunity to take technology-based elective courses.	Each semester	Site administrators and counselors will work with students and parents in course selection.
c	Classroom teachers and teacher librarians will collaborate on teaching information literacy skills within the context of content-area assignments.	Each Fall, then as assigned	Site administrators will use technology survey results and review class schedule and log records kept in library.
d	Students will be taught use of productivity software by core academic teachers to complete assignments.	As assigned by teachers	Teachers will monitor and evaluate student progress and work completed to provide additional support and re-teaching as needed. Site administrators will monitor implementation and conduct walkthroughs.
e	Students will be taught by core academic teachers to use peripherals and other technologies for use with productivity software (such as printers, projectors, digital cameras, document cameras, and tablets) as available and appropriate.	As assigned and appropriate for grade level	Teachers will monitor and evaluate student progress and work completed to provide additional support and re-teaching as needed. Site administrators will monitor implementation and conduct walkthroughs.
f	Students in grades 9-12 will follow appropriate strategies in using electronic resources to plan, research, evaluate sources, and develop information products in various formats.	Annually	Teachers will provide support and grade according to rubric. Dept. chairs and site administrators will monitor. Teacher librarians will review work to see if required skills are demonstrated.
g	Students will be taught basic computer knowledge and skills and application-specific procedures required to access and use each piece of required software/courseware. They will be taught how to use program feedback to track and improve their achievement.	When new software is introduced and as assigned	Teachers monitor student use and provide support as needed. School administrators will monitor implementation and conduct walkthroughs.

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
h	Students will conduct in-depth Internet searches in content areas and properly use information as assigned in English and social science classes.	Quarterly in each core content area	Teachers monitor student use and provide support as needed.
i	All schools and classrooms will have sufficient equipment to enable students to produce and present multimedia presentations.	June 2013	Director of Technology will supervise acquisition. District and site administrators will seek funding.
j	Students in grades 8, 10 and 12 will complete a District-created self-assessment survey in the areas of technology use and proficiency.	Survey each spring	Classroom teachers will monitor student completion of survey.
k	Technology resources will be used in summer school acceleration and remediation, before and after school tutoring/programs, and extended day programs.	As scheduled each year	School administrators will monitor implementation and conduct walkthroughs.
l	Teachers will take the District-created Technology Assessment Profile to allow monitoring of teacher and student use of technology in the classroom and technology and information literacy skills.	Annually in April/May	Technology Coach will monitor compliance, check usage and information literacy skills levels. Teachers results will be reviewed by District and site administrators and changes in instruction recommended.

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

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

The District has Board-approved Internet Acceptable Use Policies for both staff and students that are compliant with the Children's Internet Protection Act (CIPA): BP, AR, E 4040 (Employee Use of Technology) and 6163.4 (Student Use of Technology). Each employee signs an Acceptable Use Contract when hired. Students and parents receive information and sign permissions annually. The permissions information is maintained in a computer privileges field in the student information system. Each time staff and students login on computers, they are reminded of the Acceptable Use Policy and must click on a box to agree with the policy to gain access. Students are not issued accounts unless their paperwork is submitted and signed.

BP 5131 (Conduct) adopted in June 2010 bans plagiarism in schoolwork and harassment of all kinds against students or staff, with a particular focus on cyberbullying. "Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation." The policy describes procedures to be followed by students and staff in cases of cyberbullying, including instances carried out using non-District equipment and websites. BP 5137 (Positive School Climate) states "The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff."

Perris UHSD has a detailed Board Policy and Administrative Regulation (6162.6) for the use of many different types of copyrighted materials. Student plagiarism from online sources is a concern. Teachers use Google Apps for Education to review students' work.

The District filters Internet content and e-mail spam using several different filtering programs. A website access review process has been developed and implemented. When an employee's access is blocked, they can click on a link to submit a request and reason to allow access to a website. A District employee reviews requests and there is an appeal process if denied. Employee and student network accounts have different levels of filtering.

Safe and ethical use of technology by students is part of the orientation and registration process each August and will be included in all content area classes at the beginning of the school year and reinforced at the beginning of 2nd semester at all sites.

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

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3f.1.1	All staff and students will adhere to District's adopted policy and will demonstrate knowledge of appropriate and ethical use of informational technology as evidenced by the filtering logs.	100%	100%	100%

GOAL 3f.2: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3f.2.1	All students will indicate that they feel their learning environment is free from cyber-bullying, as evidenced by the Healthy Kids Survey and the District-created technology assessment.	90%	95%	100%

GOAL 3g.1: The District will promote a safe environment for on-line activities for all staff and all students through appropriate policies and student education.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3g.1.1	All staff and students will be educated annually regarding Digital Citizenship.	100%	100%	100%

GOAL 3g.2: Educate all staff and students about Digital Citizenship, Internet safety and online privacy.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3g.2.1	Annually provide instruction to all staff and students regarding Digital Citizenship, Internet safety and online privacy.	100%	100%	100%

Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
a	The District Technology Committee and Human Resources Department will continue to examine the AUP annually and revise as necessary.	Annually in the Spring	Director of Technology and Chief Human Resources Officer will review and recommend changes for Board approval.
b	The District will continue to review its Employee and Student Technology Use Policies annually and update as necessary to match new legislation.	Annually in the Spring	Director of Technology and Chief Human Resources Officer will review and recommend changes for Board approval.
c	AUP agreements will continue to be signed by staff, students and parents annually. Students and staff will also be notified each time they logon to computers. Student Internet permissions will be recorded in a field in the student information system.	At each login; annually	Director of Technology, Chief Human Resources Officer, and site principals will monitor compliance. Teachers will monitor student use of technology. Issues will be addressed by site principals and action taken as appropriate.
d	Students will not be allowed to have a student account unless they have a signed AUP.	Effective immediately	District Technology Department will assign and monitor use. Teachers and site administrators will also monitor student use.
e	District Technology Committee will evaluate effectiveness of monitoring/tracking AUP procedures and make recommendations to site administrators	Annually in the Spring	Director of Technology will review and submit recommendations to Assistant Superintendent of Educational Services prior to presentation to site administrators.
f	The District will use i-SAFE or a similar program for Internet safety and ethical use instruction for teachers and students. Safety/ethical use issues and instruction will be embedded in the Common Core Standards.	Implementation of formal program/ materials beginning in Fall 2012 (external or District-developed program or materials)	Director of Technology and Assistant Superintendent of Educational Services will coordinate efforts for implementation and monitoring.

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
g	Issues of legal and ethical use of technology and Internet safety will be presented to staff by site principals.	In Aug/Sept each year and reviewed at the beginning of second semester	Director of Technology and Assistant Superintendent of Educational Services will work with principals to monitor implementation and address issues that arise.
h	Issues of legal and ethical use of technology and Internet safety will be presented to students by all content area teachers and by teacher librarians during library orientation and information skills instruction.	In Aug/Sept each year and reviewed at the beginning of second semester	Directors of Technology and Assistant Superintendent of Educational Services will work with principals and site staff to monitor implementation and address issues that arise.
i	Policies and procedures for dealing with cyber-bullying will be embedded within existing materials and programs to be delivered during school advisement classes and library orientations.	Materials to be identified and updated annually; presented monthly	The District Technology Committee will identify and revise materials to be approved by Subject Area Councils. Teachers, librarians, counselors, and administrators will conduct presentations. Director of Technology and Educational Services will work with principals, site staff and student groups to monitor implementation. Issues will be discussed at regular District Technology Committee meeting and monthly Subject Area Council Meetings to address issues that arise.

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

Perris USD Board Policy calls for equitable access for all students to all District resources:

- BP 0410 (Nondiscrimination in District Programs and Activities): "The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all District activities. District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that the District provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials."

- BP 5145.3 (Nondiscrimination/Harassment): "District programs and activities shall be

free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, or sexual orientation."

PUHSD is Americans with Disability Act (ADA) compliant and ensures equal and appropriate access to all students. Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be provided to meet their needs as outlined in their Individualized Education Plans (IEP) or 504 Plans. Assistive technologies currently in use include slant boards, grip pencils, FM systems for auditory processing, Irlen overlays for visual processing, specialized software for auditory needs, and text-to-speech software. In addition, the District will ensure that Special Education students have access to technology in comprehensive high school Learning Centers (staffed study areas to support Special Education students) as well as scheduled time in computer labs. Special Education teachers use the Performance Series to determine present levels of performance for IEPs. Most Special Education classrooms and Learning Centers have 4-5 computers. In addition, Special Education students are provided standard technology access through mainstreaming in general education classes.

All student groups, including English Learners and GATE students, have equal and appropriate access to hardware and electronic learning resources through their classes. Use of EADMS/INSPECT/WHAT (EIW) standards-based assessments allow teachers to target assignments specifically to individual student needs.

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

A central PUHSD goal is the automation and integration of classroom observations and monitoring of instruction; student record-keeping; assessment development on the department, school, and District levels; and reporting of student usage and diagnostics to staff in order to promote data-driven decision-making and data-informed instruction.

Teachers enter attendance and grades electronically using a web-based student information system. Assessment data, discipline, and special programs information are also housed in this program.

The District and schools use several methods for program placement, diagnosis and prescriptive work for individual students, benchmark testing, and summative assessments.

The EADMS/INSPECT/WHAT (EIW) system is the central student testing, instructional, and monitoring system for the District. It is accessible from anywhere over the Internet. Data from reports can be exported for further manipulation. An increasing number of District placement, benchmark, and summative tests have been developed using the INSPECT standards-based question bank. All staff members have been trained and are required to use EIW.

Currently, curriculum departments administer benchmarks and end-of-course tests. The answer documents for these tests are scanned into EADMS and the data is used in PLC's for Best Practices and the further student achievement. State test score data, some placement and

benchmark/end-of-year test results, and some District writing proficiency scores are currently accessible in EIW. The District goal is to get as much assessment data as possible into EIW so that teachers and administrators will only have to look in one place for diagnostic data to help in planning instruction.

GOAL 3i.1: All teachers and administrators will use District technology for student record keeping and decision-making based on assessment data to plan interventions and effective instruction.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3i.1.1	By June 2015, 100% of core curriculum teachers will use EIW diagnostic reports to inform instruction.	60%	80%	100%

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
a	Site administrators and leadership staff will receive training to use assessment data to inform instruction.	Site leadership teams trained annually; teacher training through PLCs—District provides at least one training session each month	Educational Services TOSA will provide training and monitor implementation under the supervision of the Assistant Superintendent of Educational Services (ASES)
b	The District will continue the common use of the EIW system for ongoing diagnostic assessment to appropriately place students in and move them through intensive and strategic interventions in RLA, math, specialized instructional settings, and/or in proper ELD placement.	Math every 3 weeks; other content areas, every 6 weeks Monitored and discussed at PLC meetings monthly	ASES and principals will monitor and report progress on the aligned common use of the assessment system for ongoing diagnostic assessment and the movement of students across intervention levels. Ed Services TOSAs will assist teachers in using the EIW system.
c	Teachers and academic coaches will generate diagnostic/ prescriptive student reports to identify specific areas of student need. Teachers will use this information to plan instruction and further assessments, using technology as appropriate. RLA teachers will use EIW system to prepare prescriptive work targeted to specific class and student needs.	In September, December, and May each year; monitored quarterly	ASES monitors usage of EIW. Site principals and assistant principals will monitor implementation by teachers via observations. Dept Chairs will monitor benchmark progress. Content level PLC groups will discuss reports to inform instruction.

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
d	Department computer-generated benchmark and end of year tests and result reports will be stored in EIW.	By end-of-year.	Curriculum Department and Subject Area Councils will develop tests using EIW. ASES will supervise the development and use with assistance from the TOSA. Test results will be evaluated by PLCs on each campus and used to modify instruction.
e	Academic coaches will continue to serve the four comprehensive campuses. They will provide co-planning and co-teaching support to classroom teachers in use of online assessments and online resources.	Weekly visits, PLC meetings and as requested	Principals will meet monthly with Assistant Superintendent of Educational Services to coordinate and monitor coach schedules, review work logs, and meet with coaches to assess progress made.
f	Historical scores such as District writing proficiency tests, math and reading assessments over time, as well as data from feeder schools, will continue to be entered into EIW and become available to teachers.	Annually updated as data received	Educational Services staff will assist and supervise.
g	Teachers, counselors, and academic coaches will use common timelines for entering data, obtaining results, using data for adjusting instruction.	Throughout the year every 6-8 weeks.	Academic coaches and administrators will collaboratively monitor. ASES or designee will review agendas and reports from collaborative meetings.
h	8th grade students in feeder Districts will take computer-generated, standards-based reading and math placement tests.	Annually in March	ASES or designee will supervise. During the summer, students will be scheduled into appropriate classes.
i	Students in Math Intervention Support classes will take the Skills Intervention Inventory to establish a baseline and check benchmarks.	Sept, Dec, and May of each year	Teachers will monitor student progress on standards and design instruction accordingly. Site administrators will monitor progress and classroom instruction.

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

The standard method of two-way communication between home and school for Perris Union High School District will continue to be the telephone systems, including voice mail for all teachers, and an auto-dialer system for broadcasting outgoing messages.

Other forms of communication between home and school are e-mail and District, school, and teacher websites. PUHSD maintains a District website and sites for each school. The Systems Analyst/Webmaster oversees all sites and ensures compliance with District policies and

procedures. Various school offices (administrative, counseling, academic departments, athletics, etc.) have information for parents and community on school websites.

Student achievement is partially contingent on excellent home-school communication so parents can be highly involved in their child's education.

GOAL 3j.1: The District will use District technology to facilitate communication between home and school.

Curriculum Link: LEA Plan Goal 1; Addendum Goal 8

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
3j.1.1	By June 2013, and each year thereafter, all classroom teachers will have webpages on school websites presenting up-to-date information in a standard format.	100%	100%	100%
3j.1.2	In each year, all schools will have high-speed voice and data networks, including up-to-date phone systems with voice mail and an auto-dialer service.	100%	100%	100%

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
a	The District will continue to use a content management system (CMS) District-wide to provide school, curriculum, class, and teacher information to parents, students, and community.	Annually	Systems Analyst/Webmaster and principals will supervise and monitor.
b	District and school web managers will maintain up-to-date websites. Department and site staff and Subject Area Councils will determine format and content to include.	Updated at least monthly; checked in August, and thereafter, quarterly	Department Chairs and office managers will provide information to site web managers or District webmaster. Systems Analyst/Webmaster and site principals will check quarterly.
c	All teachers will maintain their own web pages with information such as homework and assignments, course resource links, etc. Those who are able will include additional content.	By June 2014 and weekly updates thereafter	Department Chairs and site principals will monitor.
d	The District will continue to provide e-mail to all staff members.	Upon hire and with signed AUPs	Director of Technology and principals will supervise and monitor.
e	Parents will be provided information regarding the student information system which will allow parent login for student schedules, attendance, test scores, grades, and behavior issues.	During 2012-2013	Supervisor of Student Information Systems monitors implementation and use and works with staff to adjust or modify as needed.

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
f	Phone systems at current schools will be maintained and updated as needed.	Annually	Director of Technology will supervise.
g	All staff will receive training for use of phone and voice mail systems.	Annually	Director of Technology and site principals will schedule and monitor.
h	Schools, community agencies, and adult education will provide updates, parenting classes, and /or adult literacy services to parents to be promoted through meetings, events, newsletters, websites, email, and auto-dialer systems.	As calendared, monthly mailings and weekly website updates	Assistant Superintendent of Educational Services, Director of Technology and site administrators will monitor. Referral lists will be maintained.
i	District and site parent technology training will focus on use of websites, communication with staff, and ways to participate in programs and school sites. Spanish translation will be provided as needed.	Quarterly and as requested	Principals and Ed Services TOSA will monitor and collect information.
j	Teachers and administrators will take the District-created Technology Assessment Profile annually to allow monitoring of use of technology for communication with home.	April/May	Educational Services and Technology Departments will monitor. Results will be examined and changes made as needed.

3k. Monitoring of Curriculum Component

School site instructional monitoring begins with the teachers, who maintain records of student grades, completion of assignments, and student work products. Department chairs are content area leaders who share information with department teachers to keep them informed about progress in meeting curricular goals and objectives. Principals and Assistant Principals monitor instruction, including the activities of this plan, through formal and informal observations and teacher evaluations. Site administrators consider aggregated walkthrough information, student grades and scores on standardized tests, and particularly class results on end-of-year exams in each content area to monitor effectiveness of instruction by each teacher.

At the site level, designated site employees schedule the use of computer labs. Library staff monitor technology use and information literacy skills taught/demonstrated in the library media centers. Technology personnel report to the Director of Technology, who works with the District Technology Committee and reports directly to the Assistant Superintendent of Business Services. Library staff meet regularly with their colleagues from the other schools and make reports to the Educational Planning Council and the Assistant Superintendent for Educational Services. Subject Area Councils and the District Technology Committee meet regularly and report to the Educational Planning Council and the Assistant Superintendent of Educational Services.

Testing, technology surveys, and professional development are organized/monitored by an Educational Services Teacher on Special Assignment, who works closely with the Assistant

Superintendent of Educational Services. The Technology Coach will ensure that teachers, especially those targeted in this plan or those who take part in professional development, fill out the District-created Technology Assessment Profile. The Technology Coach and Director of Technology will ensure that the yearly Technology Surveys are filled out accurately and on time.

Annually, the Assistant Superintendent of Educational Services, or designee, will meet with principals, the District Technology Committee and the Technology Coach to assess the progress made on implementing this Technology Plan and to develop any necessary modifications or different strategies. Depending on the issue, the following action will be taken:

- Recommendations will be implemented and changes made
- Curriculum issues may require Content Area Council, Educational Planning Council and/or Superintendent review
- Funding and budget issues may require Business Office and Board of Trustee review

Monitoring Activity	Person Responsible	Schedule
Students CST, CELDT, and CAHSEE test scores as well as school API and AYP results will be used to evaluate student progress for modification of instruction.	Site Administrators Teachers	July/August
District assessments will be used for student placement in reading/language arts, mathematics, and related intervention programs and services, to measure student progress, and to inform instruction.	Site Administrators Teachers	Aug /Sept
Student test score data will continue to be entered into EIW system. Teachers will continue to use diagnostic/prescriptive reports and District-adopted writing and mathematics programs to design instruction. Students will complete assignments. Common assessments will continue to be refined and developed and used. Principals will monitor instruction.	ASES Site Administrators Teachers	Reviewed quarterly
Technology resources will be aligned to core academic textbook adoptions. Technology-based supplementary and complementary resources will be used to support student achievement in reading/language arts and mathematics. Resources will be provided during the school day, Summer School, before and after school, and intervention programs. Community resources in cooperation with community libraries will be shared with students/parents.	Site Administrators Department Chairs Teachers	Monthly administrator walkthroughs, weekly or biweekly PLC team meetings
Librarians and content area teachers will collaborate during PLC time or individually to work together on teaching information literacy skills.	ASES Teachers Librarians Content Area Teachers	PLC meetings at least monthly
Teachers will take the District-created Technology Assessment Profile. Monitored and data examined by Educational Services Technology Coach.	Site Administrators Teachers Technology Coach	April/May

Monitoring Activity	Person Responsible	Schedule
Students will take a technology self-assessment survey to report technology use and proficiency.	Site Administrators Teachers	May/June
Subject Area Councils will continue to approve software used to standardize, verify alignment with state standards, and coordinate efforts.	Ed Planning Council Asst. Supt. Ed Services	Monthly
Administrators will continue to conduct classroom walkthroughs for data collections on instruction (including teacher and student use of technology).	Principals Assistant Principals Math/Literacy Coaches	30 per month per site
Departments of Educational Services and Technology will continue to coordinate efforts to implement Technology Plan.	Asst Supt Ed Services Director of Technology Coaches	Meetings as needed
Formal Board Policy on employee and student use of technology will be reviewed; staff and students will be trained on legal and responsible use of technology.	Director of Technology Principals Technology Staff	Policy reviewed annually in Spring, training ongoing
District AUP will continue to be reviewed annually and updated as necessary	Director of Technology Asst. Supt. of HR	Spring
Legal and ethical use of technology and Internet Safety will be presented to staff and students.	Director of Technology ASES Site Administrators	At beginning of each school year; reviewed at the beginning of second semester
Teacher e-mail accounts and phone systems will continue to be provided. Equipment and infrastructure will be updated as needed.	Director of Technology Asst. Supt. of Business	Annually
Students and teachers will continue to have access to computers, peripherals, labs, electronic resources, and a CMS to provide website access to information. High school students will also be offered technology-related course electives for advanced training and workforce development. Infrastructure and Internet protection measures will be maintained and upgraded as needed.	Director of Technology ASES Site Administrators	Ongoing
District and school websites will be kept up-to-date and use of teacher web pages will be expanded to improve communication. Infrastructure will be updated as necessary.	Director of Technology Teachers Department Chairs Sys Analyst/Webmaster	Teacher websites updated weekly; District and school websites updated monthly; infrastructure as needed
Parents will be provided information regarding their student's program, curriculum, and school; adult literacy and technology training; and community resources available.	Site Administrators Technology Coach TOSAs ASES	Quarterly

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

In April 2012, a District-Created Technology Assessment Profile report was given to voluntary participants District-wide. Approximately 35% of teachers and administrators responded to the survey, making it numerically significant. The survey covered "Teachers and Administrators Current Technology Skill Levels," "Using Technology in the Classroom," and "Student Technology Use."

The respondents rated themselves intermediate or higher in the following categories: 78%-general computer knowledge and functions; 91%-Internet and web browser functions; 93%-information literacy; 51%- Internet safety; 96%-e-mail functions; 85%-word processing; 75%-presentation software; 62% spreadsheet software; 54%-database software; and 76%-ethical use of technology.

The respondents rated their use of technology in the classroom as intermediate or higher level in the following categories: 63% integration technology tools, 57% multimedia resources, 36% collaboration, .36% peer evaluation tools, 36% classroom webpage, 58% technology for two-way communication, and 72% student record-keeping and assessment.

The respondents rated their students' use of technology as frequent or better in the following categories: 43%- integrated into student learning activities; 27% -multimedia; and 23%-collaboration.

The respondents rated their students' technology skills as average or better in the following categories: 59% students' information literacy, and 44% computer-based and online technology.

Please see section 3b for the specific results for each question.

Using the District-Created Technology Assessment Profile survey, the staff rated themselves low in their knowledge or implementation of technology in various categories. Opportunities for staff training will be provided on the Professional Development calendar and online/self-paced modules will be created.

PUHSD staff rated themselves low in their knowledge of Internet safety, Digital Citizenship, protecting online identity, the advance functions in spreadsheets and databases, creating and maintaining a class webpage, and integrating technology tools into student learning activities. Professional Development opportunities will also be scheduled to work with teachers on the student use of technology. The District-Created Technology Assessment Profile survey showed that teachers rated their students low in knowledge or practice using multimedia, online collaboration and sharing tools, computer- based supplemental materials, and online classes through a Learning Management System.

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

The Assistant Superintendent of Educational Services and the Educational Services TOSAs are responsible for coordinating professional development opportunities. Technology training directed toward student achievement in reading/language arts and mathematics and implementation of standards-based instruction and assessment are critical areas of focus.

Most technology training in the District is site-based. Each school site has an informal network of "technology leaders" (administrators, teachers, technology staff) who serve as mentors or trainers when requested and coordinated by site administrators. Technology training is also incorporated into PLC meetings as appropriate. The Technology Coach and Department Chairs provide some support for integration of technology into the curriculum and for data analysis.

The Technology Coach will work with principals and department chairs to train the staff on information literacy, ethical use of technology and cybersafety. All sites will use the National Technology Standards for Students (NETS) for students, teachers, administrators, and coaches in the implementation of lessons that promote Digital Citizenship.

GOAL 4b.1: Support the use of technology in the implementation of benchmarks and data collection.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
4b.1.1	By June, 2015, all teachers will be provided instruction on utilization of EADMS/INSPECT and the student information system.	70%	85%	100%

GOAL 4b.12: All staff will have the opportunity to participate in sustained, ongoing professional development in support of the Technology Plan.

	OBJECTIVES & BENCHMARKS:	2012-13	2013-14	2014-15
4b.2.1	By June 2015, 60% of respondents will score proficient on the Computer Knowledge and Skills Survey created by the District.	40%	50%	60%

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
a	A District calendar of professional development activities (at sites and the District) will be compiled, promoted, and posted on the District website. Technology Committee will develop calendar for each semester and representatives will post updates as needed.	July/Aug and Dec/Jan and updated as needed	Ed Services TOSA or designee will finalize semester schedules and post on District website.
b	Ongoing site-level support for teacher integration of technology into the curriculum will be provided by academic coaches, mentors, and TOSAs.	As requested	Assistant Superintendent of Educational Services, Department Directors and Principals will work with support staff to address teachers' needs as requested.
c	All new teachers will be trained on the testing/diagnostic/prescriptive software appropriate to their subject areas.	Annually for new teachers	Trainers will collect, Educational Services will maintain agendas, sign-in sheets, and evaluation forms..
d	Teachers will be offered training on the operation and instructional use of hardware as needed (such as projectors, document cameras, tablets, student response systems, digital cameras). Train staff on information literacy, ethical use of technology and cybersafety. One-on-one or small group training will be offered at the site level.	Ongoing, as equipment is acquired	Trainers will collect; District will maintain agendas, sign-in sheets, and evaluation forms. Person in charge of relevant area will monitor and make changes as necessary.
e	Teachers, administrators, and classified staff will be offered training in productivity applications for personal and instructional use (one-on-one, site-based, online, District-sponsored workshops, or off-site as needed).	Monthly	Trainers will collect; Educational Services will maintain agendas, sign-in sheets, and evaluation forms. Person in charge of relevant area will monitor and make changes as necessary.
f	Academic Coaches will assist teachers at their sites, providing group and individualized technology-related training as needed.	As scheduled and requested	Principals will supervise, monitor, and make needed modifications.

	Implementation Plan	Timeline	Program Monitoring, Evaluation, and Modification Process
g	Staff will be trained in the use National Technology Standards for Students (NETS) for students, teachers, administrators, and coaches.	As scheduled and as requested	Technology Coach will work with District department to schedule and monitor training.
h	All new staff will be provided training on the current student information system.	As needed	Supervisor of Student Information Systems and Principals will schedule and monitor. Additional trainings will be scheduled as needed.
i	Special Education para-educators will receive training on software used by their students.	Annually and as requested	Technology Coach will work with District departments to schedule and monitor training.
j	Teachers will take the District-created Technology Assessment Profile to monitor teacher technology proficiency and classroom technology integration.	Annually in April/May	Technology Coach and principals will monitor compliance.

4c. Monitoring Process for Professional Development Component

District Administration Center develops, supervises, and evaluates staff development in all areas; results are compiled and updates of activities/evaluations are sent to principals.

Monitoring Activity	Person Responsible	Schedule
District and site professional development sessions will be held; agendas/sign-ins will be kept; participant evaluations will be collected and analyzed and adjustments in training will be made. Site administrators will conduct class walkthroughs to observe implementation of strategies learned.	Trainers Asst. Supt. Ed Services Director Special Ed Ed Services TOSAs	Ongoing as scheduled and completed per calendar to be developed
Evaluation of professional development programs and trainings will be conducted during the year, summarized, and analyzed for use in planning for the next semester.	Trainers Asst. Supt. Ed. Serv. Director Special Ed Ed Services TOSAs	July/Aug and Dec/Jan each year
Records (notes, schedules, logs) will be kept of one-on-one informal training and assistance provided by TOSAs, librarians, and technology staff.	Librarians Technology Staff Ed Services TOSAs	Annual reports to principals and Asst Supt of Ed Services

Monitoring Activity	Person Responsible	Schedule
Teachers will take the District-created Technology Assessment Profile. DAC staff will analyze data and review evaluation to decide on training modifications for the coming year.	Teachers Principals Asst. Supt. Ed. Serv. Director Special Ed Ed Services TOSAs Coaches	Each Spring

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

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

Existing Computers & Devices: PUHSD supports approximately 2000 computers for student and staff use. In 2011-2012 PUHSD implemented an annual Computer Refresh Program with the objective of replacing 25% of covered computers annually. The CRP covers all staff and teacher computers and ensures a minimum amount of up-to-date computers for student use at each school site. The following student use computers are provided at the schools and are covered by the program:

Student Use - Comprehensive High Schools

- o (5) computer labs (36 student + 1 instructor each)
- o (5) computers for library
- o Career Center (quantity varies based on infrastructure)

Student Use – Middle and Alternative Schools

- o (2) computer labs (36 student + 1 instructor each)
- o (5) computers for library

Approximately 1600 District computers are covered by the CRP, requiring the purchase of 400 computers annually to maintain up-to-date computers. Displaced computers may be surplussed or reallocated at the site depending on instructional need.

The following chart shows per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) per April 2012 enrollment data and a physical inventory of computers taken in the same month.

School	Stdnt Enroll-ment	Total Instru-ctional Comp.	Stdnt: Comp. Ratio	Up-to-Date Comp. <5 yrs	Stdnt: Up-to-Date Ratio	Comp. in Class-rooms	Comp. in Labs	Comp. in Libra-ries
Pinacate	1,214	136	1:8.9	110	1:11.0	54	66	16
Academy	97	85	1:1.1	80	1:1.2	12	67	6
Heritage HS	2,603	363	1:7.2	150	1:17.4	177	179	7
Paloma Valley HS	2,587	349	1:7.4	289	1:9.0	152	193	4
Perris HS	2,517	375	1:6.7	305	1:8.3	178	181	16
Perris Lake HS	347	147	1:2.4	110	1:3.2	34	106	7
California Military Inst	787	56	1:14.1	24	1:32.8	36	20	0

Choice 2000	261	23	1:11.3	23	1:11.3	0	12	0
District Totals	**10,413**	**1,534**	**1:6.8**	**1,091**	**1:9.5**	**643**	**824**	**56**

The following chart shows the age of computers at each school per the physical inventory taken in April 2012:

School	Total Comp.	<1 yr old	>1 and <2	>2 and <3	>3 and <4	>4 years
Pinacate	136	80	7	0	23	26
Academy	85	0	10	0	70	5
Heritage HS	363	36	38	4	113	172
Paloma Valley HS	349	199	3	0	87	60
Perris HS	375	70	9	21	205	70
Perris Lake HS	147	2	3	34	71	37
Calif Mil Inst	56	4	8	0	20	24
Choice 2000	23	0	23	0	0	21
District Totals	**1,534**	**391**	**101**	**59**	**589**	**415**

Additionally, the District has implemented 150 tablets (iPads) at Heritage High School as a trial to increase student achievement. The District also supports a variety of tablet, interactive whiteboards, student response systems and document cameras at all sites. Most learning environments have a ceiling mounted projector connected to the teacher's computer; however, many of these projectors are outdated and failing.

Existing Internet access: PUHSD's internal wide-area network consists of 1Gbps fiber links to each school site and a 1Gbps fiber link to Riverside County Office of Education for Internet access. Each sites has a 1Gbps local area network with the exception of Paloma Valley High School which is a mix of 100Mbps and 1Gbps connections. All instructional rooms have multiple network connections available. Wireless networking is available in certain locations but coverage is minimal.

Existing Electronic Learning Resources: Most District computers are running the Windows 7 desktop operating system and the Office 2010 productivity suite. Some computers are running MacOS as appropriate (e.g. video production, journalism classes). PUHSD provides a variety of electronic learning resources that include curriculum resources from our adopted textbook materials, teacher-created resources, Google Apps for student use, Infinite Campus student information system, Schoolwires content management system, VBrick and Safari Montage for streaming video, A+ Learning system, ALEKS math, Study Island, Follet Destiny library management, and a variety of applications that directly support specific learning and curriculum styles.

Existing Technical Support: The PUHSD Technology Department is staffed as follows: (1) Director of Technology, (1) Secretary, (1) Network Engineer, (1) Systems Analyst/Webmaster,

(3) Information Technician I providing helpdesk and second-level problem resolution, (3) Information Technician III who rotate between schools providing local desktop support. The District's Supervisor of Student Information Systems in Educational Services oversees the SIS.

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

Hardware:

Computers/Devices

PUHSD recognizes that technology use is becoming increasingly dependent on Internet connectivity and access to cloud-based services. It is anticipated that traditional computer access for students at school will become less critical as personal devices and e-textbooks become more prolific. With this in mind, PUHSD is implementing a bring-your-own-device (BYOD) policy to allow staff and students to utilize personal devices on the District network and elsewhere to facilitate anytime, anywhere instruction. PUHSD is also investigating options to provide computing devices for students who are unable to bring their own with the ultimate goal of all students having at least one device that can be used to access learning resources provided by the District.

Integrated Projector Systems

PUHSD will replace existing projector systems as needed with an integrated projector system in order to provide additional functionality. Higher resolution (including widescreen display support), additional input options, wall-mount controls, wireless connectivity, and network management/monitoring are important features that are sorely lacking in the currently installed systems.

Other peripherals:

The proper use of instructional technology peripherals in the classroom can improve student engagement dramatically. PUHSD will continue to install and replace outdated instructional technology peripherals as needed to enhance classroom instruction. Peripherals such as document cameras, tablets, interactive boards, and student response systems will be installed as needed and tailored to individual teaching styles in order to make the best use of limited funding.

Electronic Learning Resources:

In order to properly support an anytime, anywhere learning environment, all electronic learning resources will need to adhere to open standards and support multiple platforms, especially mobile operating systems. PUHSD will need to select and implement a Learning Management System (LMS) and provide cloud-based file storage for staff and students. Existing resources will be reviewed and if they are not able to meet this requirement a replacement will be needed. The ultimate goal is to provide a consistent user experience and access to the same high-quality learning resources regardless of physical location.

Networking & Telecommunications Infrastructure:

Robust networking (both wired and wireless) are essential to providing a consistent and reliable user experience to students and staff. Improvements will be required in many areas in order to keep pace with projected demand for wireless device use and fast Internet access. The following table lists areas of concern and projected needs:

	Existing	**Needed**
Internet connection	1Gbps point-to-point fiber between Network Operations Center and ISP	Redundant point-to-point fiber from ISP to both PUHSD data centers. Links must be 1Gbps or greater and follow redundant paths or connect to separate ISPs.
Firewall	Cisco ASA (4 yrs old)	Upgrade, including redundant unit at secondary data center.
Internal WAN links	1 Gbps point-to-point fiber optic circuits from each site to Network Operations Center.	Increase to 10Gbps or better.
LAN connectivity	1Gbps backbone at all sites with PoE switching to all ports. Paloma Valley HS & Heritage HS do not have enough local switches to patch all ports, and Paloma is 100Mbps to desktop.	Upgrade switching at all sites to meet minimum of 1Gbps PoE to all ports.
Number of network drops per room and Internet connection	Heritage High – 9 Paloma Valley HS – varies (4+) Others - 12	12 minimum at all sites
Description of wireless equipment, access, coverage if available	Campus-wide 802.11n wireless networks under construction at all sites. Estimated that density can accommodate ~33% of users before degradation occurs.	Upgrade density as needed to keep pace with user demand at 802.11n speeds or better.
Servers (both central and at sites) & services they perform, both eligible for E-Rate and not eligible	All servers located at centralized data center. Most servers virtualized.21 TB storage on iSCSI SAN.	Upgrade blade server system and move old system to secondary data center for redundancy. Upgrade SAN as needed to accommodate user storage needs and redundant offsite storage.
Phones & Paging	Cisco VoIP phone systems installed at all sites. All sites have traditional paging except for CMI and Pinacate (in progress) which are using an IP paging system.	Maintain phone system and add new phones as necessary. Replace outdated paging systems with IP paging where applicable.

Physical Plant:

Electrical upgrades are needed at Perris High, Perris Lake, Academy, District Office, and the Student Services Center.

Technical Support:

PUHSD will add staffing as needed to maintain the current level service as budgets permit. Increased instructional technology support will be needed to train teachers in the use of classroom technology tools and integration of those tools into lesson plans in order to increase student engagement.

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

Hardware:

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

	OBJECTIVES & BENCHMARKS:	**Year 1**	**Year 2**	**Year 3**
5.1	Refresh computers annually as dictated by Computer Refresh Program	25% of computers covered by program	25% of computers covered by program	25% of computers covered by program
5.2	By June 2015, install or upgrade integrated projector systems in all classrooms and learning environments	35%	65%	100%
5.3	By June 2015, wireless network infrastructure will be sufficient to support 100% of users	30% of users	65% of users	100% of users
5.4	Provide technology rich learning environments (such as interactive white boards, student response systems, tablets, document cameras, etc.) to all classrooms identified though results of needs assessments.	35%	65%	100%

	Action Plan	**Timeline**	**Person Responsible**
a	Determine priorities for deployment of new computers & integrated projector systems	March – May annually	Decided by Director of Technology in consultation with site Principals.
b	Identify areas where additional wireless coverage is required	By March each year for the next school year	Director of Technology & Network Engineer
c	Determine priorities for deployment of instructional technology tools	March-April, annually	Educational Services and site principals

Electronic Learning Resources:

Please note that the following software/service purchase objectives or recommendations

may be dependent on the acquisition of additional funding, including grants and state one-time monies.

	OBJECTIVES & BENCHMARKS:	Year 1	Year 2	Year 3
5.5	By June of each year, District/sites will purchase upgrades, subscriptions, and additional licenses for existing software and services as needed.	100%	100%	100%
5.6	By July 2015, a learning management system will be installed and a rollout plan implemented.	Investigate and select	Implement and train staff	-----

	Action Plan	Timeline	Person Responsible
a	At the end of each year, examine current software and online services for needed purchases, upgrades, or additional licenses. Make purchased as needed	May – June of each year	Principals in consultation with teachers at each site

Telecommunications and Networking Infrastructure:

	OBJECTIVES & BENCHMARKS:	Year 1	Year 2	Year 3
5.7	By July 2015, bandwidth/speed to the Internet service provider will be at least 1 Gbps over redundant paths	1 Gbps fiber	Redundant link	Potential increase
5.8	By June 2015, speed of connections of sites to the Network Operations Center will be increased as needed.	Upgrade core switch at NOC to support 10Gbps	Increase to 10Gbps at Comprehensive HS	Increase to 10Gbps at remaining sites
5.9	By June 2015, network backbone at all sites will be 1 GB fiber or greater.	Finish CMI	Shift displaced CMI equipment to PVHS	All sites
5.10	The number of network drops per classroom will be increased to 12 minimum at all sites, as funding allows.	Upgrade HHS, PVHS	As funding allows	As funding allows
5.11	Upgrade servers and storage at NOC and shift displaced equipment to secondary data center	Evaluate	Purchase new servers and storage	Setup redundant data center
5.12	Replace outdated paging systems with IP-based paging system	Complete Pinacate	4 sites	8 sites

	Action Plan	Timeline	Person Responsible
a	Equipment/services for higher speed network, up-graded network software, school site servers, and phone system improvements will be identified; timeline for rollouts will be developed; funding requests will be aligned with E-Rate cycle purchases, upgrades, or additional licenses.	Dec of each year	Director of Technology

Physical Plant:

	OBJECTIVES & BENCHMARKS:	Year 1	Year 2	Year 3
5.13	By June 2015, upgrade electrical system at applicable sites as funding allows.	3 Sites	6 Sites	All Sites

Technical Support:

	OBJECTIVES & BENCHMARKS:	Year 1	Year 2	Year 3
5.14	Review need for additional technical support staffing	Ongoing	Ongoing	Ongoing

5d. Monitoring Process

The District Technology Committee and its members will hold primary responsibility for monitoring implementation of this section of the Technology Plan. The committee will meet monthly for the duration of the plan to review progress.

Monitoring Activity	Person Responsible	Schedule
The District Technology Committee will continue to meet monthly to plan, monitor, and evaluate progress of the District Technology Plan.	Instructional Technology Coach	Monthly except no meetings in Nov/Dec and June/July
Purchase of computers covered by Computer Replacement Plan will take place at the beginning of each fiscal year, additional equipment purchased during school year as needed.	Director of Technology Site Principals	Purchase and inventory throughout the year
Software/online services investigated, piloted, reviewed and decided upon, purchased, implemented, and effectiveness evaluated.	Ed Planning Council Subject Area Councils Director of Technology Site Principals	Purchase throughout the year; ordering by May/June of each year for the following year
Network and telecommunications upgrades planned and carried out	Director of Technology Business Dept.	Reviewed in December annually
Technical support performance monitored for	Director of Technology	Bi-weekly meeting of

Monitoring Activity	Person Responsible	Schedule
consistent and timely response; additional support staff hired as necessary.		technology staff

6. FUNDING AND BUDGET COMPONENT

6a. Established and potential funding sources.

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

District Level	Site Level
• General Fund • K-12 Ed Tech Voucher Program • E-Rate Discounts • California Teleconnect Fund • Modernization/Construction Bond • Qualified QZAB • Lottery (sites determine use) • Title I • Title II Part A • Title III (EL) • GATE • Economic Impact Aid (EIA) • Adult Education • BTSA • Grants and Community Partnerships • Perkins • Other State One Time Grants • Donations • Safety Credits • SoCal Edison Incentive Programs	• Title I • Economic Impact Aid (EIA) • Title III • S3 Grant • Lottery • Categorical Funds • Fund 09 Charter Schools • General Fund Discretionary Allocations • Donations • Local Fundraising Efforts • State One Time Grants • Regional Occupational Program Funding • PTA/PTSA

Options for reducing costs include maintaining standards for hardware and software, hardware and software purchasing agreements, CalSAVE, master agreements (CMAS, WSCA etc.), economy of scale through local technology consortium, and coordination of network and telecommunications upgrades with the E-Rate cycle. Currently, technology grants are pursued and written when funding becomes available and they align to PUHSD mission and goals.

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

The following chart breaks down estimated costs. **PLEASE NOTE: ALL FIGURES ARE ESTIMATES AND WILL ONLY BE SPENT ONCE FUNDING BECOMES AVAILABLE.**

	2012-2013	2013-2014	2014-2015	Potential Funding Sources	E-Rate Eligible
Computer Hardware and Peripherals					
Computers	$400,000	$400,000	$400,000	General Fund, K-12 Vouchers, Lottery, Categorical Funds, Site Discretionary Allocations	No
Projectors & Mounting	$400,000	$400,000	$400,000	General Fund, K-12 Vouchers, Lottery, E-rate, Categorical Funds, Site Discretionary Allocations	Partial/ Conditional
Servers & Storage	$50,000	$50,000	$50,000	General Fund, K-12 Vouchers, Lottery, Categorical Funds	No
Other instructional technology peripherals, including new technologies, per school choice	TBD	TBD	TBD	General Fund, K-12 Vouchers, Lottery, Categorical Funds, Site Discretionary Allocations	No
Electronic Learning Resources					
Learning Management System	$50,000	$55,000	$60,000	General Fund, K-12 Vouchers, Lottery, Categorical Funds, Site Discretionary Allocations	No
Content Management System	$126,000	$130,000	$134,000	General Fund, E-Rate Discounts & Rebates	Partial/ Yes

	2012-2013	2013-2014	2014-2015	Potential Funding Sources	E-Rate Eligible
Other curriculum-related software & online resources	$12,000	$15,000	$18,000	General Fund, K-12 Vouchers, Lottery, Categorical Funds, Site Discretionary Allocations, Instructional Materials Funding	No
Professional Development					
Staff (substitutes, incentives)	$160,000	$165,000	$170,000	General Fund, Lottery, Categorical Funds, Site Discretionary Allocations	No
Training Costs (such as online programs, outside vendors, conferences)	$70,000	$75,000	$80,000	General Fund, Lottery, Categorical Funds, Site Discretionary Allocations	No
Technology Coach	$77,000	$79,000	$80,000	Categorical Funds	No
Infrastructure Costs & Upgrades (Internal Connections for Voice, Data, Video Networks)					
Network hardware (routers, switches, network drops, etc.)	$200,000	$200,000	$200,000	General Fund, E-Rate Discounts and Rebates	Yes
IP Paging upgrades	$100,000	$100,000	$150,000	General Fund	No
Wireless networking	$200,000	$200,000	$200,000	General Fund, E-Rate Discounts and Rebates	Yes
Technical Support & Maintenance					
Technology support salaries and benefits (existing staff)	$820,403	$836,811	$853,547	General Fund	No
Phone/VoIP Support	$44,000	$46,000	$48,000	General Fund, E-Rate Discounts and Rebates	Yes
Ed Services Technology support salaries and benefits	$207,000	$211,000	$215,000	General Fund	No
Maintenance Contracts (including scanners)	$145,000	$155,000	$165,000	General Fund, Charter Funds, Adult Ed	No

	2012-2013	2013-2014	2014-2015	Potential Funding Sources	E-Rate Eligible
Consultant: professional development for teachers and administrators on the use of data	$16,000	$17,000	$18,000	General Fund, Charter School Fund 09, Categorical Funds	No
Consultant: data services for ELSSA, APS, DAS	$28,000	$30,000	$32,000	General Fund, Charter School Fund 09, Categorical Funds	No
E-rate Consultant	$30,000	$30,000	$30,000	General Fund	No
Network Management					
Microsoft Volume Licensing	$52,000	$54,000	$56,000	General Fund	No
Web monitoring/filtering	$10,000	$11,000	$12,000	General Fund	No
Firewall	$3,000	$3,000	$15,000	General Fund	No
Email archiving	$15,000	$17,500	$20,000	General Fund	No
Telecommunications (Voice/Data/Network)					
Telecommunications/WAN Services	$381,000	$381,000	$381,000	General Fund, E-Rate Discounts and Rebates	Yes
Internet Access	$59,000	$61,000	$63,000	General Fund, E-Rate Discounts and Rebates	Yes
Phone Services	$313,500	$344,850	$380,000	General Fund, E-Rate Discounts and Rebates	Yes
Cell phones	$140,000	$155000	$170,500	General Fund, E-Rate Discounts and Rebates	Yes

6c.   Obsolete equipment replacement policy.

PUHSD requires three-year warranties on all equipment purchased. After warranty expiration, if the equipment is beyond repair or it does not make economic sense to repair it, or the hardware will not support current software configuration, it is defined as outdated. Economic sense is defined as the cost of repair exceeding 50% of the cost of replacement of that component. These computers may be re-purposed, but will no longer be calculated in the District's ratios.

Once equipment has been declared obsolete, PUHSD declares the equipment "Surplus" and disposes of it in accordance with District/Board policies.

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

Individual(s) Responsible	Responsibilities	Feedback Loop
Site Administrators	• Develop and monitor site budgets • Work with site based planning teams to determine site technology needs and priorities • Budget to meet those needs and priorities as appropriate • Complete required surveys & reports • Seek partnership opportunities (business, community)	• Provide progress reports and needs as assessed to Technology Committee. • Submit recommended Plan changes to Technology Committee
Director of Technology	• Approves all Tech POs • Receive alerts on new funding opportunities from CDE, RCOE, CASBO • Seek partnership opportunities (business, community)	• Prepare annual report to Superintendent
Assistant Superintendent, Educational Services Technology Coach	• Review for appropriate spending	• Report to other stakeholders as appropriate
Ed Services TOSA	• Approve all tech POs sent through Educational Services • Oversee all educational technology grant funds • Receive, monitor alerts on new funding opportunities from CTAP 10 • Seek grant opportunities; write grant proposals • Seek partnership opportunities (business, community)	• Report to Asst. Supt. of Ed Services each semester
Assistant Superintendent, Educational Services	• Review requisitions for categorical program compliance and for alignment to site and District plans • Approve all requisitions sent through Educational Services • Receive alerts on new funding opportunities from CDE, RCOE	• Report to other stakeholders as appropriate

Individual(s) Responsible	Responsibilities	Feedback Loop
Assistant Superintendent, Business Services	• Budget check • Interim reporting • Budget and expense review • Receive alerts on new funding opportunities from CDE, RCOE, School Services, CASBO	• Approval sent to Purchasing • Budget alerts sent to site principals

7. MONITORING AND EVALUATION COMPONENT

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

The District Technology Committee, under the direction of the Assistant Superintendent of Educational Services, is responsible for reviewing and updating this Technology Plan. The Committee consists of the Director of Technology, a representative from Educational Services, and various stakeholders from across the District. Each August and January, the Committee will examine data and will compare progress with the objectives and benchmarks of the Plan. They will monitor the implementation of the Technology Plan.

Curricular Use of Educational Technology:
Each year, Subject Area Councils, under the supervision of the Assistant Superintendent of Educational Services, will evaluate program effectiveness in the area of language arts and mathematics using current student academic achievement data including API, AYP, CAHSEE, CST and District assessments. The Councils will summarize the results to report to the Assistant Superintendent of Educational Services, who will report the findings to the Superintendent and Board of Trustees. The District Technology Committee will review this data and evaluate the Technology Plan for effectiveness in attaining academic goals. Suggestions for modifications in the use of technology will be made by the District Technology Committee to the Educational Planning Council, the Assistant Superintendent of Educational Services, and the Board of Trustees to best support the District's curricular goals.

Professional Development:
Each quarter, the District Technology Committee will monitor the courses offered and teacher training logs to best design and modify training opportunities. Teachers will complete evaluations for each training offered. Annually, reports of the District-created Technology Survey will be generated to best assess training needs District-wide and develop corresponding training opportunities. Trainers from each site will forward all training logs and evaluations to the District Technology Committee, which will bi-annually evaluate effectiveness of trainings being held and those providing the training, and make modifications as needed. Results of trainings will be shared with the stakeholders annually. A District calendar of professional development activities will be coordinated and posted on line to share opportunities District-wide to be updated each semester.

Infrastructure/Hardware/Software:
To determine progress on recommended student to computer ratios, the Director of Technology will gather and provide data twice a year to the District Technology Committee and the stakeholders. Bandwidth will be monitored by the Director of Technology to determine efficiency and will be reported to the Technology Committee annually, along with progress towards connectivity goals and server capacity. Progress towards the plan's technical support goal will be monitored by the Director of Technology and Assistant Superintendent of Human Resources, and progress will be reported to the District Technology Committee and stakeholders annually.

Additional details on the evaluation processes for each set of goals and benchmarks, including persons responsible, are included in the Monitoring, Evaluation, and Program Modification Process charts of each goal in Sections 3d-3j (Curriculum), in Section 3k, in Section 4c (Professional Development), in Section 5d (Infrastructure, Hardware, Technical Support, and Software), and in Section 6d (Funding and Budget).

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

This information is described in the Monitoring, Evaluation, and Program Modification Process charts of each goal in Sections 3d-3j; in Section 3k; in Section 4d; in Section 5d; and in the Action Plan (including timelines) of Section 5.

The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of Technology Plan implementation:

Forum/Measure	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District Technology Committee		X data review			X		X data review				X	
Technology Assessment Profile										X	X	
Student Self-Assessment											X	
California Standards Tests									X	X		
CAHSEE (Gr. 10)		AYP report					X					
Dept benchmark tests and end of year tests			X	X	X	X	X	X	X	X	X	X
Administrator walkthroughs		X	X	X	X	X	X	X	X	X	X	X
8th grade feeder students take reading and math placement tests		X	X						X	X		
Board Meeting Presentation					X							

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

Evaluation results will be communicated to stakeholders in a variety of ways. After data is collected, reviewed, and discussed by the District Technology Committee, the Technology Coach will summarize results and actions to be taken in a report to the Assistant Superintendent of Educational Services, who will present to the District Educational Planning Council. The Assistant Superintendent will provide updates to the Superintendent and Cabinet on an annual

basis at Cabinet meetings. Annual reports will be presented to the Board of Trustees in November.

Site representatives on the District Technology Committee will report to their principals and provide updates at staff meetings. Principals will meet with School Site Councils and provide updates at parent meetings as appropriate. District and site website postings will also contain appropriate information. Articles may also be included in the District newsletter to inform parents and community members.

Additional details of communication of evaluation results are described in Section 7a.

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

It is the goal of the Perris Union High School District to continue to provide quality literacy instruction to adults in the greater Perris community. Perris Community Adult School currently is funded to provide a variety of literacy training opportunities. Many students are referred to the program through the Economic Development Division and Workforce Development Board of Riverside County and other state and local agencies. Literacy programs provided by Perris Community Adult School include English as a Second Language, Adult Basic Education, Adult Secondary Education, and GED preparation courses. Perris Community Adult School also offers the Workforce and Vocational Education program (WAVE) that trains students in basic workplace literacy and computer skills. The program features training on word processing, database and spreadsheet applications with a focus on integrated technology skills. The Adult School uses computer labs and other District technology at Perris Lake High School and other school campuses.

At Paloma, Pinacate, Heritage, and Perris High, computer labs are used in the evenings for English Learner parents (up to 44 a night) for a variety of classes, including English as a Second Language and Computer Literacy.

Career Technical Education (CTE) classes are offered in a variety of subjects at local area high schools and are available to all interested students. Parenting classes are also available through the District and county programs housed at sites throughout the District. Along with the services and programs provided by the District, adult literacy needs are met through a variety of service providers including the Riverside County Library System and the local community colleges. The District will continue to collaborate with these agencies to maximize the use of technology to support adult literacy programs.

9. EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

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

The annotated bibliography describes the research that was used in the preparation of this Plan and how the District has used and will use the research findings in the development and implementation of the Plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research and Models/Strategies Literature:

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

This book provides specific information for professional development that links curriculum, teacher development, collaborative school leadership, parent involvement, and assessment to student achievement.

Application: Consistent with this research, school and District instructional leaders/groups will develop a results-oriented professional learning community. The development of this community will impact staff development in all areas, including the integration of instructional technology.

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

This book establishes the need for standards-based instruction. Marzano describes methods to format benchmarks, assess students, and guides accountability measures.

Application: A standards-based instructional program in core curricular areas is provided at all schools. Instructional technology and information literacy skills are address as stand-alone standards as well as components of the standards in all core content areas.

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

This report focuses on the success of the Curriculum Technology Integration Plan (CTIP) process that has consistently resulted in improved student learning directly linked to the professional development and resources supported by participating schools and districts. CTIP is

both a results-driven staff development process and technology integration strategy that is based on extensive research.

Application: The technology plan addresses the integration of technology within the instructional program in all classrooms and speaks to student use of technology to acquire information and demonstrate understanding. Staff development activities are designed to support instructional, standards-aligned objectives within the core curriculum.

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

This book summarizes the research supporting a variety of instructional strategies with proven success in raising student achievement. The strategies include: 1) identifying conceptual similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and, 9) cues, questions, and advance organizers.

Application: Student and teacher objectives explicitly reference these instructional strategies to assist students in acquiring informational literacy and core content learning and performance objectives. Instructional technology serves to enhance the effectiveness of these research-proven strategies (e.g., taking notes, giving presentations, and using graphic organizers). Professional development increases the capacities of teachers to use instructional technology when integrating these strategies into what they do in the classroom to support student learning.

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

Wiggins and McTighe analyze the logic of backward design as an alternative to coverage and activity-orientated instructional plans. This approach brings focus to the process of identifying learning targets, using appropriate assessments to identify student levels of proficiency, and planning for the instruction required to enable students to meet the learning targets. The book discusses understanding and its various facets. It also proposes an approach to curriculum and instruction designed to engage students in inquiry.

Application: Students learn the skills necessary to utilize technology to locate, analyze, synthesize, and communicate information. Using the backward design model, teachers plan lessons that incorporate the use of technology in core curricular subject matter.

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

The state's mathematics framework is the basis for the District's math program. The framework identifies critical or key components necessary in a math program and makes grade-specific suggestions for instruction.

Application: The standards-based mathematics program includes web and software resources to assist students in acquiring content knowledge. Quarterly and trimester student achievement data is analyzed to identify areas of growth and to target needs. This information is also used to plan for the training and support of classroom teachers. Instructional technology supports the process through the use of an instructional intranet and the integration of best practices into staff development.

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

The Reading/Language Arts Framework provides the blueprint for an effective and comprehensive language arts program. In addition, the framework speaks to key components for reading, writing, speaking, listening, and written and oral English language conventions. The District uses the framework to provide content-specific teaching suggestions and integration techniques across other curricular areas.

Application: Reading/Language Arts instruction integrates instructional technology with classroom activities such as using graphic organizers in the writing process, developing information literacy, conducting research, preparing and giving presentations, and word processing. The state framework provides a guide for the integration of these technology uses. Instructional leaders analyze student achievement outcomes and identify areas in which instruction would be strengthened by the appropriate use of technology. Recently adopted text-based materials provide resources for incorporating instructional technology in grades seven through twelve.

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

This report concludes that effective uses of technology to enhance student achievement are based on three elements: alignment to curricular standards and objectives; assessment that accurately and completely reflects the full range of academic and performance skills; and equity of access across geographic, cultural, and socioeconomic boundaries.

Application: Consistent with this research, the District carefully analyzes learning resources and lessons for alignment with content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the District continuously monitors its progress toward reaching the goals and objectives identified in the technology plan. Attention is paid to providing equitable access to all students in our community, including students in special needs populations. The plan calls for equitable student-to-computer ratios across the District.

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

This report focuses on questions regarding the return on investment for technology purchases. It offers suggestions related to issues such as professional development, access to technology, and long-term planning. One conclusion drawn in the study is that technology is effective when used for problem-solving, conceptual development, and critical thinking. The report validates the use of technology to support the acquisition of basic skills.

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

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

In one chapter, the authors detail potential barriers to technology implementation that include: poor equipment choices, lack of technical assistance and support, insufficient time for teachers to implement in the classroom, lack of administrative leadership, and inadequate professional development.

Application: The technology plan contains a service-level agreement to support access to working technology resources at each school and in each classroom. Technical support policies and reports are monitored by the Network and Information System Division to meet the needs of the District. The plan calls for an increase in the level of technical support, especially at the high school level. The PUHSD Standards Committee supports the standardization of hardware and software applications in support of instructional and fiscal priorities. Administrators are actively engaged in training related to technology integration techniques and development of personal technology proficiency. Professional development programs are continuously monitored for effectiveness using data analysis, teacher survey, and classroom visitation/observation.

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

This report identifies six key findings, including some that relate to barriers to integration also identified in Johnston and Cooley's book. Unique to this report are the ideas that whole-school projects have the potential to mobilize broad based support for the integration of computer-based learning and that teachers tend to implement technology in ways that are consistent with their existing teaching strategies.

Application: One example of a whole-school project is the independent reading software program, Accelerated Reader and STAR Reading. Recent textbook adoptions in language arts, mathematics, social science, and science contain software and web materials that support the base instructional programs in these areas.

Bernard, R.M., Abrami, P.C., Lou, Y., & Borokhovski, E. (2004). *How does Distance Education Compare with Classroom Instruction? A Meta-Analysis of the Empirical Literature.* Review of Educational Research, 74(3), 379-440.

Nora, A. & Snyder, B.P. (2008). *Technology and Higher Education: The Impact of E-Learning Approaches on Student Academic Achievement, Perceptions and Persistence*. Journal of College Student Retention, 10(1), 3-19.

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

Levin, Douglas and Arafeh, Sousan (2002) *The Digital Disconnect: The Widening Gap Between Internet-Savvy Students and Their Schools.* American Institutes for Research for Pew Internet & American Life Project. Washington, DC.
http://www.pewInternet.org/PPF/r/67/report_display.asp.

This qualitative study examines the attitudes of Internet-using public middle and high school students toward their use of the Internet for schoolwork both inside and out of school. Students use five metaphors to describe how they use the Internet for school: as virtual textbook and reference library, tutor and study shortcut, study group, guidance counselor, and locker/ backpack/notebook. Students report a substantial disconnect between how they use the Internet for work outside of school and how they use it in school and under teacher direction. Study participants said that they "want better coordination of their out-of-school educational use of the Internet with classroom activities," "believe that professional development and technical assistance for teachers are crucial," ask schools to teach keyboarding, computer, and Internet literacy skills, and focus on the problems caused by inequalities in home access among students.

Perris UHSD will address the issues brought forward in this study by ensuring adequate numbers of computers for student use, technical assistance for teachers, and training for teachers in integrating the Internet into instruction and providing assignments that will actively engage students and by teaching students technology and information literacy skills.

Ringstaff, Cathy; Kelley, Loretta. (2002). *The Learning Return on our educational Technology Investment.* A Review of Findings from Research. West Ed.
http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

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

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

Choice 2000 Online Charter High School is the first public 9th-12th grade school to be both fully online and WASC accredited. It offers students cutting edge technologies to allow them to complete their high school coursework entirely over the Internet, including a live online virtual classroom environment, the ability to receive and turn in homework assignments online as well as a secure online assessment environment. All classes are held in real-time, accessible from students' home computers, and take place throughout the day with different periods in the same way as a traditional high school. Students and teachers can orally communicate with each other in real time, providing instant feedback to the student and creating a high level of critical dialogue within the distance-learning classroom. Students are scattered throughout Riverside, San Bernardino, San Diego, Imperial, and Orange Counties.

Many students are now enrolled in A+ courses, on-line academic courses. This allows students to make up core academic classes which were previously not passed without falling behind in their current schedule of classes. A+ classes are currently only available on campus and cannot be accessed at home.

The District is investigating the use of other web-based options to provide distance-learning opportunities in order to extend the District's curriculum and course offerings.

Students on an acceleration path may take online courses from local community colleges and online satellite courses from various University of California and California State University campuses. They pay for these themselves and are able to receive both weighted high school credit for graduation and college credit. In addition, a number of teachers are currently working on credential-clearing, Masters Degrees, and CLAD course work online from colleges in the region.

Appendix C – Criteria for EETT Funded Technology Plans

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

- *For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).*

- *Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.*

1. **PLAN DURATION CRITERION**	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	**p. 6**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	Page in District Plan	Example of Adequately Addressed	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**p. 6**	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 (Appx D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**	**p. 8**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. **Description of the district's current use of hardware and software to support teaching and learning.**	**p. 9**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. **Summary of the district's curricular goals that are supported by this tech plan.**	**p. 16**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**	**p. 17**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the**	**p. 22**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

		workplace.	
f.	**List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)**	**p. 25**	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g.	**List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)**	**p. 25**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h.	**Description of or goals about the district policy or practices that ensure equitable technology access for all students.**	**p. 28**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i.	**List of clear goals, measurable objectives, annual benchmarks, and an**	**p. 29**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an	The plan suggests how technology will be used, but is not specific enough to know what action needs to

		implementation plan for using technology to support the district's student record-keeping and assessment efforts.	be taken to accomplish the goals.
j. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**	**p. 31**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. **Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	**p. 33**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	**p. 36**	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.**	**p. 37**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	**p. 39**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	**p. 41**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.**	**p. 43**	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. **List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support**	**p. 45**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.

the other plan components as identified in Section 5b.			
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	p. 47	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	p. 49	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	p. 50	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	p. 52	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	p. 53	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	p. 55	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	p. 56	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	p. 56	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	p. 58	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach	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.

	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
		efforts.	

9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. **Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**	**p. 59**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. **Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.**	**p. 64**	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 33-67207

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

LEA Name: Perris Union High School District

*Salutation: Mr.

*First Name: Vince

*Last Name: Butler

*Job Title: Director of Technology

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*City: Perris

*Zip Code: 92570

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Please provide backup contact information.

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2nd Backup Name: Candace Reines

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*Required information in the ETPRS