



Oxnard Union High School District

Oxnard Union High School District

Technology Plan

July 1, 2010 – June 30, 2013

**309 S. "K" Street
Oxnard, CA 93030
805-385-2500**

<http://www.ouhsd.k12.ca.us>

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Oxnard Union High School District

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District Overview

The Oxnard Union High School District educates 16,885 secondary students and approximately 12,000 adult students living in the community. Oxnard is the largest city in Ventura County and is located at the western edge of the fertile Oxnard Plain, which is one of the world's most important agricultural centers. The city is home to more than 200,000 residents. Its students come from the feeder districts: Hueneme Elementary (K-8), Mesa Union (K-8), Oxnard Elementary (K-8), Pleasant Valley (K-8), Rio Elementary (K-8), Somis Union School District (K-8), Ocean View District (K-8), and two small charter schools.

The district operates six comprehensive high schools (Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica and Rio Mesa), one continuation high school (Frontier), one adult school (Oxnard) and an Independent Study Program.

The percentage of Hispanic students has steadily grown, while African American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent. The following chart shows the district's population percentages by ethnicity, for students and for teachers for 2008-2009.

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Other
Students	0.5%	2.6%	0.5%	4.0%	69.8%	2.9%	18.0%	1.7%
Teachers	0.7%	2.6%	0.3%	1.6%	22.5%	2.7%	69.0%	.04%

In Spring 2009, approximately 22% of district students were considered English Language Learners. Approximately 32% of the students qualified for the district's free and reduced lunch program. Special education students comprise 8.9% of the total. In 2008-2009, teachers had served an average of 11.2 years in the district (14.2 years total in education); 41.6% held a master's degree or better; 95.2% were fully credentialed.

The Board of Trustees believes the mission of the district is to provide quality educational programs and meaningful opportunities to all students. They should be exposed to a variety of choices and methods for evaluating and selecting appropriate alternatives within the instructional program. Students should develop the knowledge and traits of character which lead to a productive life and a responsible citizenship.

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

1. PLAN DURATION

This plan will guide the Oxnard Union High School District's use of educational technology for the next three (3) years covering July 1, 2010 to June 30, 2013. This plan is intended to be a working document and will be monitored and revised as needed.

2. STAKEHOLDERS

2a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.

At the direction of the superintendent approximately 80 individuals were invited to be a part of the OUHSD Stakeholder Advisory Panel. These individuals included one member of the board of trustees, district office personnel, assistant principals for technology and tech coaches from all school sites, the principal of adult education, and parents and student body presidents from all schools. Also invited were representatives from three chambers of commerce, representatives from three ethnicity based organizations, sales representatives from textbook publishing companies, directors of two boys and girls clubs, presidents, CEOs and/or general managers of four large area businesses, the Region 8 CTAP Technology Specialist, representatives from Cal State University, Channel Islands and two local community colleges, plus the educational liaison from Naval Base Ventura County.

The stakeholders were requested to attend three, two hour meetings and were presented with the concept and requirements of the technology plan. They participated in both large and small group breakout sessions designed to solicit their input on a variety of topics related to the technology plan, with a focus on curriculum component and professional development sections. Forty stakeholders attended at least one of the meetings, with the majority of participants attending all three meetings.

A core team of eight individuals from the stakeholders' group was formed to assemble the information and draft the technology plan. The core group included representatives from the Educational Services, Human Resources, and Business Divisions of OUHSD, plus the Director of Information Technology, the district technology resource teacher, a business teacher, a library/media center teacher and a retired English teacher as the primary writer of the plan. This group had three formal meetings, plus numerous informal gatherings, group emails, and countless phone calls to formulate the plan.

The stakeholder participants are listed in the following table:

Name	Position	Affiliation
Cynthia Bolden	Sales Representative	Glencoe/McGraw Hill Textbooks

Rebecca Buettner	Director, Assessment and Accountability	District Office
Claudia Classen	Board Member	Oxnard Chamber of Commerce
Julie Cole	Business Teacher	Hueneme High School
L. Cole-Harris	Parent/Community Member	Channel Islands High School
Mark Contreras	Assistant Principal Technology	Channel Islands High School
Walt Dunlop	Director, Compensatory Education	District Office
Lorna Gonzalez	Technology Coach	Oxnard High School
Joel Graves	Library Media Teacher	Hueneme High School
Kathy Greaves	Administrator, Student Services	District Office
Dana Greenspan	Educational Technology Specialist	Ventura County Office of Educ.
Tony Guilin	Parent/Community Member	Pacifica High School
Graham Gurney	Assistant Principal Technology	Oxnard High School
Nick Henggeler	ASB President	Adolfo Camarillo High School
Maricruz Hernandez	Director, Staff Development	District Office
Erin Huizinga	Science Teacher	Pacifica High School
Monica James	School Liaison Officer	Naval Base Ventura County
Sue Kipp	Library Media Teacher	Pacifica High School
Kim Koerber	Sales Representative	Pearson/Prentice Hall Textbooks
Brian McKenna	Tech Plan Writer, Retired English Teacher	Oxnard Union High School District
Martha Mutz	Assistant Supt., Educational Services	District Office
Dennis O'Dea	Retired Resource Teacher, Technology	District Office
Alexis Ortiz	Dean of Student Accountability	Frontier High School
Aaron Peck	Math Teacher	Pacifica High School
Judy Perkins	Principal	Oxnard Adult School
Cami Pinsak	Parent	Rio Mesa High School
David Polzin	Staff Accountant	District Office
Ed Ransom	Assistant Principal, Technology	Rio Mesa High School
Deanna Rantz	Director, Purchasing	District Office
Lupe Reyes-Castillo	Director, Migrant Education	District Office
Jim Rose	President	Oxnard Federation of Teachers
Brian Roy	Sales Representative	Holt McDougal Littell Textbook Pub.
Abigail Santana	Technology Coach	Adolfo Camarillo High School
Ray Senesac	Assistant Principal, Technology	Adolfo Camarillo High School
Puneet Sharma	Director, Information Technology Services	District Office
Phyllis Throckmorton	Director, Career Technical Education	District Office
Kim Tresvant	Director, Human Resources	District Office
Heather Untalan	Assistant Dean, Distance Learning	Ventura College
Robert Valles	Vice President	OUHSD Board of Trustees
Rocky Valles	Assistant Supt., Human Resources	District Office

Erik Ward	Resource Teacher, Technology	District Office
Cathy Wilcox	Administrative Assistant, Educational Services	District Office

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

Throughout all OUHSD schools, students, teachers and support staff have access to technology tools before, during, and after school hours. The primary access for students is during the school day, with some support and access before and after school. Every teacher has access to a Web-enabled computer every period of every day. All libraries and media centers throughout the district provide access for students during the school day, and many provide access before and after school. Staff members are available at all before and after school programs or technology facilities to provide students with support and guidance.

The following facilities are already in place throughout the district:

- All classrooms throughout the district have at least one teacher accessible computer.
- On average all classrooms throughout the district have at least one student accessible computer.
- Most classrooms have a large TV or video projector that interfaces with the teacher’s computer for multi-media presentations.
- All of our comprehensive school sites have several “intelligent classrooms solutions that combine presentation technology with personal computing to create interactive, collaborative learning environments” with interactive whiteboards that interface with the teacher’s computer. Associated with the whiteboard is an interactive wireless slate, a document camera, and 36 wireless units for student response.
- All computers in the district are Internet accessible and can access the faculty and student file servers.
- Specialized servers providing computer course-ware are available on each campus
- Each Library Media Center has at least one class set of computers (25 to 50) that are available from one-half hour before school to between 1 to 2 hours after school.
- Most classrooms and computer labs are available throughout the school day. Some labs are open before and after school.
- All schools have at least one general purpose computer lab, and the comprehensive high schools have computer labs dedicated to:
 - English
 - Social Science
 - Math
 - Science
 - Business
 - Foreign Language
 - Careers
 - SPED (Special Education)

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

The district technology network meets the needs of the administration, teachers, and students. This network extends to all classrooms and offices throughout the district. All sites are connected to the district via Verizon TLS gigabit connections. All school sites are connected to the Internet using appropriate filters that comply with the Oxnard Union High School District Acceptable Use Policy and the Children Internet Protection Act.

The district supports a common PC platform. All district computers are running a Windows OS and have a Microsoft Office suite. This “same look-same feel” policy makes it easy for teachers and students to use computers in any location. It also makes technical support more efficient and keeps classrooms and labs running smoothly. The district also provides anti-virus protection, server based file storage for students and staff, email for staff, and VPN access from home for staff.

The student information system enables each site to run reports on students based on personalized queries that yield data on demand to review student performance. This enables sites to track academic progress, attendance, etc., with greater accuracy and attention to specific needs of site teachers who are working to ensure that all students meet standards.

In addition to Microsoft Office, sites have purchased a variety of software to meet the needs of students. Students use technology in numerous ways in each subject area. Math departments across the district have implemented projects requiring students to use graphing calculators, geometry courseware, and spreadsheets to enter data, analyze it, and produce a report for the class. The business classes rely heavily on courseware on a daily basis. Some classrooms also make extensive use of ACTIVboards to include students in technology projects and presentations in class. Language arts classes require projects that make use of the Microsoft Office Suite and use the web-based Criterion software to improve writing skills. Most schools utilize foreign language computer labs to facilitate instruction focusing on the California state standards.

Technology Accessibility in the OUSHD Library Media Centers:

The Library Media Centers (LMC) in the OUHSD are open for student/faculty use during class time, nutrition break, and lunch throughout the school day. Before school and after school hours vary from campus to campus; however, all LMCs are open one-half hour before school and between 1 to 2 hours after school. Each of the comprehensive sites has a full-time library media teacher who collaborates with teachers to design lesson plans using the technology and resources available in the library, and offer teacher and student support when classes come to the library.

The number of computers available in the District's LMCs varies among the campuses (from 25 to 50) as do the ages of the computers which range from old Windows XP computers to newer Windows 7. These computers provide access to MS Word, Excel, PowerPoint and Publisher. Students who have submitted a parent-signed Internet Acceptable Use Policy may use the

computers in the LMCs. Students also have access to a printer and a photocopier machine in each LMC.

The LMC computers also provide Internet access as well as access to a variety of online subscription databases. The OUHSD has for the past year provided district-wide subscriptions to several Thompson-Gale online databases and plans to continue those subscriptions. Additionally, some of the LMCs, depending on their budgets, have purchased other curriculum appropriate online subscriptions. These databases can be accessed remotely from off campus via the school's LMC webpage. Each LMC also provides Destiny, an automated online library book catalog and circulation system.

All LMCs provide a webpage, maintained by the Library Media Teacher, with links to the subscription databases as well as to a "virtual library" of other websites, selected by the LMT, which supplement course textbooks and lend instructional support to students to excel in the classroom.

Each LMC also has a presentation center with a computer and video projector to allow the Library Media Teacher to instruct classes in information literacy/library skills and for students to present their multimedia creations.

All district computers are currently purchased with at least the following software:

1. Windows Vista
2. Microsoft Office 2007
 - Word
 - Excel
 - Power Point
 - Access
 - Front Page
3. Computer Associates Anti-Virus
4. OCS Communicator and Group Chat

All departments have updated their curriculum frameworks to meet state standards and to incorporate curriculum appropriate technology. The technology that supports the curriculum frameworks is listed below:

Art Departments:

- Digital Photography
- Adobe Creative Suite or Adobe Master Collection

Business Departments: *The following software is used daily:*

- Business Center 21
- KCA – keyboarding class
- Glencoe Accounting Software
- Web Design software

Career Center:

- COIN – College and Career software with assessment tools - Career Center
- Bridges – College and Career software with assessment tools - Career Center English Departments:
- Accelerated Reader
- Criterion – web based program that teaches writing skills
- Word Processing
- Desktop Publishing
- Courseware and software

Foreign Language:

- Computer based language labs
- Rosetta Stone

Industrial Technology:

- CAD classes – Drafting & Architecture

Resources available in LMC and campus-wide:

- Destiny –Library automation software
- LMC electronic resources including networked CD-ROM databases and online subscription resources
- Gale Student Resource Center – database subscription resources
- EBSCO Ultra – includes: ERIC, Health Source Plus, MAS Ultra (periodicals), Newspaper source, plus Spanish editions
- World’s Best Poetry – 85,000+ full-text poems from antiquity to present
- Grolier Online – Encyclopedia Americana, Groliers Multimedia Encyclopedia, New Book of Knowledge, Nueva Encyclopedia Cumbre en Linea, The New Book of Popular Science, and Lands and People

Math Department:

- Success Maker
- New Century Math
- Accelerated Math
- ST Math
- Geometer’s Sketchpad
- Fathom
- Bradford Algebra
- Bradford Pre-Algebra
- Bradford Geometry
- Bradford Probability and Statistics
- Carnegie Learning Algebra Tutor
- Math Blaster
- Math Blaster Mystery
- Algeblaster
- Algebrator Sine/Cosine grapher
- Graphing in Probability
- Oregon Trail/Hot Dog Stand/Factory Deluxe
- Wingeom
- Winplot

- Winstats

Music:

- MIDI interfaces
- Music composing software

PE:

- Physical fitness and training software
- Heart rate monitors and computer interfaces
- Science Department:
- CBL (calculator based lab) – Utilizes calculator/computer based measurement probes in science labs
- Software lab simulations
- Various courseware and software

Social Science (Textbook Software):

- Examview
- Lesson Planner

Non-departmental courses:

- Microsoft Office Suite
- Adobe Master Collection Suite

Courseware available in classrooms and computer labs:

- New Century - courseware
- CyberHigh – Online courses
- ALEK's – Online courseware
- Rosetta Stone – Language development software
- AP Online - Online courses
- APEX

Teacher resources:

- Edusoft
- I-CUE attendance and grades
- I-Grade Student academic performance grade book software
- Promethean ACTIVboards – in some classrooms

Courseware Descriptions and Locations

BUSINESS CENTER 21 (RMHS, ACHS, HHS, PHS, CIHS, OHS)

Through interactive and computerized activities the students are introduced to all domains of business: marketing, business law, economics & personal finance, accounting, international business, business management, and entrepreneurship. Through hands-on activities and projects in each business area, the students learn computer software and hardware in MS Office.

CYBER HIGH (ACHS, CIHS, FHS, HHS, OHS, PHS, PVHS, RMHS)

Cyber High is an on-line, electronic high school curriculum that prepares students for the new information age workplace through the use of Internet resources.

NEW CENTURY (CIHS, FHS, HHS, OHS, PHS, RMHS)

The New Century Integrated Instructional System consists of three distinct elements: assessment software, curriculum software, and management software. Assessment software generates the information needed to continuously individualize each student's program of instruction. Curriculum software includes all instructional content in the form of multimedia lessons. Management software links assessment and instruction and provides the means for both automatic and teacher-directed monitoring and adjustment of individual learning programs.

KCA - Glencoe Keyboarding with Computer Applications (ACHS, CIHS, HHS, OHS, PHS, RMHS)

EDUSOFT – Student testing and information software

EDUSOFT software is an interactive reporting, planning, and evaluation tool that brings student information together with assessment data. It is a relational database program that helps educators evaluate programs and curriculum, target at-risk students, fulfill reporting requirements, apply California standards, identify patterns in performance, examine/confirm the factors behind those patterns, calculate API, and much more.

NEW CENTURY MATH (CIHS, FHS, OHS)

Used on the computer by students, providing personalized practice for each student in math. Typical math problems are used.

ACCELERATED MATH (ACHS, PHS)

The teacher has one computer with the program loaded, and a scanner connected to the computer. The teacher determines which objectives are to be worked on, and the program then generates a practice sheet of problems for students to work on. Students scan their work, and then a new sheet of appropriate problems is generated for students.

ST MATH (CIHS)

Used on the computer by students. The focus is on developing spatial/temporal reasoning and building intuitive understanding based on pictorial representations prior to introducing language and symbolic notation.

GEOMETER'S SKETCHPAD (CIHS, HHS, OHS)

This program is used on the computer by students or teachers to do demonstrations. It is an interactive program that enables students to test hypotheses in a dynamic geometry environment, or for teachers to do dynamic demonstrations of geometric principles. The graphing capability lends itself also to Algebra 1 and 2 classes, to pre-calculus and calculus classes.

FATHOM (CIHS, HHS, OHS)

This program is used on the computer by students or teachers to do demonstrations. It is an interactive program that enables students to test hypotheses in a dynamic statistics environment, or for teachers to do dynamic demonstrations of statistical principles. The graphing capability lends itself also to Algebra 1 and 2 classes, to Pre-Calculus and Calculus classes.

**BRADFORD ALGEBRA/BRADFORD PRE-ALGEBRA/BRADFORD
GEOMETRY/BRADFORD PROBABILITY AND STATISTICS (CIHS, HHS, OHS)**

These programs are used on the computer by the students. All of these programs are published by the Bradford Software Company and provide a sequenced path of activities for students as they progress through the specific course. Lessons are not individualized, but a lot of extra practice is available for teachers to use.

CARNEGIE LEARNING ALGEBRA TUTOR (HHS)

This program is used with a companion textbook to customize the work for every student. Math Blaster/Math Blaster Mystery/Algeblaster are examples of visually appealing games that reinforce and teach basic math, basic problem solving, and basic algebra skills respectively. It is used by students on the computer.

ALGEBRATOR (CIHS, HHS)

This program can be used by students on the computer or by teachers to generate additional practice sheets. The content covered is Algebra 1.

SINE/COSINE GRAPHER (CIHS)

This is a small program used by students on the computer or by teachers for demonstration purposes that helps students visualize the graphs of the sine and cosine functions, and how to do translations and transformations of those graphs.

GRAPHING IN PROBABILITY (CIHS)

This program is similar to Sine/Cosine Grapher, but with the focus on histograms, normal distributions, bivariate distributions and other such probabilistic graphs.

OREGON TRAIL/HOT DOG STAND/FACTORY DELUX (HHS, OHS)

These are “game” programs that students use on the computer to reinforce basic math skills relating to linear functions (Oregon Trail), and basic math computations (Hot Dog Stand and Factory Deluxe.)

WINGEOM/WINPLOT/WINSTATS (RMHS)

This is shareware available through the Phillips-Exeter Academy that again can be used by students on the computer, or by teachers in doing demonstrations, to explore geometry concepts, general graphing concepts, or statistical concepts. It is an interactive and dynamic tool that invites experimentation and hypothesis testing.

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

This technology plan directly supports the district's curricular goals as stated in the OUHSD Program Improvement Plan and each of the Single School Plans for Student Achievement. A summary of the curricular goals supported include:

- Improve English Learner English Language Arts proficiency
- Improve English Language Arts CAHSEE proficiency
- Improve English CST scores for all students
- Improve English Learner mathematics proficiency
- Improve mathematics CAHSEE proficiency
- Improve Math CST scores for all students
- Improve English Learner social science proficiency
- Improve social science proficiency
- Improve English Learner science proficiency
- Improve science proficiency

This plan also supports the Board of Trustees' educational priorities which include:

- Improving student academic achievement
- Improving human resources and operations
- Improving facilities and fiscal operations

Additionally, this technology plan is aligned to the California State Content Standards and supports the site technology plans, the district curriculum frameworks, and the Single School Plans for Student Achievement. This plan is reviewed annually by the Educational Technology Committee with input from the Site Technology Committees.

To complete our vision we also propose the following goals:

- All teachers will continue to receive comprehensive professional development and the support necessary to help students use technology to master the curriculum.
- Teachers will incorporate their technology skills development into their own Teacher Assessment and Support Program (TASP), an evaluation model based on the California Standards for the Teaching Profession. These learning plans are developed annually by each teacher with a focus on what he/she can best do to improve student learning in the classroom.
- Courseware, interactive web-based programs, and internet resources related to the curriculum will be available to all students and teachers in all instructional areas at all times and in selected areas before and after school hours.
- All students and teachers will have increased access to computers for educational use before, during, and after school hours.

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

This section of our plan is described in its desired state. However, due to the current economic reality, the plan may not be implemented in its entirety, or as quickly as projected.

The acquisition and implementation of technology tools throughout the curriculum and operations of OUHSD focuses entirely upon **increased student achievement**. Teachers will integrate technology into their daily lessons to enhance the learning process, design hands-on learning activities to develop technology literacy in students, and use technology tools to raise the level of expertise among all students in all curriculum areas. This process will enable more students to become proficient learners as measured by the California State Content Standards. Although all curricular areas will utilize and benefit from enhanced technology, particular emphasis will be given to Mathematics and English/Language Arts so that an increased percentage of students will score as Proficient or Advanced on standards based tests.

All schools within OUHSD currently develop an elaborate and comprehensive school site plan referred to as “The Single School Plan for Student Achievement.” The plan has many goals with priority given to increased student achievement. The curricular goals contained within this plan are the overarching curricular goals of OUHSD.

Goal 3.d.1: Students will improve their proficiency levels in the CAHSEE exam
Objective 3.d.1.1: By June, 2013, 89% of all 10 th grade students will score as proficient or advanced on the English/Language Arts portion of the CAHSEE exam.
Benchmark Year 1: By June, 2011, 67% of all 10 th grade students will score as proficient or advanced on the English/Language Arts portion of the CAHSEE exam.
Benchmark Year 2: By June, 2012, 78% of all 10 th grade students will score as proficient or advanced on the English/Language Arts portion of the CAHSEE exam.
Benchmark Year 3: By June, 2013, 89% of all 10 th grade students will score as proficient or advanced on the English/Language Arts portion of the CAHSEE exam.

Objective 3.d.1.2: By June, 2013, 89% of all 10 th grade students will score as proficient or advanced on the Mathematics portion of the CAHSEE exam.
Benchmark Year 1: By June, 2011, 67% of all 10 th grade students will score as proficient or advanced on the Mathematics portion of the CAHSEE exam.

Benchmark Year 2: By June, 2012, 78% of all 10th grade students will score as proficient or advanced on the Mathematics portion of the CAHSEE exam.

Benchmark Year 3: By June, 2013, 89% of all 10th grade students will score as proficient or advanced on the Mathematics portion of the CAHSEE exam.

Goal 3.d.2: Students will improve their proficiency levels on the CST exams.

Objective 3.d.2.1: By June, 2013, 89% of all 10th grade students will score as proficient or advanced on the CST World History exam.

Benchmark Year 1: By June, 2011, 67% of all 10th grade students will score as proficient or advanced on the CST World History exam.

Benchmark Year 2: By June, 2012, 78% of all 10th grade students will score as proficient or advanced on the CST World History exam.

Benchmark Year 3: By June, 2013, 89% of all 10th grade students will score as proficient or advanced on the CST World History exam.

Objective 3.d.2.2: By June, 2013, 89% of all 10th grade students will score as proficient or advanced on the CST Life Science exam.

Benchmark Year 1: By June, 2011, 67% of all 10th grade students will score as proficient or advanced on the CST Life Science exam.

Benchmark Year 2: By June, 2012, 78% of all 10th grade students will score as proficient or advanced on the CST Life Science exam.

Benchmark Year 3: By June, 2013, 89% of all 10th grade students will score as proficient or advanced on the CST Life Science exam.

Implementation Plan: Although all four of the above listed subjects need improved student achievement, focus for the first year will be on English/Language Arts and mathematics. Current research supports that students in technology rich environments experience increased achievement in preschool through higher education. As classrooms are being equipped with an improved, common level of technology, students will be exposed and become familiar with these educational technologies. With this influx of educational technology coupled with the professional development made available to the instructional staff, an increase in the effective use of technology for instruction, evaluation, and student use will ensue.

Just as today's students have become absorbed with text messaging, social networks, digital audio and video, and the Internet, they will also become significantly more involved in the educational process as they begin to utilize and become absorbed with digital presentation systems, document cameras, interactive white boards, computer-based scientific experiments, design software, and digital textbooks and literature. The traditional classroom struggles to

compete with the technology realities available to the students outside of the school setting. Once they become significantly more active participants in the educational process, student achievement will increase.

Professional development for instructional staff to develop proficiency in the new educational technologies made available will be an important aspect of this implementation plan. Training the teachers to become trainers of students is paramount. Better student preparation for the real world after high school is the result. OUHSD students will become high achievers resulting from a technology rich educational environment, plus become proficient users of newly developing technologies. Professional development will be available all year long, as noted in section 4, but will be concentrated during the fall semesters to most quickly and effectively develop technology proficient teachers. Once the teachers are technology proficient and their classrooms are equipped with the new educational technology, student achievement resulting from hands-on instruction will show a steady rise as noted in the research.

Monitoring and Evaluation: Monitoring and evaluation will be done by classroom teachers, site administrators, technology coaches, professional development trainers, the Director of Information Technology Services and the Assistant Superintendent for Educational Services as appropriate. Evaluation data to be collected includes:

- Scores from state mandated testing such as CST and CAHSEE
- Professional development technology portfolios
- Professional development attendance logs
- Teacher created assessments
- District assessments
- Student projects

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

At the conclusion of the stakeholders’ meetings, the technology skills and information literacy skills needed by the students to succeed in the classroom and the workplace became very clear (Appendix A – Stakeholder Responses #1). In addition to those skills listed in the Stakeholder Responses, the OUHSD will follow the technology guidelines established by the International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS) (Appendix D). The technology standards within NETS will be used by teachers across the curriculum to develop instructional strategies and project based learning programs to facilitate the students’ educational and technological growth. The NETS document will be distributed district wide and teachers will be encouraged to have it posted in all classrooms.

An additional source of technology standards for students is contained within the California Content Standards which identifies technology and information literacy skills throughout the framework. These standards will also provide the teachers with a guideline for designing lessons that will allow students to achieve success in learning, communication, information literacy skills, and life skills.

Almost all students graduating from the OUHSD schools move on to a two or four year college or university, the military, or enter the work force. Objective #1 addresses technology skills common to all three fields.

Goal 3.e.1: Students will acquire technology and information literacy skills that will allow them to succeed in the classroom and the workplace.
Objective 3.e.1.1: By June, 2013, 95 % of all graduating students will acquire and demonstrate age appropriate technology skills as established by NETS for students.
Benchmark Year 1: By June, 2011, 75 % of all graduating students will acquire and demonstrate age appropriate technology skills as established by NETS for students.
Benchmark Year 2: By June, 2012, 85 % of all graduation students will acquire and demonstrate age appropriate technology skills as established by NETS for students.
Benchmark Year 3: By June, 2013, 95 % of all graduating students will acquire and demonstrate age appropriate technology skills as established by NETS for students.

Objective 3.e.1.2: By June, 2013, 95% of college bound students will acquire technology and information literacy skills that will enable them to attain success at the college level.

Benchmark Year 1: By June, 2011, 80% of college bound students will acquire technology and information literacy skills that will enable them to attain success at the college level.

Benchmark Year 2: By June, 2012, 90% of college bound students will acquire technology and information literacy skills that will enable them to attain success at the college level.

Benchmark Year 3: By June, 2013, 95% of college bound students will acquire technology and information literacy skills that will enable them to attain success at the college level.

Objective 3.e.1.3: By June, 2013, 95% of military bound students will acquire technology and information literacy skills that will enable them to attain success in their branch of service.

Benchmark Year 1: By June, 2011, 80% of military bound students will acquire technology and information literacy skills that will enable them to attain success in their branch of service.

Benchmark Year 2: By June, 2012, 90% of military bound students will acquire technology and information literacy skills that will enable them to attain success in their branch of service.

Benchmark Year 3: By June, 2013, 95% of military bound students will acquire technology and information literacy skills that will enable them to attain success in their branch of service.

Objective 3.e.1.4: By June, 2013, 95% of work bound students will acquire technology and information literacy skills that will enable them to attain success in their business or career path.

Benchmark Year 1: By June, 2011, 80% of work bound students will acquire technology and information literacy skills that will enable them to attain success in their business or career path.

Benchmark Year 2: By June, 2012, 90% of work bound students will acquire technology and information literacy skills that will enable them to attain success in their business or career path.

Benchmark Year 3: By June, 2013, 95% of work bound students will acquire technology and information literacy skills that will enable them to attain success in their business or career path.

Implementation Plan: As described in the district profile, OUHSD is host to a diverse group of students. Family backgrounds range from single-parent welfare homes to agricultural workers to military families to wealthy, highly-educated parents. The path each student embarks upon after graduation is equally diverse, but it is the responsibility of OUHSD to best prepare every student for life after high school. Therefore, the goal is that “all students will acquire technology and information literacy skills that will allow them to succeed in the classroom and the workplace.” Regardless of whether they enter a four-year university, enlist in the military, or enter the workforce, our students will be technologically prepared.

As noted in the narrative for section 3d, all students will be given a hands-on education in the use of modern technologies. Ongoing technology instruction in all classes will be key to ensuring students are technology proficient when they leave OUHSD schools. It is fully understood that training the teachers comes first, followed by teachers training the students.

OUHSD students will acquire 21st Century technology and information literacy skills. These skills will be defined and measured according to National Educational Technology Standards (NETS) for students. Embedding technology skills into daily lesson plans will become the norm for instructional staff. Additionally, National Educational Technology Standards (NETS) for Teachers, and NETS for Administrators will be strongly encouraged by the district.

As students move toward mastery of NETS for students, they will acquire the following skills:

Beginning students will acquire skills in:

- general computer (open, close, save, scroll, retrieve a document, keyboarding)
- word processing (spacing, indenting, simple editing, basic formatting)
- multi-media (create and import a graphic; use draw & paint tools to create a timeline of people; and key events of an historical era)
- information literacy (engage in discussion about the use of technology in their daily lives; and learn strategies for researching and locating information)

Intermediate students will use acquired skills in:

- general computing and keyboarding
- word processing (create, format, edit, and revise sentences and paragraphs)
- multi-media (create and manipulate graphics; learn PowerPoint and prepare 2-4 slides which include charts and graphics; and organize a group presentation)
- information literacy (use digital resources to find information, prepare reports and presentations; identify accurate and misleading digital information; and create basic citations from technology information)

Proficient students will continue to build skills in:

- general computing and keyboarding
- word processing (create, format, edit, and revise sentences and paragraphs)
- multi-media (create and present a multi-media report; use digital camera, import a photo they have taken, modify it with the cropping tool, and export it into another document; learn to merge documents and graphics into one document; and learn podcasting)
- information literacy (use the library digital resources to gather information; develop intermediate search techniques, etiquette and safety; seek information from diverse sources, contexts and cultures to understand issues in an unbiased manner; frame a question to research, sort out relevant, factual information, draw sound conclusions; write an essay based on the research using proper citations)

Monitoring and Evaluation: Monitoring and evaluation will be done by the Assistant Superintendent for Educational Services, the Director of Information Technology Services, site administrators, technology coaches and the technology teacher on special assignment. Evaluation data to be collected will include:

- NETS assessments
- Classroom observations
- Ed Tech Profile reports
- Professional development technology portfolios
- Professional development attendance logs
- Teacher created assessments
- District assessments
- Student projects

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

OUHSD is fully aware of the need for students and staff to learn and understand the appropriate and ethical use of information technology in the classroom. With the almost unlimited amount of information available via the Internet it is of major importance that students and staff understand and follow the lawful uses of copyrighted works. They must also be able to distinguish between lawful and unlawful downloading of information, peer-to-peer file sharing, and plagiarism.

Goal 3.f.1: All students and staff will be knowledgeable of the appropriate and ethical use of information technology, copyrighted works, downloading, peer-to-peer sharing of files, and plagiarism.
Objective 1 of 2. All students and staff using computers and/or any form of information technology will have a completed Acceptable Use Policy on file at their school site.
Benchmark Year 1: By June, 2011, all students and staff using computers and/or any form of information technology will have a completed Acceptable Use Policy on file at their school site.
Benchmark Year 2: By June, 2012, all students and staff using computers and/or any form of information technology will have a completed Acceptable Use Policy on file at their school site.
Benchmark Year 3: By June, 2013, all students and staff using computers and/or any form of information technology will have a completed Acceptable Use Policy on file at their school site.

Implementation Plan: By the beginning of school in August, 2010, a committee composed of assistant principals for technology, technology coaches, and the district technology resource teacher, will draft an updated AUP. The AUP will be included in the beginning of school information packet that is distributed to all students and its return will be required and monitored by the classroom teacher. Having a completed AUP on file will be indicated on student data information available to all staff. Only students with a completed AUP on file will be permitted access to district computers and information technology.

Monitoring: The monitoring is ongoing and conducted by all certificated staff as appropriate – principals, assistant principals, classroom teachers, library/media center teachers, computer lab teachers.

Evaluation Instruments:

Signed AUP on file.

Objective 2 of 2. Students will be taught appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism.
Benchmark Year 1: By June, 2011, all students will be taught appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism.
Benchmark Year 2: By June, 2012, all students will be taught appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism.
Benchmark Year 3: By June, 2013, all students will be taught appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism.

Implementation Plan: A committee composed of assistant principals for technology, technology coaches, and the district technology resource teacher, will develop a training program for copyright law as it pertains to education and instruction. This program will include components for teaching appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism. The training for teachers will include instruction in the appropriate forms of citations plus resources to assist staff and students in doing so. This training will be conducted at the beginning of academic year 2010/2011, with a follow-up training each year for new hires. Updated information will be distributed to previously trained teachers.

Students will be instructed by classroom teachers in the requirements contained within the AUP, plus be taught appropriate methods of distinguishing lawful and unlawful downloading and peer-to-peer file sharing as well as copyright laws pertaining to plagiarism.

Monitoring: Monitoring will be conducted by site administration, workshop trainers and classroom teachers as appropriate.

Evaluation Instruments:

- Sign-in sheets
- Training materials
- Teacher lesson plans
- Student artifacts
- Assembly logs
- Professional development logs and agendas

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

Students today have significantly greater access to the Internet than past students. Therefore, the need for understanding Internet safety has grown paramount. Students must know how to protect their identity online and how to avoid predators. They must understand cyber-bullying and the importance of not participating in these practices. Students will be educated in the safety aspects of social networks such as Facebook, MySpace, YouTube, and Twitter.

Goal 3.g.1: All OUHSD students will be trained and provided the skills necessary to protect their online privacy, to avoid online predators, and to avoid Internet sites that contain inappropriate content.

Objective 1 of 1: Students will receive instruction to develop the skills necessary to protect their online privacy, to avoid online predators, and to avoid Internet sites that contain inappropriate content. Staff will receive training in the safe use of social networks.
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Benchmark Year 1: By June, 2011, all students will receive instruction to develop the skills necessary to protect their online privacy, to avoid online predators, and to avoid Internet sites that contain inappropriate content. Staff will receive training in the safe use of social networks.

Benchmark Year 2: By June, 2012, all students will receive instruction to develop the skills necessary to protect their online privacy, to avoid online predators, and to avoid Internet sites that contain inappropriate content. Staff will receive training in the safe use of social networks.

Benchmark Year 3: By June, 2013, all students will receive instruction to develop the skills necessary to protect their online privacy, to avoid online predators, and to avoid Internet sites that contain inappropriate content. Staff will receive training in the safe use of social networks.

Implementation Plan: Extensive information on Internet safety exists on websites created by CTAP Region 4. Again, a committee formed of assistant principals of technology, technology coaches, and the district resource teacher for technology will create an internet safety training program for the teachers which will include a series of daily lesson plans on the various aspects of Internet safety. This workshop will be presented to all district certificated staff during the beginning of academic year 2010/2011. Teachers will then use the lesson plans to give instruction to their students during the first half of the fall semester of academic year 2010/2011.

Monitoring: Monitoring is by site administration, workshop trainers and classroom teachers as appropriate.

Evaluation Instruments:

Sign-in sheets
Training materials
Teacher lesson plans
Student artifacts
Assembly logs
Professional development logs and agendas

3h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

OUHSD ensures equal and appropriate access to all students. Assistive technologies will be purchased to meet the needs of special population students as outlined in their Individual Education Plans. Assistive technology (AT) is addressed at all IEP meetings. Currently, as a Title I District, all students have access to a variety of resources in technology. However, OUHSD will continue to improve in monitoring the utilization of the resources by our special populations.

The district will maintain a minimum of a 4:1 student to computer ratio while moving toward a 3:1 ratio. The district will maintain the level of technology access necessary to fulfill the curricular and life skills needs of our special populations while ensuring equal access to all students. The district is ADA compliant and ensures equitable and fair access to all of its students and staff.

The district’s goal is to provide access to all students in all classes at all times. The district is also committed to providing any additional assistive technologies for students with special needs. The district is meeting these goals. A technology access summary follows:

Current Access Summary:

All instructional areas including classrooms, the Library Media Center, and PE areas have access to Internet connected computers. Specialized technology and computers are already in place that meet the needs of visual, hearing, and motor-impaired students. Funding is available to meet future specialized needs based on student IEPs.

Population	Access
Teachers	All classrooms have one teacher accessible computer that has access to i-CUE, Internet, faculty & student servers, and Library Media Center resources.
General Student Body	All classrooms have at least one student accessible computer that has access to the Internet, student server, Library Media Center resources and some appropriate special programs such as: CyberHigh, New Century and Plato Software.
ELD/EIA/LEP	Technology access in classrooms and computer labs in some schools.
Title 1	Technology access in classrooms and computer labs in some schools.
SDC	Multiple computers in each SDC classroom which can access the Internet, student server and provide assistive technologies such as touch screens, voice input/output, monitors for visually impaired and specialized software packages to meet the students needs of and to comply with the student’s IEP.
GATE/AP	Access in regular classrooms and a few computers purchased specifically for GATE students.

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

OUHSD has determined that educational planning and decisions will be data driven. To that end, in addition to the existing student information data system (SchoolMax), the district has instituted quarterly Benchmark Assessments, along with the implementation of the Edusoft Assessment Management System and Report Max. Edusoft is a Web based application that disaggregates testing information, including the STAR, CAHSEE and District Benchmark Assessments. ReportMax is a web based application that provides student progress and skill level in reading, language arts, and math. The staff uses i-CUE and i-Grade to maintain student attendance, grades, and assignment information. These programs are integrated with the i-Parent web site. The instructional staff, with the help of the school site data teams, will utilize the data garnered from these sources to plan specific learning reinforcement activities to meet individual academic needs.

Goal 3.i.1: All teachers will keep their records in a form to enable data driven educational planning and decision making.		
Objective 3.i.1.1: All teachers will use i-CUE and i-Grade for attendance and grade record keeping.		
Year 1 Benchmark: By June of 2011, 75% of the teachers will use i-CUE for attendance and at least 60% will use i-Grade for grading.		
Year 2 Benchmark: By June of 2012, 85% of the teachers will use i-CUE for attendance and at least 80% will use i-Grade for grading.		
Year 3 Benchmark: By June of 2013, 95% of the teachers will use i-CUE for attendance and at least 100% will use i-Grade for grading.		
Evaluation Instrument(s): Data To Be Collected & Analysis Process	Schedule for Collection and Evaluation	Person(s) Responsible
Evaluate usage data from school student information software (SchoolMax, i-Cue, i-Grade)	ongoing	Director of Information Technology Services

Goal 3.i.2: Site departments will evaluate all available student data to plan for the coming year.		
Objective 3.i.2.1: By June of 2013, all core site departments, along with the site data team, will be using a quarterly meeting to review student assessment data from Edusoft and Report Max to create an action plan for the coming school year that meets identified needs.		
Year 1 Benchmark: By October yearly, 100% of the core department chairs will complete a department action plan that meets identified common needs in their core subject areas. By November 2011, 60% of the teachers will produce a written action plan that meets the identified needs in their core classes.		
Year 2 Benchmark: By October yearly, 100% of the core department chairs will complete a department action plan that meets identified common needs in their core subject areas. By November 2012, 80% of the teachers will produce a written action plan that meets the identified needs in their core classes.		
Year 3 Benchmark: By October yearly, 100% of the core department chairs will complete a department action plan that meets identified common needs in their core subject areas. By November 2013, 100% of the teachers will produce a written action plan that meets the identified needs in their core classes.		
Evaluation Instrument(s): Data To Be Collected & Analysis Process	Schedule for Collection and Evaluation	Person(s) Responsible
Attendance list from student assessment meetings	Quarterly	Site Data Team
Department Action Plan	Quarterly	Principal
Teacher Action Plans	Quarterly	Principal

Efficient access to student data is cited as a critical need by all stakeholder groups. District staff is aware of the weaknesses of the current version of School Max, Report Max, and Edusoft. Funding issues preclude the district from replacing the current student information system software. It is however, the highest priority once funds are available.

Implementation Plan: Regardless of the student information system ultimately in use, OUHSD will provide all necessary professional development to fully implement these goals and objectives. The focus of year one will be to provide professional development to all core classroom teachers and site administrators. During years 2 and 3 the remainder of the instructional staff, both certificated and classified, will receive the training. District administration will be included in the training as early as scheduling and facilities permit. It is important that all personnel involved in record keeping and student assessment are fully trained

in the use of the software and procedures. Training sessions will be coordinated by the Educational Services Office and will be presented both district-wide and at the sites.

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

The district website, www.ouhsd.k12.ca.us, contains general district information and links to all district schools' web sites. The district assists site personnel in the development and maintenance of school web sites to convey current and accurate information to parents and the community. Components of each web site will include site activity calendars, general school information, and staff contact information. All teachers, administrators, and most classified employees, have a district email account. All classrooms have telephones and most have voice mail. All comprehensive sites have automated phone dialing systems for attendance or other school information. Additionally, most sites maintain a Homework Hotline for the benefit of students and parents. Future plans call for individualized teacher websites.

Parents have access to school email information and telephone extensions through their school web site. The web based program (i-Parent), allows parents to view attendance, grades, graduation requirements, academic progress and testing data. The parents are encouraged to join a school site listserv to receive the Parent & Faculty School Newsletter, e-mail, Friday Updates, and other forms of communication

Goal 3.j.1: Communication between parents and the school will be increased and enhanced.		
Objective 3.j.1.1: Teachers will use i-Grade for inputting grades and i-Cue for inputting student attendance which will allow parents to use i-Parent to monitor the grades and attendance of their children using a home computer.		
Year 1 Benchmark: At least 90% of the teachers will use i-Grade for inputting grades and i-Cue for inputting student attendance which will allow parents to use i-Parent to monitor the grades and attendance of their children using a home computer.		
Year 2 Benchmark: ongoing		
Year 3 Benchmark: ongoing		
Evaluation Instrument(s):Data To Be Collected & Analysis Process	Schedule for Collection and Evaluation	Person(s) Responsible

Analyze i-parent user records Email log Phone log	quarterly	Director of Information Technology Services
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Implementation Plan: Professional development in iCue and iGrade for certificated and classified employees will be provided by the Educational Services Office as described in the implementation plans for section 3i and 4b. Training in iParent for parents will be presented on an ongoing basis at all sites throughout the district including the district office and adult education facilities. Additional parent training will be offered on how to access school websites and email correspondence with the teachers. Email addresses will be collected on a site basis for the various listserves provided by the sites and district office. Additionally, OUHSD will either attempt to or continue to provide computer and internet access for parents who are unable to do so on their own.

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The Monitoring and Evaluation process is embedded within each curricular goal as stated above. Additional monitoring and evaluation information is contained within the tables located in sections 5 and 6. Please refer to column headings: **Person Responsible, Monitoring & Evaluation Activities, Supervisor, Supervisor Initials and Dates the Completion**

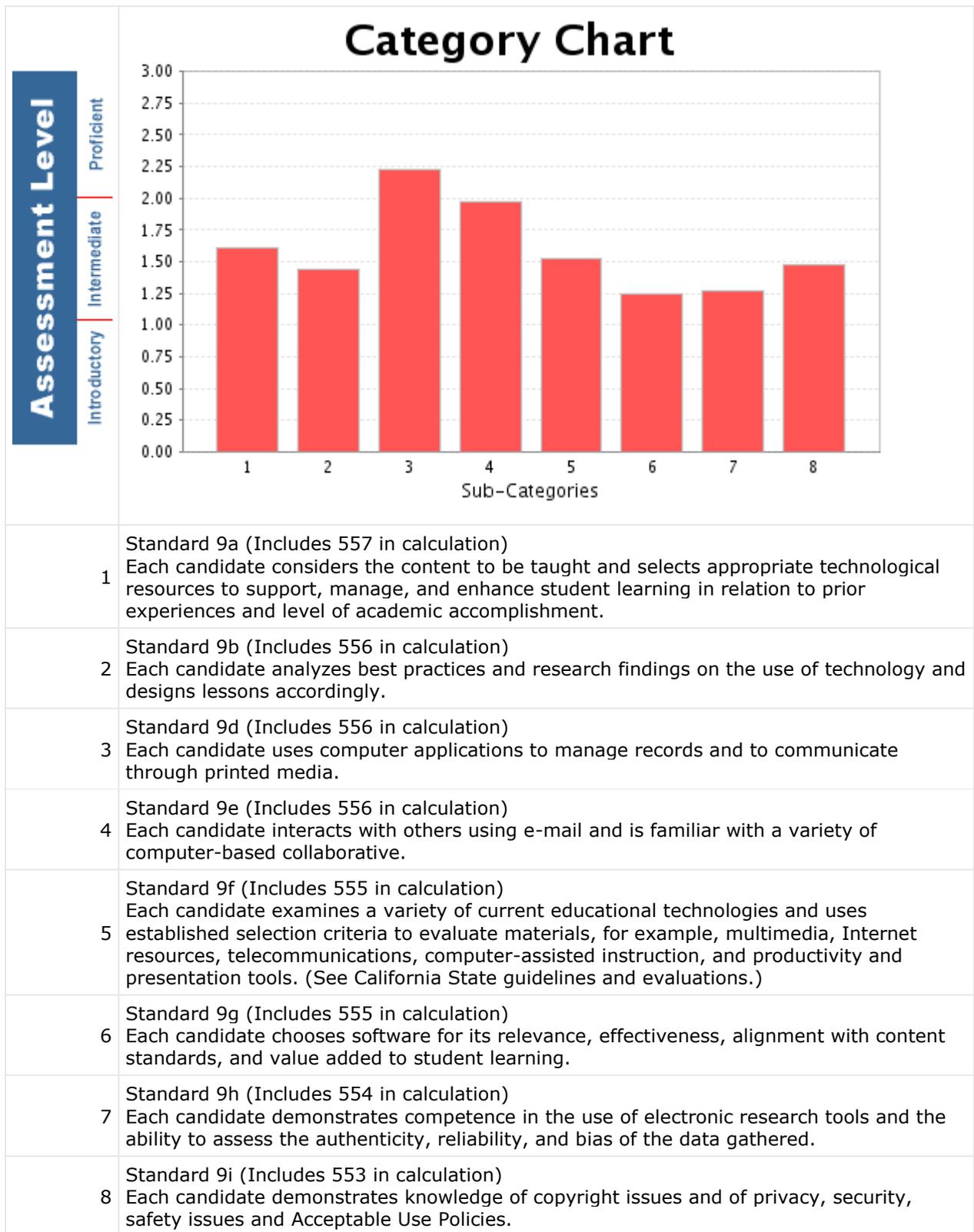
4. PROFESSIONAL DEVELOPMENT

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

Professional development training is critical to our goal of the successful integration of technology into the learning environment. The Oxnard Union High School District recognizes this and will continue to create staff development opportunities to ensure that all staff can effectively use technology in the schools. The key to implementing the effective use of technology is to help build awareness among all staff of the possibilities, capabilities, and advantages of using technology in the school setting. The district supports each individual school site's plan for staff development, based on the specific needs at the site.

All certificated staff members, including administrators, participate in the self assessment of technology skills as measured by Ed Tech Profile. This information is updated annually and the most recent data is presented below. Additionally, OUHSD has requested that all administrators, directors, and classified staff identify their needs for professional development. Although beyond the requirements of the EETT Educational Technology Plan, OUHSD views this as a necessity for a comprehensive technology plan that integrates professional development throughout the entire district. These additional needs of professional development are also presented, in general, within this section. An example of these additional needs for professional development would be the request of an assistant superintendent who wants training from a "technology efficiency expert to improve work flow" within his division.

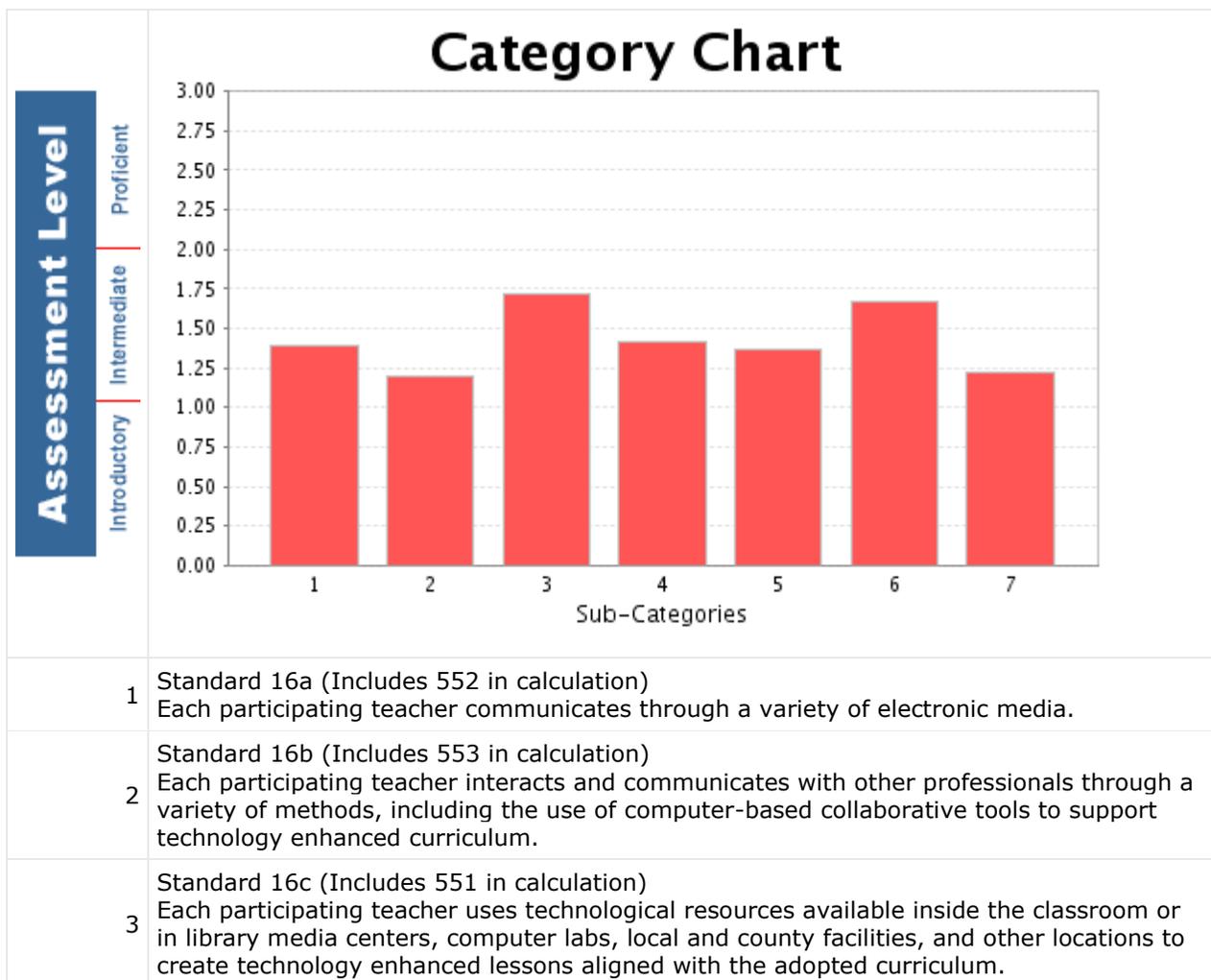
Based on the data available through the Ed Tech Profile, the Oxnard Union High School District administrators, teachers, and classified management rank intermediate to proficient in all Standard 9 categories with particular strengths in using the computer to manage records and in collaboration with colleagues. However, most staff members feel that their ability to choose appropriate software, use online research tools, and analyze best practices of technology are lacking. Most have asked for staff development in these areas.



Additionally, the strengths (Standard 9c and 9d) have been a target in the district for the last four years. For example, expectations of every teacher are to take role and keep grades on the computer where the data can be accessed by administration and parents. Each school has also evolved to a paper-less environment, wherever possible, to disseminate important information.

The areas showing a need for improvement most likely result from a lack of structured staff development, with trainings being small or not available. In response, the district has created technology coaches to be trainers and to identify professional development needs at each school site.

The Oxnard Union High School district’s staff members rank intermediate in all Standard 16 categories with strengths in using technology resources in the classroom and using computer applications to analyze data. However, many staff members feel a need to improve in making data-driven educational decisions resulting in a specific need for professional development in this area.



4	Standard 16d (Includes 551 in calculation) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5	Standard 16e (Includes 550 in calculation) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 550 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 549 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

The strengths in using technology in the classroom result from an improvement of technology available to classrooms, and the teachers' abilities to use these technologies. For example, many teachers have had their overhead projectors replaced with document cameras and LCD projectors allowing for an enhanced presentation of the academic lesson through the use of improved classroom technologies. Extensive training in Edusoft has shown teachers the value and ease of obtaining educational data; however, many teachers feel that the data they are accessing is incomplete and they are unsure of how to translate the conclusions into classroom instruction. To assist teachers in this regard, OUHSD conducts ongoing training in Professional Learning Communities to provide teachers a framework where they may ask questions and gain staff development within their school site and throughout the district.

A primary area for improvement is the interaction and communication with other professionals to support a technology enhanced curriculum. While most teachers are not involved with academic academies, those who teach within an academy are in communication with professionals in that area. Each academy has a committee of private and public professionals who look at the curriculum and goals to assess the effectiveness of the academy. Also, the Career Technical Education Department at each school meets with outside professionals on a yearly basis to review the curriculum.

4b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.

OUHSD will schedule or provide all necessary professional development to insure that instructional staff is fully prepared to integrate new and existing technology into all aspects of the instructional process. However, as has been previously mentioned, OUHSD wants a technology plan that goes beyond the educational services of the district. To this end, this plan will also encompass technology professional development aimed at the needs of the human resources and business divisions of the district.

A new position of technology teacher on special assignment, plus the tech coaches at each site, plus the professional development provided by vendors will be used in a coordinated effort to provide the professional development necessary to address the needs assessment, the curriculum component goals, benchmarks, and timeline, plus the professional development needs of the human resources and business divisions. All staff will be encouraged to maintain professional development logs.

<p>Goal 4.b.1: Instructional staff will be fully trained to integrate new and existing technology resources designed to enhance the instructional process and address curricular goals outlined in section 3d.</p>
<p>Objective 4.b.1.1: By June, 2013, 95% of the classroom teachers will be trained to integrate appropriate technology resources into their classroom lessons, i.e. Promethean Boards, document cameras, multimedia projectors and course specific hardware and software.</p>
<p>Benchmark Year 1: By June, 2011, 75% of the classroom teachers will be trained to integrate appropriate technology resources into their classroom lessons, i.e. Promethean Boards, document cameras, multimedia projectors and course specific hardware and software.</p>
<p>Benchmark Year 2: By June, 2012, 85% of the classroom teachers will be trained to integrate appropriate technology resources into their classroom lessons, i.e. Promethean Boards, document cameras, multimedia projectors and course specific hardware and software.</p>
<p>Benchmark Year 3: By June, 2013, 95% of the classroom teachers will be trained to integrate appropriate technology resources into their classroom lessons, i.e. Promethean Boards, document cameras, multimedia projectors and course specific hardware and software.</p>

Implementation Plan: Based on the data available from the Ed Tech Profile, plus a district developed self assessment survey, OUHSD will develop, schedule and present district wide and

site specific technology trainings designed to allow all teachers to become proficient in the use and integration of technology hardware and software into their daily instructional process. The focus of Year 1 will be English/Language Arts, math, and science. The trainings will be coordinated and presented by the technology teacher on special assignment, site technology coaches, CTAP certified Level II and Level III teachers, plus informal trainings on a collaborative basis. A common expectation of all classroom teachers, library-media teachers, and site administrators will be to become proficient in and able to demonstrate the use of all existing and newly acquired educational technology resources.

Monitoring: Monitoring will be done by principals, assistant principals, the Director of ITS, and the Assistant Superintendent of Instructional Services as deemed appropriate. Progress will be measured by teacher demonstrations during staff workshops and by observing teachers' use of targeted curricular areas in class during informal and formal observations.

Evaluation Instruments: technology training attendance logs, self-assessment pre and post surveys, technology portfolios, and observation reports.

Goal 4.b.2: All staff will have access to online professional learning resources, professional development opportunities, webinars, and course and job specific materials and training.
Objective 4.b.2.1: The OUHSD information technology services office will have on-line a complete electronic library of professional resources available to all personnel.
Benchmark Year 1: By June, 2011, the OUHSD professional development office will have on-line a complete electronic library of professional resources available to all personnel.
Benchmark Year 2: ongoing
Benchmark Year 3: ongoing

Implementation Plan: The Staff Development Office will complete and make available to all certificated and classified personnel a complete listing of all on-line professional learning resources, professional development opportunities, course and job specific materials and training. The initial listing will be made available during the fall of 2010. It will be updated on a continual basis, and information bulletins will be sent to all staff in both digital and print formats. Sites will develop incentives and attempt to set aside professional development time for staff to take advantage of these opportunities.

Monitoring: Monitoring will be done by site administrators, the Assistant Superintendent of Educational Services, and the Director of ITS. Progress will be measured by staff utilization of resources.

Evaluation Instruments: Evaluation instruments will include formal and informal questionnaires upon completion of trainings, staff professional development logs, participation in staff development activities, training logs.

Goal 4.b.3: Professional development for implementing technology resources, materials, and programs that align with the adopted textbooks will be provided to teachers in all core areas.
Objective 4.b.3.1: By June, 2013, 100% of the instructional staff will receive training to properly implement supplemental technology materials and programs aligned with the adopted textbooks.
Benchmark Year 1: By June, 2011, 80% of the instructional staff will receive training to properly implement supplemental technology materials and programs aligned with the adopted textbooks.
Benchmark Year 2: By June, 2012, 90% of the instructional staff will receive training to properly implement supplemental technology materials and programs aligned with the adopted textbooks.
Benchmark Year 1: By June, 2013, 100% of the instructional staff will receive training to properly implement supplemental technology materials and programs aligned with the adopted textbooks.

Implementation Plan: OUHSD considers this to be a significantly important goal. In addition to becoming proficient in the use of educational technology resources, it is very important that teachers become proficient in the use of supplemental technology materials and programs that align with the adopted textbooks. All publishers provide professional development trainings to teach the teachers how to best use these materials. In working with the vendors, the Resource Teachers and the Assistant Superintendent of Educational Services will schedule these professional development sessions in an organized, ongoing and repetitive manner so that all teachers will have multiple opportunities to attend such trainings. Additionally, the Assistant Superintendent of Educational Services, department chairs, and textbook clerks will make certain that all teachers have received all supplemental materials for the textbooks they are using.

Monitoring: Monitoring will be done by site administration, the, the technology teacher on special assignment, and possibly department chairs. In this case monitoring is simply to promote and log training participation. Formal and informal classroom observations will note the use of supplemental materials, and teacher collaboration will promote the use of these materials.

Evaluation Instruments: Evaluation instruments will include training session attendance sheets, classroom observations, and staff professional development logs.

Goal 4.b.4: Training to retrieve and interpret state and district student data to better tailor student instruction will be available to all certificated and instructional personnel
Objective 4.b.4.1: By June, 2011, 100% of OUHSD core teachers and site administrators will be trained on accessing and utilizing student data programs available to our district.
Benchmark Year 1: By June, 2011, 100% of the core teachers and site administrators will be trained on accessing and utilizing student data programs available to our district.
Benchmark Year 2: Ongoing.
Benchmark Year 3: Ongoing.

Implementation Plan: Again, OUHSD considers this to be an important goal. The focus of Year 1 will be to provide this professional development to all core classroom teachers and site administrators. During Years 2 and 3 the remainder of the instructional staff, both certificated and classified, will receive the training. It is also important for all site administrators to become proficient so they will have the ability to instruct newly hired staff, personnel who may have missed the initial training, and provide follow-up training as necessary. Training sessions will be coordinated by the Educational Services Office and will be presented both district-wide and at the sites.

Monitoring: Monitoring will be done by site administration, technology coaches, and the technology teacher on special assignment.

Evaluation Instruments: Evaluation instruments will be training attendance logs, formal and informal observations, and staff professional development logs.

4c. 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.

The process for monitoring the professional development activities, plus the evaluation instruments to be used, immediately follows each set of goals, objectives, benchmarks and implementation plans.

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

5a. 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.

OUHSD, as funding permits, is committed to providing and supporting state-of-the-art educational technology throughout the district. This effort is a district priority and continues to grow and be updated. Technology currently in place that will be used to support the Curriculum and Professional Development plans includes:

Infrastructure and Internet Access

- The district installed and maintains a district-wide computer network that includes servers and a local area network on each campus, plus a wide area network that connects the schools to the district and the internet.
- All classrooms are wired for access to the district's wide area network. This network provides access to the Internet as well as to selected resources in the schools' Library Media Centers. Internet access is provided via Verizon TLS Gigabit point to point connections. All campuses are connected directly to the district office, which in turn is connected to the Ventura County Schools Office which serves as our ISP. The local area network at each campus is fully switched with a fiber optic backbone (10 Gigabit or 1 Gigabit or 100MB) connecting the main switch to secondary switches in each wing. Copper 1 Gigabit or 100MB wiring connects each classroom and instructional area to the secondary switches.
- The district's wide area network is protected by a firewall and all Internet access to staff and students is filtered.

Hardware, software, and electronic learning resources

- All district classrooms are well equipped with computers, printers, and various peripherals appropriate for the specific content areas of the classrooms. Additionally, all campuses have Library Media Centers well equipped with student accessible computers plus a teaching station connected to a video projection system to facilitate the teaching process.
- Every classroom and instructional area is equipped with at least one multimedia computer, VCR/DVD, and large screen monitor or projector. Resources on each work station include Internet access, the Library's Internet Resource Page, online databases and CD-ROMs, Microsoft Office Professional, antivirus software, and security software.

- The electronic learning resources, course specific software and common software currently available throughout the district are detailed in section 3b.

The following two tables reflect the current inventories of computers and network hardware at the sites.

Computers by location

School	Total Computers	Classroom Location	Lab Location	Library Location	Other Location
ACHS	436	232	221	31	19
CIHS	603	261	298	55	56
FHS	100	79	37	8	11
HHS	412	233	183	40	23
OHS	491	275	253	29	1
OAS	140	38	114	0	13
PHS	884	383	397	66	105
RMHS	427	218	174	41	61
DO	245	0	0	0	245
Totals	4,200	1,719	1,677	270	534

Network hardware, existing and needed, by location

School	Server 2003	Switch		Server Needed	Switch Needed	
		Layer 2	Layer 3		Layer 2	Layer 3
ACHS	7	11	1	3	25	2
CIHS	8	13	1	3	25	2
FHS	5	4	1	1	8	2
HHS	9	10	2	3	20	2
OHS	9	13	1	3	25	2
OAS	6			3		
PHS	8	34	1	3	34	2
RMHS	7	3	1	3	25	2
District	45	39	3	45	40	4
Totals	104			67		

Technical Support:

Technical support currently provided by the district includes:

- District-wide installation and maintenance of the local and wide area networks.
- A fully switched local area network at each campus that supports an Internet connection to each classroom and instructional area.

- Support to all school webmasters.
- A firewall protected, filtered, wide area network that connects all schools and provides access to the Internet, email and instructional web based.
- An Educational Technology Resource Teacher who supports the special programs, educational technology resources, and curriculum.
- A district training facility consisting of 27 networked multimedia computers designed to support staff development efforts.
- Secure data storage for all students and faculty.
- Distance learning programs such as Cyber High, Internet PASS and APEX.
- Internet connected computers where students, staff and the public can obtain information about the district, schools, and curriculum frameworks.
- Internet connected computers available for parents to obtain information about their child's attendance and academic performance.
- Internet connected computers to provide information regarding human resources functions including job postings and applications.

Based on current funding projections, the district will provide the technical support necessary to accomplish the educational and instructional goals and objectives as outlined in this plan. This support will be provided continuously for the three year duration of the plan.

The district provides and funds the following ongoing technical support:

- Connectivity to the Wide Area Network and Internet
- Student services (SchoolMax), Edusoft, WEB, email, DNS and DHCP servers
- Internet firewall and security
- Internet filtering
- Technical support and management of all campus's local area networks
- District-wide technical staff development training
- Diagnostic tools and software
- Technical support for all campus courseware, servers, printers, scanners, workstations and software.

The district supports the following positions to provide this ongoing technical support:

- 1 Director of Information Technology Services
- 1 Director's Secretary
- 1 Database Administrator
- 1 Programmer and Database Analyst
- 1 Web and Multimedia Coordinator
- 1 Technology Teacher On Special Assignment
- 2 Network Administrators
- 4 PC Support Technicians
- 2 Part Time PC Support Technicians
- 4 Helpdesk Interns – part-time

The computer/hardware technicians provide computer support to schools. Teachers, administrators and staff can request repair or installation work through the online problem/request system or by calling the help desk. The Wide-Area Network administrators

maintain the network infrastructure between and within the schools. They also maintain the servers, internet filters and firewalls.

5b. 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.

- Oxnard Union High School District has determined that it requires a modernization upgrade of its technology infrastructure for voice, video, and data communications. Part of the upgrade plan requires re-wiring classrooms, upgrading switches and installing WIFI Access Points so that all sites have wireless capabilities.
- The following spreadsheet presents a summary of the district's and the sites' technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components by the end of the three year timeframe of this plan.
- The current level of technical support is sufficient. However, should additional funding become available then this topic will be revisited.
- Please note that the district has extended the scope of this plan beyond the requirements of CDE. The technology needs and requirements of the district's business division and the human resources division were included within this plan in addition to the needs of educational services.

The ***Technology Needs, Acquisition and Evaluation*** table on the following several pages addresses the remainder of 5b plus much of 5c and 5d.

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
		DISTRICT-WIDE IMPLEMENTATION - DISTRICT (D) or SITE (S) FUNDED														
	D	INFORMATION TECHNOLOGY														
5.c. 3	D	WIFI Access Point		x				x	x	x	x	E-Rate, General Fund.	Network Administrator and Sr. System Administrator	Monthly Monitoring	Director of Information Technology Services	
5.c. 3	D	VOIP Telephony		x			x	x	x			Erate, General Fund & Various Grant Funds.	Network Administrator, Sr. System Administrator & Helpdesk	Monthly Monitoring	Director of Information Technology Services	
5.c. 3	D	High Speed 10 Gigabit backbone		x			x	x	x	x	x	Erate, General Fund.	Network Administrator	Monthly Monitoring	Director of Information Technology Services	
5.c. 5	D	Window 7, Office Suite 2010 - Educational applications aligned with state and district standards software.				x	x	x	x	x	x	Microsoft Ed Tech Voucher Grant.	PC Support Technician	Monthly Monitoring	Director of Information Technology Services	
5.c. 6	D	Networking, Server, Telco Support		x			x	x	x	x	x	General Fund	Network Administrator and Sr. System Administrator	Monthly Monitoring	Director of Information Technology Services	
5.c. 6	D	User support areas, database, and programming					x	x	x	x	x	General Fund	Database Administrator, Programmer and Database Analyst	Monthly Monitoring	Director of Information Technology Services	
5.c. 3	D	Automated Attendant System				x	x	x				General Fund	Sr. System Administrator	Monthly Monitoring	Director of Information Technology Services	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c.3	D	Upgrade Exchange Email System for Staff and Faculty				x	x	x				General Fund, Various Grant Funds	Sr. System Administrator	Monthly Monitoring	Director of Information Technology Services	
5.c.3	D	Microsoft System Center Operations Manager 2007 R2			x	x	x					General Fund, Various Grant Funds	Sr. System Administrator	Weekly Monitoring	Director of Information Technology Services	
5.c.3	D	Microsoft System Center Configuration Manager 2007 R2			x	x	x	x				General Fund, Various Grant Funds	Sr. System Administrator	Monthly Monitoring	Director of Information Technology Services	
5.c.3	D	Outsourcing Services			x	x	x		x	x	x	General Fund, Various Grant Funds	Third Party Vendor	Monthly Monitoring	Director of Information Technology Services	
BUSINESS SERVICES																
5.c.7	D	Integrate OUHSD System with Financial Application at VCOE				x	x	x	x			General Fund	Database Administrator, Programmer Database Analyst and Sr. System Administrator	Monthly Monitoring	Assistant Superintendent of Business Services & Director of Information Technology Services	
5.c.7	D	Integrate Business Applications with Student Information System				x	x	x	x			General Fund	Database Administrator, Programmer Database Analyst and Sr. System Administrator	Monthly Monitoring	Assistant Superintendent of Business Services & Director of Information Technology Services	
EDUCATIONAL SERVICES																

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 4	D	Teacher on Special Assignment-(Technology) for Professional Development	x					x	x	x	x	Title 1 Grant Funds		Annual Evaluation	Director of Information Technology Services	
5.c. 4	D	Technology Coaches for Professional Development	x					x	x	x	x	Title 1 Grant Funds		Annual Evaluation	Director of Information Technology Services	
5.c. 7	D	Zone Integration Server application for synchronizing real-time data with applications to analyze data for student achievement				x	x	x	x			Title 1 Grant Funds.	Database Administrator, Programmer and Database Analyst & Sr. System Administrator	Annual Verification	Assistant Superintendent of Educational Services & Director of Information Technology Services	
5.c. 7	D	Comprehensive online portal (The portal is used to access shared workspaces, information stores and documents, as well as host defined applications for Business, Human Resources and Educational use.)				x	x	x	x			General Fund & Various Grant Funds.	Database Administrator, Programmer and Database Analyst & System Administrator	Monthly Monitoring	Assistant Superintendent of Educational Services & Director of Information Technology Services	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 7	D	New Student Information System (Online web based system)				x	x		x			General Fund, Various Grant Funds	Database Administrator & Programmer and Database Analyst	Monthly Monitoring	Assistant Superintendent of Educational Services & Director of Information Technology Services	
5.c. 7	D	Student Email System for Instructional Use				x	x	x	x			E-Rate, General Fund.	Vendor, Database Administrator, Programmer and Database Analyst & Sr. System Administrator	Monthly Monitoring	Assistant Superintendent of Educational Services & Director of Information Technology Services	
5.c. 7	D	Contract with a consultant for an analysis of work flow efficiency using technology.						x	x	x	x	General Fund	Consultant	Annual Monitoring	Assistant Superintendent of Educational Services & Director of Information Technology Services	
HUMAN RESOURCES																
5.c. 7	D	Upgrade HR Online Application System				x	x	x				General Fund	Programmer and Database Analyst & Director of Human Resources	Annually Monitoring	Assistant Superintendent of Human Resources	
5.c. 7	D	Evaluations for Classified and Certificated Online				x	x	x	x			General Fund	Programmer and Database Analyst & Director of Human Resources	Annually Monitoring	Assistant Superintendent of Human Resources	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 7	D	Online employment packet (certificated and classified)				x	x	x				General Fund	Programmer and Database Analyst, Web Coordinator & Director of Human Resources	Annually Monitoring	Assistant Superintendent of Human Resources	
5.c. 7	D	Contract with a consultant for an analysis of work flow efficiency using technology.						x	x	x	x	General Fund	Consultant	Annually Monitoring	Assistant Superintendent of Human Resources	
5.c. 7	D	Online Self Trainings (Point of Sales for Nutrition Services employees, Campus Supervisor, Training for Para Educators)				x	x	x	x			General Fund	Programmer and Database Analyst, Web Coordinator & Director of Human Resources	Annually Monitoring	Assistant Superintendent of Human Resources	
	S	SITE-SPECIFIC IMPLEMENTATION - SITE FUNDED														
	S	Adolfo Camarillo HS														
5.c. 1	S	WIFI Access Point		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for "Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x	x	Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Channel Islands HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for "Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x	x	Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Frontier HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for “Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x		Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Hueneme HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for “Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x		Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Oxnard HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for “Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x		Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Pacifica HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for "Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x		Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Rio Mesa HS																
5.c. 1	S	WIFI Access Point		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x		Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for "Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x	x	Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
Oxnard Adult School																
5.c. 1	S	WIFI Access Point		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator and Sr. System Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	Multiple network drops per classroom		x			x	x	x			Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 3	S	High speed 10 gigabit switches backbone		x			x	x	x	x	x	Site Allocation & Various Grant Funds	Network Administrator	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 2	S	Computer Desktop and Laptops			x		x	x	x	x	x	Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	

Goals, Objective & Benchmark	District or Site Funding?	Implementation	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	2009-2010	2010 - 2011	2011 - 2012	2012 - 2013	Budget Source	Person Responsible	Monitoring & Evaluation Activities	Supervisor	Supervisor Initials and Dates the Completion
5.c. 2	S	1:1 Net Books for students			x		x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Monthly Monitoring	Principal & Assistant Principal Technology	
5.c. 1	S	Provide for “Intelligent classrooms that include printers, LCD projectors, Interactive white boards, Interactive slates, Interactive votes, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.			x		x	x	x	x		Site Allocation & Various Grant Funds	Third Party Vendor, PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	
5.c. 5	S	Acquisition and implementation of instructional and course specific software				x	x	x	x	x		Site Allocation & Various Grant Funds	PC Support Technician	Annually Monitoring	Principal & Assistant Principal Technology	

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

The Oxnard Union High School District is dedicated to providing all the necessary hardware, software and technical support needed to support their educational goals community wide. To that end, here are the specific goals and benchmarks:

Goals	
5.c.1	OUHSD will provide classrooms with an intelligent classroom setup which includes a computer, a Promethean Interactive white board, an Interactive slate, Interactive Votes, a sound system, an LCD projector, a document camera and wireless access.
5.c.2	OUHSD will maintain a 3:1 student to computer ratio by replacing or upgrading computers as needed.
5.c.3	By June 2013, 85% of the district community will be able to get unified communications, video streaming and online educational textbook materials via the district's high speed wide area network and wireless access points.
5.c.4	OUHSD will provide software application training to staff and teachers.
5.c.5	OUHSD will have a complete inventory and catalog system for State Board approved or CLRN reviewed software that meets district's goals and needs.
5.c.6	OUHSD will provide the infrastructure and technical personnel to effectively and efficiently support all other goals.
5.c.7	OUHSD will provide technology hardware, software and services for all employees to improve the efficiency & effectiveness of their work.

Objectives	
5.c.1.1	OUHSD will provide Intelligent classrooms including: Classroom Computer Sound System LCD Projector Interactive White Board Interactive Slate Interactive Vote Document Camera Multimedia Presentation Cart
5.c.2.1	OUHSD will maintain a 3:1 student to computer ratio by replacing or upgrading computers as needed.
5.c.3.1	The OUHSD district community will be able to get unified communications, video streaming and online educational textbook materials via the district's high speed wide area network and wireless network.
5.c.4.1	OUHSD will provide software application training to staff and teachers.
5.c.5.1	OUHSD will have a complete inventory and catalog system for State Board approved or CLRN reviewed software that meets district's goals and needs.

5.c.6.1	OUHSD will provide the infrastructure and technical personnel to effectively and efficiently support all other goals.
5.c.7.1	OUHSD will provide technology hardware, software and services for all employees to improve the efficiency & effectiveness of their work.

Benchmarks	
5.c.1.1	By June 2011, 30% of the classrooms in the district will have the basic classroom set of equipment.
	By June 2012, 35% of the classrooms in the district will have the basic classroom set of equipment.
	By June 2013, 40% of the classrooms in the district will have the basic classroom set of equipment.
5.c.2.1	By June 2011, 30% of the district's computers will be replaced or upgraded on the current district five-year life cycle and maintain current student-to-computer ratio of 3:1(net book).
	By June 2012, 35% of the district's computers will be replaced or upgraded on the current district five-year life cycle and maintain current student-to-computer ratio of 2:1 (net book).
	By June 2013, 40% of the district's computers will be replaced or upgraded on the current district five-year life cycle and maintain current student-to-computer ratio of 1:1(net book).
5.c.3.1	By June 2011, 60% of the district community will be able to get unified communications, video streaming and online educational textbook materials via the district's high speed wide area network and wireless network.
	By June 2012, 70% of the district community will be able to get unified communications, video streaming and online educational textbook materials via the district's high speed wide area network and wireless network.
	By June 2013, 80% of the district community will be able to get unified communications, video streaming and online educational textbook materials via the district's high speed wide area network and wireless network.
5.c.4.1	By June 2011, 40% of the employees will be trained in various software applications.
	By June 2012, 50% of the employees will be trained in various software applications.
	By June 2011, 60% of the employees will be trained in various software applications.

5.c.5.1	By June 2011, 100% of the district will have a complete inventory and catalog system for State Board approved or CLRN reviewed software that meets district's goals and needs of students, teachers, administrators, and staff to support and improve teaching, learning and productivity.
5.c.6.1	By June 2011, 60% of the district will have the infrastructure and technical personnel to effectively and efficiently support all other goals.
	By June 2012, 70% of the district will have the infrastructure and technical personnel to effectively and efficiently support all other goals.
	By June 2013, 80% of the district will have the infrastructure and technical personnel to effectively and efficiently support all other goals.
5.c.7.1	By June 2011, 80% of the district will have the technology hardware, software and services for all employees to improve the efficiency & effectiveness of their work.
	By June 2012, 90% of the district will have the technology hardware, software and services for all employees to improve the efficiency & effectiveness of their work.
	By June 2013, 100% of the district will have the technology hardware, software and services for all employees to improve the efficiency & effectiveness of their work.

5d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

All benchmarks and the timeline are included in the preceding tables. The OUHSD Superintendent and the Director of Information Technology Services will oversee the implementation of district goals for technology access, professional development, and integration. Collecting and evaluating relevant data regarding the scope, sequence, and outcomes of the above goals will be conducted annually by the Education Services, Information Technology Services Support Team, and site administrators.

6. FUNDING AND BUDGET COMPONENT CRITERIA

6a. List established and potential funding sources.

The district has standardized their hardware and productivity software as much as possible. Most courseware is standardized throughout the district except where specialized needs require specific software and courseware. This has resulted in hardware and software cost savings and increased efficiency in staff development.

All software is purchased with an educational discount such as those available through the Microsoft Select and School Agreements. The district has also taken advantage of CalSAVE, CALNETII, California Wireless Contract, and Western States Contracting Alliance discounts when purchasing hardware and software. Extended warranties are purchased with all computers to ensure a longer life and reduced maintenance costs for the district.

At the district office, each department is responsible for providing hardware and software from department budgets. The district is responsible for the sites' administrative hardware and software acquisitions and for network connectivity. Sites are responsible for their classroom hardware and software acquisitions. The district provides hardware and software support.

Sites use their budgets and categorical funds to cover additional technology needs. The district receives E-rate and California Teleconnect funding for WAN circuits and phone system lines (voice and data). Our current funding sources are listed below:

Ag Incentive	General Fund
California Teleconnect Fund	Microsoft Ed Tech Voucher Program
Carl Perkins	Migrant Summer School
Drug Free Schools	Title I
EETT	Title III-Immigrant
EIA/LEP	Title III-LEP
E-Rate (discount = 85%)	Title V
Special Education	Tobacco Use & Prevention Education
Project Workability	Transportation
Transition Partnership Program	CTE Initiative (Res 6385)

The following positions at the district office actively seek grants: Assistant Superintendent, Business; Assistant Superintendent, Educational Services; Director of Information Technology Services; Director of Maintenance and Operations; Director of Staff Development; Director of Compensatory Education; and the Director of Special Education. These efforts are aided by the Ventura County Superintendent of Schools and the Ventura County CTAP office.

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

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
	DISTRICT-WIDE IMPLEMENTATION - DISTRICT (D) or SITE (S) FUNDED		Recurring Expense – “R”; Priority – “1”, “2”, “3”									
D	INFORMATION TECHNOLOGY SERVICES											
D	Infrastructure Upgrade for CIHS, PHS, HHS and OHS	1		x	x			6,991,096.04			E-Rate	
								1,747,774.01			General Fund	
D	VOIP & Cell Phones	R		x	x			200,000.00	220,000.00	242,000.00	General Fund	
D	ISP: Verizon and VCOE	R		x				212,520.00	233,772.00	257,149.20	General Fund	
D	CSM E-Rate Consulting	R					x	33,000.00	36,300.00	39,930.00	General Fund	
D	Window 7, Office Suite 2010 - Educational applications aligned with state and district standards software.	R				x		143,550.00	157,905.00	173,695.50	Microsoft Settlement Grant Funds.	
D	8e6 Tech Filter (Maintenance)	R					x	8,481.00	9,329.10	10,262.01	General Fund	
D	Advance Toolware,(Maintenance)	R				x		4,200.00	4,620.00	5,082.00	General Fund	
D	Symantec Ghost (Maintenance)	R				x		2,360.00	2,596.00	2,855.60	General Fund	
D	Celestix Firewall (Maintenance)	R					x	1,872.00	2,059.20	2,265.12	General Fund	
D	Fluke.Networks (Maintenance)	R					x	4,600.00	5,060.00	5,566.00	General Fund	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
D	School Max Student Information System (Maintenance)	R				x	x	36,414.89	40,056.38	44,062.02	General Fund	
D	Zone Integration (Maintenance)	R				x	x	10,000.00	11,000.00	12,100.00	Title I Fund	
D	Lightspeed Filter (Maintenance)	R				x		9,000.00	9,900.00	10,890.00	General Fund	
D	Lynda.com (Subscription)	R				x		2,100.00	2,310.00	2,541.00	General Fund	
D	Net Support for Students (Maintenance)	R					x	4,308.15	4,738.97	5,212.86	General Fund	
D	Northern Parklife, Quota (Maintenance)	R				x	x	3,575.00	3,932.50	4,325.75	General Fund	
D	Track IT Work Order (Maintenance)	R				x	x	1,815.00	1,996.50	2,196.15	General Fund	
D	CA AntiVirus (Subscription)	R				x	x	21,560.00	23,716.00	26,087.60	General Fund	
D	School Messenger (Maintenance)	R				x	x	6,559.54	7,215.49	7,937.04	General Fund	
D	Network Bandwidth Management (Star net Data Design Maintenance)	R				x	x	2,734.00	3,007.40	3,308.14	General Fund	
D	Xerox Copier (Maintenance)	R					x	11,100.00	12,210.00	13,431.00	General Fund	
S	Report Cards Printing for Students	R					x	90,422.20	99,464.42	109,410.86	General Fund	
D	Networking, Server, Telco Support	R					x	60,000.00	66,000.00	72,600.00	General Fund	
D	Upgrade Exchange Email System for Staff and Faculty	1				x	x	30,000.00	33,000.00	36,300.00	General Fund	
D	Microsoft System Center Operations Manager 2007 R2	2			x	x		30,000.00	0.00	0.00	General Fund	
D	Microsoft System Center Configuration Manager 2007 R2	2			x	x		30,000.00	0.00	0.00	General Fund	
D	Outsourcing Services	3			x	x		200,000.00	200,000.00	200,000.00	General Fund	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
BUSINESS SERVICES												
D	VCOE: Escape Financial Application (Subscription)	R				x	x	143,172.00	157,489.20	173,238.12	General Fund	
D	Student Enrollment and Mapping Application (DecisionInsite Subscription)	R				x	x	19,752.00	19,752.00	19,752.00	General Fund	
D	Transportation Logistic Application (EduLog Maintenance)	R				x	x	9,000.00	9,000.00	9,000.00	General Fund	
D	OPRA Maintenance Order Processing and Requisition Application (Subscription)	R				x	x	6,000.00	6,000.00	6,000.00	General Fund	
D	Integrate OUHSD System with Financial Application at VCOE	2				x	x	20,000.00	25,000.00	30,000.00	General Fund	
D	Integrate Business Applications with Student Information System	1				x	x	10,000.00	10,000.00	10,000.00	General Fund	
EDUCATIONAL SERVICES												
D	Teacher on Special Assignment- (Technology) for Professional Development	R	x					102,600.00	102,600.00	102,600.00	Title 1 and EETT Funds.	
D	Technology Coaches	R	x					32,000.00	32,000.00	32,000.00	Title 1 and EETT Funds.	
D	Assessment Management System (EduSoft Subscription)	R				x	x	132,875.00	132,875.00	132,875.00	General Fund	
D	Library Resource Management System (Destiny Subscription)	R				x	x	12,043.84	12,043.84	12,043.84	General Fund	
D	Library Student Resource and Research (Gale Subscription)	R				x	x	93,044.00	93,044.00	93,044.00	General Fund	
D	Student Email System for Instructional Use	R				x	x	37,207.00	40,927.70	45,020.47	E-Rate, General Fund	
D	Zone Integration Server application for synchronizing real-time data with applications to analyze data for student achievement	1				x	x	110,000.00	0.00	0.00	Title 1 Grant Funds.	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
D	Comprehensive online portal (The portal is used to access shared workspaces, information stores and documents, as well as host defined applications for Business, Human Resources and Educational use.)	2				x	x	150,000.00	10,000.00	10,000.00	General Fund & Title 1 Grant Fund.	
D	New Student Information System (Online web based system)	3				x	x	\$400,000.00	60,000.00	60,000.00	General Fund	
HUMAN RESOURCES												
D	HR Online Application System (Search Soft Maintenance)	R				x	x	3,000.00	3,000.00	3,000.00	General Fund	
D	Evaluations for Classified and Certificated Online	2				x	x	20,000.00	5,000.00	5,000.00	General Fund	
D	Online employment packet (certificated and classified)	1				x	x	5,000.00	0.00	0.00	General Fund	
D	Online Self Trainings (Point of Sales for Nutrition Services employees, Campus Supervisor, Training for Para Educators)	1				x	x	15,000.00	15,000.00	15,000.00	General Fund	
D	Total Cost							11,080,135.67	1,789,320.70	1,913,181.28	Funds	
S	SITE-SPECIFIC IMPLEMENTATION - SITE FUNDED											
S	Adolfo Camarillo HS											
S	WIFI Access Point			x			x	11,000.00	11,000.00	11,000.00	Site Allocation & Various Grant Funds	
S	Multiple network drops per classroom			x			x	15,000.00	15,000.00	15,000.00	Site Allocation & Various Grant Funds	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	High speed 10 gigabit switches backbone			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	12,000.00	12,000.00	12,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	13,000.00	13,000.00	13,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	30,000.00	30,000.00	30,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	15,000.00	15,000.00	15,000.00	Site Allocation & Various Grant Funds	
Channel Islands HS												
S	Multiple network drops per classroom			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	0.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	0.00	50,000.00	50,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
Frontier HS												
S	Multiple network drops per classroom			x			x	8,000.00	9,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	6,000.00	7,000.00	8,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	40,000.00	45,000.00	55,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	10,000.00	15,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	40,000.00	50,000.00	55,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	5,000.00	7,000.00	9,000.00	Site Allocation & Various Grant Funds	
Hueneme HS												

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	Multiple network drops per classroom			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	50,000.00	50,000.00	50,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
Oxnard HS												
S	Multiple network drops per classroom			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	16,000.00	16,000.00	16,000.00	Site Allocation & Various Grant Funds	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	desktop and laptops				x		x	80,000.00	40,000.00	40,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	15,000.00	15,000.00	15,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	20,000.00	5,000.00	5,000.00	Site Allocation & Various Grant Funds	
Pacifica HS												
S	Multiple network drops per classroom			x			x	10,000.00	10,000.00	10,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	0.00	80,000.00	80,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	230,000.00	100,000.00	100,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	80,000.00	80,000.00	80,000.00	Site Allocation & Various Grant Funds	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	Acquisition and implementation of instructional and course specific software					x	x	20,000.00	20,000.00	10,000.00	Site Allocation & Various Grant Funds	
Rio Mesa HS												
S	WIFI Access Point			x			x	60,000.00	70,000.00	80,000.00	Site Allocation & Various Grant Funds	
S	Multiple network drops per classroom			x			x	60,000.00	60,000.00	60,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	100,000.00	100,000.00	100,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	50,000.00	50,000.00	50,000.00	Site Allocation & Various Grant Funds	
S	1:1 Net Books for students				x		x	30,000.00	30,000.00	30,000.00	Site Allocation & Various Grant Funds	
Oxnard Adult School												
S	WIFI Access Point			x			x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	High speed 10 gigabit switches backbone			x			x	25,000.00	25,000.00	25,000.00	Site Allocation & Various Grant Funds	
S	desktop and laptops				x		x	40,000.00	79,000.00	40,000.00	Site Allocation & Various Grant Funds	

District or Site Funding?	Implementation	Priority	ITS Personnel	Infrastructure	Hardware	Software	Technical Support	Expenditure 2010 - 2011	Expenditure 2011 - 2012	Expenditure 2012 - 2013	Allowable Budget Source (if funds are available)	Supervisor Initials and Dates the Completion
S	1:1 Net Books for students				x		x	20,000.00	20,000.00	20,000.00	Site Allocation & Various Grant Funds	
S	Provide for "Intelligent classrooms that include printers, LCD projectors, interactive white board, interactive slates, interactive pads, Smart ID cards, video streaming, video surveillance, document cameras, and sound systems.				x		x	35,000.00	35,000.00	35,000.00	Site Allocation & Various Grant Funds	
S	Acquisition and implementation of instructional and course specific software					x	x	25,000.00	25,000.00	25,000.00	Site Allocation & Various Grant Funds	

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

At this time the district relies on grants, categorical funds and the general fund for the replacement of obsolete equipment. Equipment is determined as obsolete and taken out of service when it no longer meets the minimum specifications of our curricular-based software and courseware at any site, or when the cost of repair exceeds the value of the item. This is determined by inspection by a computer/hardware technician. We are seeking additional funding sources.

The Purchasing Department, with the help of ITS, maintains an inventory and summary report of equipment. New equipment is processed and inventoried by the Purchasing Department. When technology equipment has been declared obsolete and removed from the campus, the Director of ITS confirms that procedures have been followed for removing the equipment from the inventory, including notification to the Purchasing Department.

6d. Description of the feedback loop used to monitor progress and update funding and budget decisions.

The site technology committees, with input from all departments, establish the yearly line item budgets. These budgets must support the stated objectives of the Site Technology Plan. All technology related purchasing is first reviewed and approved by the site assistant principal in charge of technology. This person monitors the budget and timeline. The request is then routed to the district's Director of Information Technology Services (ITS) for final approval. The site assistant principal and technology committee monitor the budget to assure that the proper equipment has been purchased and received to support the program. They also approve budget and program changes throughout the year.

At the district level, the district technology committee, with input from all sites, and the Director of ITS, establishes the yearly line item budgets. These budgets must support the stated objectives of the district technology plan. The Director of ITS approves and monitors the budget and timeline.

The Purchasing Department, with the help of ITS, maintains an inventory and summary report of equipment. New equipment is processed and inventoried by the Purchasing Department. When technology equipment has been declared obsolete and removed from the campus, the Director of ITS confirms that procedures have been followed for removing the equipment from the inventory, including notification to the Purchasing Department.

7. MONITORING AND EVALUATION

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

The evaluation of the effectiveness of this technology plan will be done in a variety of ways, and will be conducted on an annual basis if not more frequently. The district and site level technology committees also realize that the infrastructure, hardware, and software components of technology are in an ongoing process of upgrades and improvements. As a result, assessment will be made of student and staff progress and linked to the previously stated goals.

On a yearly basis staff technology proficiencies will be evaluated using the Ed Tech Profile, professional development attendance logs, staff technology portfolios, classroom observations, and district self assessment surveys. At the end of the three year plan all staff should be proficient in the use of technology directly related to their teaching assignment.

On a yearly basis, or in some cases using a schedule that corresponds to benchmark testing, student academic progress will be evaluated. Increased student achievement is the primary goal of infusing technology into the educational process. Standard evaluation instruments used to measure progress include the CST scores, the API and AYP scores, CAHSEE results, writing proficiency levels and the site level benchmarks and assessments. Student proficiency in the use of technology in the classroom and in the development of information literacy skills will be evaluated and assessed using student grades and teacher observations of student projects that incorporate the use of these technology related skills.

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

This is a three year plan and will be evaluated on an annual basis. It is at the direction of the superintendent that this technology plan will be an active, living document that will be continually evaluated and modified as necessary. The schedule for evaluating the various components of the plan are contained within each of the sections, and on the extensive tables contained within sections 5 and 6. The assistant superintendents of educational services, business services, human resources, and the Director of Information Technology Services will conduct annual evaluations of their respective components of the plan and report those findings to the superintendent. The superintendent will then present an aggregated, annual report to the Board of Trustees.

Of significance to this plan is the inclusion of a column in the tables in sections 5 and 6 titled, “*Supervisor Initials and Dates the Completion*”. Progress is easily and continually evaluated by noting those aspects of the plan that have been *signed off*.

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

The process for communicating evaluation results to the tech plan stakeholders will be the presentation of oral and written reports at site and district-wide meetings of technology committees, site staff/faculty meetings, district administration meetings, and meetings of the Board of Trustees. The frequency is no less than annual, and in many cases it can be considered ongoing. As mentioned previously, the superintendent has indicated that this plan will be a living document and will monitored, evaluated, and modified as frequently as necessary.

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

8a. 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.)

Oxnard Adult School, a part of OUHSD, is the primary adult literacy provider for the cities of Oxnard, Camarillo, Port Hueneme, and other unincorporated areas of Ventura County. The adult school shares the same district administration with all the high schools in the district, including the Information Technology Services. The principal of the adult school was a member of the Stakeholder Advisory Panel and attended all stakeholder meetings. The development of this technology plan was in complete collaboration with Oxnard Adult School as the primary adult literacy provider for the entire attendance area of the OUHSD.

It is the goal of the OUHSD to continue to provide quality literacy instruction to adults in the Oxnard community. Oxnard Adult School has established a partnership program with the Ventura County Library Adult Reading Program, placing an Adult School instructor onsite at the library with volunteer tutors and students to maximize the learning resources for adult literacy students. The Adult School also works with other local adult literacy providers such as Laubach Literacy and the Oxnard library reading program to cross-refer students and provide the most appropriate placement and materials for individual learners. These partnerships would benefit from enhanced availability of technology to support instruction.

Technology has an established place in instruction at the Oxnard Adult School. Convenient scheduling of classes allows students to learn a variety of computer software programs in a variety of program areas. The English as a Second Language program has a computer lab with a selection of instructional software programs such as Rosetta Stone that support and extend students' English language literacy. In addition, literacy training opportunities are integrated into software programs available to students enrolled in Adult Basic Education, Adult Secondary Education, and GED preparation courses. Distance learning opportunities for adult literacy students are made possible with the availability of online software and video lessons. Technology also plays an important role in maintaining student enrollment and attendance records, tracking student progress, and reporting program outcomes.

Many adult school courses are taught at shared district facilities and at community-based service agencies. In addition to shared facilities, common educational hardware and software are used by both the high schools and the adult school to create continuity in instructional programming and facilitate the transition of high school students into adult programs.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA

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

OUHSD is committed to research-based, school improvement strategies, especially in the area of technology. The Information Technology Department and the other departments within the district's instructional work together to maintain a current level of knowledge and understanding that allows them to promote appropriate technology use and methods throughout the district. The following studies and information demonstrate what type of scholarship the district uses to promote effective practices related to the specific goals that have been described in our plan.

Extensive current research exists that not only supports the integration of technology into the curriculum of today's schools, but argues for its implementation. In a new report, "Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System," the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE) and the Partnership for 21st Century Skills urged renewed emphasis on technology in education. The report urges federal, state and local policymakers and other stakeholders to take action on three fronts:

- Use technology comprehensively to develop proficiency in 21st century skills. Knowledge of core content is necessary, but no longer sufficient, for success in a competitive world. Even if all students mastered core academic subjects, they still would be woefully underprepared to succeed in postsecondary institutions and workplaces, which increasingly value people who can use their knowledge to communicate, collaborate, analyze, create, innovate, and solve problems, as specified in ISTE's recently refreshed National Educational Standards for Students. Used comprehensively, technology helps students develop 21st century skills.
- Use technology comprehensively to support innovative teaching and learning. To keep pace with a changing world, schools need to offer more rigorous, relevant and engaging opportunities for students to learn—and to apply their knowledge and skills in meaningful ways. Used comprehensively, technology supports new, research-based approaches and promising practices in teaching and learning.
- Use technology comprehensively to create robust education support systems. To be effective in schools and classrooms, teachers and administrators need training, tools and proficiency in 21st century skills themselves. Used comprehensively, technology transforms standards and assessments, curriculum and instruction, professional development, learning environments, and administration.

Additional Research/Resources:

Perhaps the greatest database of relevant research which supports the use of technology in the 21st Century Classroom is located on the International Society for Technology in Education (ISTE) website (www.iste.org). Following the link to the Center for Applied Research in Educational Technology (CARET) brings a summary of how technology positively impacts the following five components of education:

- a. Student Learning
- b. Curriculum and Instruction
- c. Online Teaching and Learning
- d. Professional Development
- e. Assessment and Evaluation

Each of the above five components is then explored in depth in a question and answer format that is extensively supported by current research. Using the topic of Student Learning for our example, The Center for Applied Research in Education provides the following five questions and a series of research supported answers for each question:

a. How can technology influence student academic performance?

- a. Technology improves student performance when the application directly supports the curriculum objectives being assessed.
- b. Technology improves performance when the application provides opportunities for student collaboration.
- c. Technology improves performance when the application adjusts for student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application.
- d. Technology improves performance when the application is integrated into the typical instructional day.
- e. Technology improves performance when the application provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test.
- f. Technology improves performance when used in environments where teachers, the school community, and school and district administrators support the use of technology.

b. How can technology develop higher order thinking and problem solving?

- a. Technology can enable the development of higher order thinking skills when students are taught to apply the process of problem solving and are then allowed opportunities to apply technology in development of solutions.
- b. Technology can enable the development of higher order thinking skills when students work in collaborative groups while using computers to solve problems.
- c. Technology can enable the development of critical thinking skills when students use technology presentation and communication tools to present, publish, and share results of projects.

- c. How can technology improve student motivation, attitude, and interest in learning?*
- a. Technology improves motivation, attitude, and interest when students use computer applications that adjust problems and tasks to maximize students' experience of success.
 - b. Technology improves motivation, attitude, and interest when students use technology applications to produce, demonstrate, and share their work with peers, teachers, and parents.
 - c. Technology improves motivation, attitude, and interest when students use challenging, game-like programs and technology applications designed to develop basic skills and knowledge.
- d. How can technology help to prepare students for the workforce?*
- a. Technology helps prepare students for the workforce when they learn to use and apply applications used in the world of work, such as word processors, spreadsheets, computer-aided drawing, website development programs, and the Internet.
 - b. Technology helps prepare students for the workforce when they are provided information regarding the use and benefit of technology and telecommunications for the workplace.
- e. How can technology address the needs of low performing, at-risk, and learning handicapped students?*
- a. Technology is most effective for low performing, at-risk, or learning handicapped students when students utilize instructional programs that continuously assess individual performance by adjusting the task difficulty to the ability and experience level of the student.
 - b. Technology is most effective for low performing, at-risk, or learning handicapped students when students utilize technology applications selected to address the unique needs, strengths and weaknesses of the student.
 - c. Technology is most effective for low performing, at-risk, or learning handicapped students when students utilize programs which are appropriate to their own language experience.
 - d. Technology is most effective for low performing, at-risk, or learning handicapped students when students utilize technology applications guided by diagnostic educational assessments to determine which programs are aligned with their documented academic needs.
 - e. Carefully chosen technology applications that provide immediate student feedback and progress monitoring can be more effective than regular group instruction for educationally handicapped students

This question and answer format is carried through for each of the five main topics as listed above: Student Learning, Curriculum and Instruction, Online Teaching and Learning, Professional Development, and Assessment and Evaluation. For each answer CARET presents a

comprehensive summary of the supporting research evidence plus a bibliographical listing of references. Finally, this research is current and extensive, and adamantly supports the use of technology in education.

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

OUHSD serves a large population of high school students and adults. As a result, the Information Technology Department makes every effort to remain a leader in educational technology, not just in Ventura County, but throughout California. Increased bandwidth, wireless technology, distance learning, cloud based computing, internet based curriculum content, and numerous other 21st century technologies for education are all priorities. Additionally, the district will continue to explore the possibilities of adding research proven, educational strategies including video conferencing, video streaming, voice over IP, interactive websites, digital communication with parents and the surrounding educational community, and additional educational technologies which are presently unknown to us. We will also strive to improve all district classrooms to have a standard level of educational technology available to the teachers and students. This technology may include voice amplification systems, technology control centers, LCD projectors, document cameras, and other aspects of modern technology designed to support and enhance our rigorous academic program.

OUHSD will continue to analyze and enhance learning resources, content delivery methods, and daily lesson plans for alignment with the California Content Standards. The district will also continue to measure academic growth and attainment of proficiency so that the proven best methods and techniques can be utilized throughout the district. Increasing the number of rigorous academic courses and curricula remains a priority, and distance learning will be explored as one possible method of providing those courses

Finally, and what has been written previously, it is the full intent of the Oxnard Union High School District to treat this technology plan as a living, evolving document that will guide us in our future acquisition and use of educational technology.

Appendix A – Stakeholder input/responses:

Upon graduation from high school, what specific types of technological skills should our students possess?

- Keyboarding skills
- Web design
- Computer maintenance
- Office skills--which is best for what job
- Critical evaluation of Internet information; how to find information
- Calendars
- Reliability of Internet and search engines for site specific (when to use Google, Goggle books, Eric, Alta Vista, etc.); iTunes
- Online learning experience more important than word processing (i.e., Google documents, Skype, boards, chats) for learning
- Excel processing or some spreadsheet
- Digital format of various documents; email etiquette, chat etiquette, etc.
- Communication is the basis of computer literacy; being literate and able to communicate; writing skills
- MS Office (Word, Excel, PowerPoint, Access, Outlook)
- Technology ethics
- Critical evaluation of information--relevancy, authority, bias
- Internet safety
- Basic operations of computer
- Communicate, presentation
- Critical thinking (which tools)
- Ethics (what to use and when); what's okay (school environment very protected, unlike work environment)
- Be problem solvers
- Be able to use multiple tools/way to accomplish a project
- Students can follow directions currently, but when left to figure out, use different approaches
- Use spell check, thesaurus
- Proper use of email and calendars
- Computer literacy--vocabulary, language, equipment, function

In what ways would you like to see technology enhance teachers' instructional practices within the classroom?

- Students use powerful presentation tools
- Classroom efficiency--Edusoft use for grading programs
- Checking for understanding of tools.
- More training for teachers on technology
- Parent communication through technology
- Computers upgraded
- Digital whiteboards
- Standard-based grading program (not based on 100 pt. scale; can handle 4 pt. scale)
- Technology installed/availability within a reasonable time (not 6 months) and within cost factors
- Adequate technology for student use--not always the most money is the best; technology not accessible (iTunes, pod casting, Google documents)
- How can technology be used for student achievement and jobs (goals)
- Ready for start-up/school site access (working equipment)
- Technology to CPU (wireless feedback devices)
- Better communication with parents electronically
- LCD projectors/smart boards/document cameras/working computers
- Management tools important--need more tools to be more efficient; teachers can input grades, students and parents can see grades; a program like IQ (web-based grading tool); good start, but tease (no seating chart)
- Teacher training--huge change in having desktop for every teacher; not getting same tools as business; IWB not needed by all teachers--start with projectors
- Baseline standardized equipment for all teachers
- Bring curriculum to life--project based learning--technology most interesting and easiest way to accomplish this
- Computer animated models--great tools for teachers
- Need easy, user-friendly grading model--also parent friendly
- Ability for teachers to use presentation tools (smart board, LCD projector, document cameras) to help make classrooms run more efficiently
- Make classrooms more interesting, engaging for students
- More efficient use of time
- Use of data to make informed decisions regarding instruction
- Resources available

In what ways do you envision our students using technology to improve student learning outcomes in the classroom?

- Online learning--distance learning
- Student can ask questions
- Wireless
- Management programs
- Alternate way of taking notes
- Share point; blackboard; eBooks
- Use technology to produce products or results
- Part of instructional design/online learning, Skype, global learning
- Parents reinforce learning (parent web site access); books--where is the learning; fluid document (titter content)
- Promethean/PowerPoint/document camera/Edusoft
- Hands-on where a product is produced (i.e., newspaper, robotics, yearbook)
- Wireless feedback devices
- Online resources
- Students track own progress (single site)
- Online textbook/ancillary materials
- Distance learning
- Develop uses for social networking as part of their tools for learning
- Research
- More computer-based projects
- Teachers give assignment and allow students to choose media to communicate (video, ppt, Adobe Suite)
- Programs need to be available, give students options, and provide training for students in applications
- Need online courses (every student may not use, but is given options)
- Sharepoint--will offer learning toolkit from home; student can access teacher tutorial; real time--can view unofficial transcript--shows missing requirements (currently get from records clerk)
- Green movement--electronic submission and teacher editing for feedback
- Mastery programs
- Easier for students to keep notes, get organized
- “portable” system/personal
- Higher level thinking skills--more global
- Learning to prioritize and filter information

How can your current occupation be made more efficient through the use of new technology?

- Human Resources--online forms--paperless
- No teacher left behind
- Printing
- Twitter (email)
- Web design
- Kindle
- Wiki (parents)
- Downloadable forms
- More training
- eBooks (library)
- Streaming video for teachers
- Unblock valuable educational resources; create a list of these resources
- Calendars online, paperless, ceiling mounted projectors not used by older staff who need training
- 24/7 access; online training critical to sustained learning whether student in school, teacher, parent or worker
- OUHSD inconsistent at schools--hardware, software, training equity issue still big; complement training from IT
- Human Resources--direct deposit--get hard copy of pay stub (58% get checks); would like all online
- Teacher schedule online, real time (lots of changes, needs to be real time)
- Would like online accrued vacation, sick leave, benefit information; Escape would have to talk to Sharepoint
- More structure--being overloaded
- Different systems “talking” to each other
- Training
- RFI--radio frequency inventory
- Classified staff training

What are some new technologies that you would like students to learn more about?

- GPS
- CAD
- Computer repair and maintenance
- Security systems
- Medical technology
- CMC industry
- Automotive networking
- Electronics, robotics, pneumatics
- Industrial skills
- Publishing; digital photography
- CSI--crime solving
- Better use/access of student performance data for staff
- Wiki--notes online
- Online grade systems
- Students know most, if not all applications (gaming, texting, email, music)
- OUHSD should be following new technology as it comes--both software and hardware (shouldn't be using Office 2007 in 2010--stay current with operating system upgrades--teacher applications don't work; frustration with lack of communication, disconnect)
- Need ongoing focus with digital citizenship
- Students come with aptitude needed to make them employable
- Graphical organizers for writing
- Digital thesaurus, spell check

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

A technology plan needs to “Adequately Address” each of the following criteria:

- EETT Requirements are listed on Appendix D - EETT Technology Plan Requirements
- Appendix C must be attached to the technology plan with “Page in District Plan” properly cross-referenced and completed.

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
1. PLAN DURATION CRITERION			
The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).	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			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	6-7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA			
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	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.	9-14	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.	15	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.

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	16-18	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	19-22	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.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2008).	23-24	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)	25-26	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.	27	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.

<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>28-29</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>
<p>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>	<p>30</p>	<p>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.</p>	<p>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.</p>
<p>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>	<p>31</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</p>			
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>32-35</p>	<p>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.</p>	<p>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.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>36-39</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>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.</p>

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.	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).			
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.	40-42	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.	43-56	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 for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	57-59	The annual benchmarks 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 are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	59	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			
a. List established and potential funding sources.	60	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.
b. Estimate implementation costs for the term of the plan.	61-70	Cost estimates are reasonable and address the total cost of ownership, including the costs to	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total

		implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	71	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.	72	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			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	73	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.	73	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.	74	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			
a. 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 outreach efforts.)	75	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA			
a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.	76-79	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.	79	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.