Technology Plan

Aromas - San Juan Unified School District

Aromas/San Juan Unified

July 1, 2013 - June 30, 2016

04/09/2013 (revised 04/26/2013)

This plan is for E-Rate.
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I. Plan Duration

July 1, 2013 - June 30, 2016

**Purpose of the Technology Plan:** Aromas-San Juan Unified School District Technology Plan provides a district-wide vision for how technology will be embedded to help transform all classrooms into 21st Century learning environments. Simply put, the Technology Plan is a strategic document that provides a vision for instructional technology in the schools and a roadmap for moving towards that vision over the next three years. The availability of funding each year will be a major determinate in how much progress the district will be able to make annually.
II. Goals and Strategies

List goals and realistic strategy for using telecommunications and information technology to improve education services.

Goal 1: Provide all learners with access to engaging and empowering learning experiences both inside and outside of school that are geared to prepare them to be active, creative, knowledgeable, and ethical participants in a globally networked society.

Objective 1.1: Students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national, or international level.

Benchmarks:
- Year 1: By June 2014, 60% of all ASJUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a county, state, national, or international level.
- Year 2: By June 2015, 70% of all ASJUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a county, state, national, or international level.
- Year 3: By June 2016, 80% of all ASJUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a county, state, national, or international level.

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<tr>
<td><strong>Activity</strong></td>
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<tr>
<td>Continue implementation of a variety on online collaborative and communication systems designed to provide access to learning environments on a global basis to students and staff.</td>
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Goal 2: Provide all learners with continuous access to high quality learning resources that are supported by technologies and design principles that evidence effectiveness in improving student performance outcomes.
Objective 2.1: By June 2016, ASJUSD will provide high quality learning resources for all K-12 grade and curriculum areas.

Benchmarks:

- Year 1: By June 2014, ASJUSD will provide high quality learning resources and online access to these resources in all 9th-12th grade curriculum areas.
- Year 2: By June 2015, ASJUSD will provide high quality learning resources and online access to these resources in all 4th - 8th grade curriculum areas.
- Year 3: By June 2016, ASJUSD will provide high quality learning resources and online access to these resources in all K-3rd grade curriculum areas.

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<tr>
<td>Departments and grade level teams will review, obtain, and post high quality learning resources for the identified curriculum during each specific year.</td>
<td>Process to begin each year in August and all resources posted by May.</td>
<td>Teachers and Principals</td>
<td>Identified curriculum and grade level teams will inform students of resources. Resources will be rated in terms of effectiveness by the users.</td>
<td>Student and teacher surveys and rankings.</td>
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Goal 3: Provide access to digital resources that support student learning guided by the Common Core State Standards (CCSS) for purposes of remediation, acceleration, and enrichment as determined by the needs of each student.

Objective 3.1: By June 2016, ASJUSD will identify and implement online systems designed specifically to provide for individualized learning opportunities and aligned with the Common Core State Standards (CCSS).

Benchmarks:

- Year 1: By June 2014, ASJUSD technology committee will identify and pilot online systems that will assess the needs of individual students and provide personalized options for remediation, acceleration, and enrichment.
- Year 2: By June 2015, all secondary students will have access to an online system designed specifically to provide for individualized learning opportunities.
- Year 3: By June 2016, all ASJUSD students will have access to an online system designed specifically to provide for individualized learning opportunities.
Goal 4: Utilize blended and hybrid learning environments to extend and reinforce learning both within and beyond the school day.

Objective 4.1: By June 2016, ASJUSD will provide all students with access to online blended learning opportunities. Blended learning is an instructional model that blends technology and other approaches in the learning process. These learning processes may include books, digital resources, virtual self-paced instruction, online chat, videoconferencing, pod-casting, etc.

Benchmarks:
- Year 1: By June 2014, the ASJUSD technology committee will identify and provide best practice examples of blended learning and share with all staff.
- Year 2: By June 2015, the ASJUSD technology committee will review and update existing best practices resources for blended learning. These best practices with identify ways that technology can be infused in a traditional classroom as well as extend access to classroom resources beyond the school walls.
- Year 3: By June 2016, the ASJUSD technology committee will review and update existing best practices resources for blended learning and share updates with all staff.

Goal 5: Expand use of teacher, student, and parent resources through the student information system.

Objective 5.1: 100% of all K-12 teachers will use a parent portal feature tied to a student information system.
Benchmarks:

- Year 1: By June 2014, 75% of all K-12 teachers will use parent portal feature tied to a student information system.
- Year 2: By June 2015, 85% of all K-12 teachers will use parent portal feature tied to a student information system.
- Year 3: By June 2016, 100% of all K-12 teachers will use parent portal feature tied to a student information system.

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Objective 5.2: 100% of all K-12 parents will be trained and encouraged to use the parent portal feature tied to a student information system.

Benchmarks:

- Year 1: By June 2014, 75% of all parents will be trained and encouraged to use the parent portal feature tied to a student information system.
- Year 2: By June 2015, 85% of all parents will be trained and encouraged to use the parent portal feature tied to a student information system.
- Year 3: By June 2016, 100% of all parents will be trained and encouraged to use the parent portal feature tied to a student information system.

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<tr>
<td>Promote use of parent portal through parent meetings, parent trainings, and print resources.</td>
<td>July 2013 - June 2016</td>
<td>Teachers, Principals, Superintendent, Director of Technology, trainers within and outside district.</td>
<td>Sign-in sheets, log-in tallies, parent feedback</td>
<td>Surveys, face-to-face conversations, parent-teacher conferences.</td>
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Goal 6: Evaluate and determine needed technology and infrastructure upgrades and readiness for new Common Core State Standards online assessments to be launched in the 2014-15 school year.
Objective 6.1: The ASJUSD will align this plan with California Department of Education and the State Board of Education in developing an implementation plan as we move through the transition process to online assessments.

Benchmarks:

- **Year 1**: 2013-2014 School Year: Identify infrastructure gaps and plan for future needs using the Technology Readiness Tool provided by Smarter Balanced Assessment Consortia (SBAC).
- **Year 2**: 2014-2015 School Year: Evaluate transition to Computerized Adaptive Testing (CAT) and determine needs associated with this transition.
- **Year 3**: 2015-2016 School Year: Evaluate Computerized Adaptive Testing aligned to the Common Core State Standards (CCSS).

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<td>Identify infrastructure gaps and plan for future needs using the Technology Readiness Tool provided by Smarter Balanced Assessment Consortia (SBAC).</td>
<td>2013-2014</td>
<td>Technology Committee</td>
<td>Technology Committee Meeting Minutes</td>
<td>Technology Committee Report</td>
</tr>
<tr>
<td>Evaluate transition to Computerized Adaptive Testing (CAT) and determine needs for any roadblocks associated with this transition. Evaluate Computerized Adaptive Testing aligned to the CCSS</td>
<td>August 2014- June 2016</td>
<td>Teachers, Principals, Technology Committee,</td>
<td>Results from CAT of the CCSS.</td>
<td>Feedback from all stakeholders</td>
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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.

The ASJUSD understands that it is vital that we train our students and staff to be responsible and ethical users of the Internet and its vast resources. In the past we used filtering as the primary tool to prevent misuse and will continue to do so but will also explore ways to provide less restrictive access as our users demonstrate understanding of what responsible and ethical use is. This is critical in our quest to be 21st century learners because simply filtering access while at school will not prevent students from finding ways around those filters, but, more importantly,
many students already carry technology with them that is unfiltered. Expanded access to students and staff will be granted once mastery of responsible and ethical use is reached. We will continue to follow the law and filter access to the internet on district equipment. Those students who violate this policy while using their own devices will be subject to the appropriate disciplinary procedures.

Goal 1: All students and staff in our district will be able to 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.

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<td>All students accessing the internet via a district computer will have read and understood the district’s board approved acceptable use policies (AUP) before being granted access to the district’s network.</td>
</tr>
<tr>
<td>Design a required course for students and staff to be delivered online focusing on responsible use of the Internet and ethical use of information technology including the following topics: copyright and fair use, downloading and file sharing, and plagiarism.</td>
</tr>
<tr>
<td>Curriculum will be experienced by students, teachers, and staff. All members of the technology committee will experience the same curriculum including tests and implementations.</td>
</tr>
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</table>
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)

Components of the ASJUSD Acceptable Use Policy that are specific to Internet safety will be reviewed annually with teachers and students. The Acceptable Use Policy review will be conducted during classroom library visits. Teachers will reinforce the safety concepts when appropriate through core instructional delivery.

**Goal 1:** All students and staff in our district will be educated to be safe, responsible, and ethical users of digital tools in the 21st century. Students and staff will be knowledgeable of internet safety including awareness and dangers of cyber bullying, protection against online predators, and how to maintain online privacy.

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<tr>
<td>Design a required course for students and staff to be delivered online focusing on safe and responsible use of the internet and ethical use of information technology including the review and acceptance of ASJUSD's acceptable use policy.</td>
</tr>
<tr>
<td>Completion of online course for safe, responsible, and ethical use of the internet will be required of all ASJUSD students and staff.</td>
</tr>
<tr>
<td>Post internet safety curriculum, guidelines, and resources for teachers, students, and parents in libraries, classrooms, and on the district website.</td>
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III. Professional Development

Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

ASJUSD currently has approximately 65 certificated teachers. Prior to the design of any professional development plan it is necessary to determine the current skill level and identify the needs of those who will be participating. Professional development will continue to focus on three main categories: Personal computer knowledge, the use of technology in the classroom by the teacher, and the use of the technology by the teacher to support student learning. Education lags behind other professions in the expectation of a certain level of proficiency where technology is concerned. ASJUSD will provide staff development but will also expect its professionals to seek training, as they need it from a variety of sources.

Goal 1: ASJUSD will identify, create or purchase online courses that will include teacher developed content, commercial high quality resources such as research based practices, videos, webinars, and high quality open source content.

Objective 1.1: By June 2016, ASJUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. The district will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members.

Benchmarks:

- Year 1: By June 2014, ASJUSD school site Professional Learning Communities (PLC) will identify an online system that offers a variety of courses and provides both intrinsic and extrinsic rewards.
- Year 2: By June 2015, staff will complete identified courses of study and will receive recognition in the form of a certificate which recognizes mastery of courses.
- Year 3: By June 2016, staff will complete identified courses of study and will receive recognition in the form of a certificate which recognizes mastery of courses.

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<td>ASJUSD Professional Development committee will identify an online system that offers a variety of courses and provides both intrinsic and extrinsic rewards.</td>
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Objective 1.2: By June 2016, ASJUSD will provide professional development for technology K-12.

**Benchmarks:**

- Year 1: By June 2014, ASJUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience for which it is intended, based on staff input.
- Year 2: By June 2015, ASJUSD will annually identify technology K-12. The district will review and revise technology strands as needed.
- Year 3: By June 2016, ASJUSD will annually identify technology K-12. The district will review and revise technology strands as needed.

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On an annual basis ASJUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for. ASJUSD will review and revise technology strands as needed.

June 2014 - June 2016

Teachers, Principals, and Superintendent

Superintendent will receive quarterly reports

PLC Committee meeting minutes

Goal 2: ASJUSD will develop a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.

Objective 2.1: By June 2016, ASJUSD will develop a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.

Benchmarks:

- Year 1: By June 2014, ASJUSD will identify high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.
- Year 2: By June 2015, ASJUSD will implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.
- Year 3: By June 2016, ASJUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.
**Implementation Plan**

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<td>ASJUSD will identify high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.</td>
<td>June 2013-June 2014</td>
<td>School Site PLC teams, Superintendent</td>
<td>Superintendent will receive a quarterly report</td>
<td>PLC minutes</td>
</tr>
<tr>
<td>ASJUSD will implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.</td>
<td>July 2014 - June 2015</td>
<td>Site PLCs, Superintendent</td>
<td>Superintendent will receive quarterly reports</td>
<td>PLC minutes</td>
</tr>
<tr>
<td>ASJUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, and distance learning.</td>
<td>July 2015-June 2016</td>
<td>Site PLCs, Superintendent</td>
<td>Superintendent will receive quarterly reports</td>
<td>PLC minutes</td>
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Objective 2.2: Each site would identify at least one Teacher Technology Leader. The person would serve as a support person for technology integration at the site and serve as a member of the professional learning committees.

**Benchmarks:**
- Year 1: By September 2013, each site would identify at least one Teacher Technology Leader. The person would serve as a support person for technology integration at the site and serve as a member of the professional development committee.
• Year 2: In September 2014, each site would identify at least one Teacher Technology Leader. The person would serve as a support person for technology integration at the site and serve as a member of the professional development committee.
• Year 3: Each September, each site would identify at least one Teacher Technology Leader. The person would serve as a support person for technology integration at the site and serve as a member of the professional development committee.

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<td>Each site would identify at least one Teacher Technology Leader who would receive a stipend or a release period. The person would serve as a support person for technology integration at the site and serve as a member of the professional development committee.</td>
<td>August 2013 - September 2013</td>
<td>Teachers, Principal</td>
<td>Monthly meetings between staff, technology leader, and principal</td>
<td>Staff survey, staff meetings</td>
</tr>
<tr>
<td>Meet with ASJTA and bargain contract language for job description and other matters associated with working conditions.</td>
<td>August 2013</td>
<td>Teachers Association, Superintendent</td>
<td>Membership Approval</td>
<td>Teacher and staff feedback</td>
</tr>
</tbody>
</table>

**Goal 3: ASJUSD will provide professional development to key groups of technology users; such as, administrators, technology coordinators, library personnel, student information system users, technical support, and other identified groups of users.**

Objective 3.1: 100% of key groups of technology users will participate in a minimum of four (4) technology-based professional development opportunities.

**Benchmarks:**

• Year 1: By June 2014, 50% of key groups of technology users will participate in a minimum of four (4) technology-based professional development opportunities.
• Year 2: By June 2015, 75% of key groups of technology users will participate in a minimum of four (4) technology-based professional development opportunities.
• Year 3: By June 2016, 100% of key groups of technology users will participate in a minimum of four (4) technology-based professional development opportunities.
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<td>Provide ASJUSD support personnel with professional development to increase their proficiency in performing daily activities.</td>
<td>July 2013 - June 2016</td>
<td>All supervisors</td>
<td>Participant Evaluations</td>
<td>Participant surveys</td>
</tr>
<tr>
<td>Conduct regularly scheduled workshops for identified user groups to provide information on system and procedural updates.</td>
<td>July 2013 - June 2016</td>
<td>Principals, PLC's</td>
<td>Participant Evaluations</td>
<td>Participant Surveys</td>
</tr>
<tr>
<td>Conduct technical support training for technical support staff in order to meet the needs of the District.</td>
<td>July 2013 - June 2016</td>
<td>District management, technical support staff</td>
<td>Participant Evaluations</td>
<td>Participant Surveys</td>
</tr>
<tr>
<td>Schedule district and on-site training for library personnel to help teachers enhance student information literacy skills.</td>
<td>July 2013 - June 2014</td>
<td>Site PLC, Principals</td>
<td>Participant Evaluations</td>
<td>Participant Surveys</td>
</tr>
<tr>
<td>Send technology coordinators, administrators, classified personnel, and teachers to conferences or remote training to enhance their technical and technology integration skills.</td>
<td>July 2013 - June 2016</td>
<td>Site PLC, Principals</td>
<td>Workshop Evaluations</td>
<td>Workshop Surveys</td>
</tr>
<tr>
<td>Schedule parent training sessions in the use of district supported and Internet resources to assist students with the use of educational technology and accessing the district Student Information System.</td>
<td>July 2013 - June 2016</td>
<td>Teachers, Principal</td>
<td>Evaluation Forms</td>
<td>Training surveys</td>
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IV. Infrastructure, Hardware, Technical Support, and Software

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware:

1. **Telecommunications:** The district office and each school site has its own working private brand exchange (PBX) telephone system. There is little maintenance on the phone systems but routine changes to new and changing staff names and extensions. These changes are completed on average on a monthly basis.

2. **Electrical System:** The district office and each school site has its own working power and electrical system. There is yearly maintenance that needs to be done to ensure it is working optimally.

3. **Computer Hardware:** Each site has working student and teacher computers, network equipment, and servers. The maintenance on student and teacher computers is performed on a daily and weekly basis. Servers are maintained on a weekly basis. Network equipment needs yearly maintenance.

4. **Computer Software:** Each site has working computers software. The maintenance happens on a monthly basis to ensure the latest patches and updates are tested and installed on all applicable hardware.

5. **Interactive White Boards:** Each elementary school site has interactive white boards in the majority of classrooms, conference room, and libraries.

6. **Learner Response Systems (LRS) and Slates** are in most classrooms utilizing interactive white boards.

7. **Document Cameras** are in every classroom which utilizes interactive white boards.

8. **The high school classrooms** have mounted projectors and document cameras.
Existing Internet Access:

1. Internet Access: Each site has working Internet access. Aromas school is currently receiving infrastructure upgrade.
2. The district provides email to all employees, for both internal and external communication. External access to email from any web browser and Smartphone is available. The email system provides electronic calendaring.
3. A district firewall, through San Benito County Office of Education, is in place to prevent unauthorized intrusion.
4. A district content filtering solution, through San Benito County Office of Education, is in place to monitor and block unauthorized Internet content.

Existing Electronic Learning Resources:

ASJUSD provides a wide variety of electronic learning resources that include curriculum resources from our adopted textbook materials, teacher created resources, resources from systems like Brain Pop (animated curricular lessons), FASTT Math (fact fluency program), Accelerated Reader (monitoring and managing independent reading practice), Read180 (reading intervention software), System 44 (reading intervention for most challenged readers), Rosetta Stone (language learning), SuccessMaker (digital customized learning curriculum for each student in math and ELA), ST Math (JiJi, web delivered supplemental instruction in solving linear math equations), Waterford Early Reading Program (Language Arts curriculum), and a variety of applications that directly supports specific learning and curriculum styles.

Existing Technical Support:

One (1) Technology Manager service plans and maintains all hardware, software, telecommunications, networks, and other IT-related systems for three (3) school sites (K-12), pre-school site, and District Office.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.
Hardware Needed:


2. Server OS (and CALs): At all sites to Windows Server 2012 by July 2014. Server maintenance will be performed weekly.

3. Battery Backups (UPS): At all sites to clean power and provide electrical backup to telecommunication systems and servers as well as provide remote notification when electrical power is interrupted. Maintenance will be yearly (testing and replacing old battery packs). Completed by December 2013


5. Data Storage Backup: For all sites. The backup solution will include tape drive hardware for all sites, backup tapes for rotation and once a month off-site storage retention, and backup software. Maintenance will be completed monthly. Completed by August 2013

6. Hard Drive Capacity Increase: All sites. Increase capacity as well as go to 3 drives and RAID 5 for redundancy and failover. No maintenance is needed. Completed by June 2014

7. Laptops: Need additional laptops (5 Anzar). Completed by July 2013

8. Wireless: Implement wireless solution at all schools ensuring complete coverage across campus and solution that will handle bandwidth needs as well as ease of management. Ensure it can be managed for BYOD security and monitoring. Phase 1 - implement where there is immediate need. Completed by December 2013

Phase 2 - replace old home grade access points with business grade access points. Completed by June 2016

9. Computers on Wheels (COW): Two (2) sets including windows-based tablets (35 each). Implemented by June 2015

Maintenance will be performed semi-annually.

10. Software: Renew licenses for education software and support agreements. Update and standardize Office Licensing to Office 2013 to ensure students are educated on newer technologies. Implemented by June 2014

11. Internet Interactive Software: Purchase and implement school-wide license for Brain Pop and Envision Software (Aromas and San Juan).

12. Additional servers: Additional servers needed for applications and other CPU intensive processes (Anzar). Implemented by July 2013

Maintenance will be performed monthly.
13. Intranet: Need server and software (SharePoint) to be used to share documents, information, lesson plans, etc. without having to utilize paper to make us more green and increase availability and access. Implemented by June 2014


**Electronic Learning Resources Needed:**

1. Interactive White Boards (IWB): New IWB at Aromas and Anzar in all classrooms. Maintenance will be semi-annually. Completed by August 2014

2. Tablets: Provide a tablet to each teacher (with Intel's Wi-Fi). Maintenance will be performed weekly. Completed by July 2014


4. ASJUSD will continue the support of its existing learning resources but will increasingly look to open source and cloud based multimedia resources.

**Networking and Telecommunications Infrastructure Needed:**

1. Network switch for new IDF at Aromas for portables. Maintenance on the switch will be yearly. Completed by July 2014

2. Telecommunications: All sites on a yearly maintenance agreement for ads and moves. Completed by December 2013 and renewed each subsequent year.

3. District wide Internet Packet (IP) phone system: Integrated into smart phones and email systems, centralized configuration and maintenance, lower cost of ownership for ease of use. Implemented by June 2015

    Maintenance would be done semi-annually.
4. Centralized network monitoring: Need server and software (Nagios or Kaseya) to centrally manage network access, usage, security as well as computer inventory and monitoring for proactive resolutions. Implemented by June 2014

Maintenance would be monthly.

**Physical Plant Modifications Needed:**

1. Portable Generators for all sites to use for long periods of power outages that would exceed power in Uninterrupted Power Supply (UPS) units will be used for telecommunications and critical servers. Maintenance will be performed semi-annually.

2. Increased bandwidth and connectivity, media servers capable of providing content within and without the firewall designed to meet the needs of instruction.

**Technical Support Needed:**

1. Network Engineer block of 24 hours per fiscal year to assist in server and network upgrades planned each year.

2. Student support at each site during the school year.

3. Summer technical support to implement larger projects before each new school year begins.

Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

ASJUSD recognizes that the future of technology will increasingly hinge on access to cloud based resources. These resources continue to evolve and grow in their richness but at the same time they also grow in needs for higher bandwidth and quicker speeds. ASJUSD is committed to
providing high quality connectivity to these cloud based learning resources to provide anytime anywhere access to its parents, students, and staff.

**Year 1 Benchmark:** 1) Replace desktop and laptops older than 5 years old 2) Aromas - 50 Mb network bandwidth connection

<table>
<thead>
<tr>
<th>Recommended Actions/Activities</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Install Internet fiber connection from Aromas to Anzar (then to SBCOE)</td>
<td>By December 2013</td>
<td>Devin Smith</td>
</tr>
<tr>
<td>Analyze desktop and laptops</td>
<td>By end of June 2013</td>
<td>Teachers, Technology Manager</td>
</tr>
<tr>
<td>Procure and implement the bandwidth necessary to support the technology goals contained in this plan.</td>
<td>July 2013</td>
<td>Technology Manager, SBCOE Technology Manager</td>
</tr>
<tr>
<td>Procure and purchase necessary computers to support Computerized Adaptive Testing required for the Common Core State Tests.</td>
<td>August 2014</td>
<td>Technology Manager, Superintendent</td>
</tr>
</tbody>
</table>

**Year 2 Benchmark:** Replace desktop and laptops older than 5 years old. Update infrastructure and hardware needs. Identify and Implement software to support the CCSS assessment goal in this plan.

<table>
<thead>
<tr>
<th>Recommended Actions/Activities</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze desktop and laptops</td>
<td>June 2014</td>
<td>Technology Manager</td>
</tr>
<tr>
<td>Identify infrastructure gaps and plan for future needs.</td>
<td>June 2014</td>
<td>Technology Manager, Teachers, Principal</td>
</tr>
<tr>
<td>Procure and purchase necessary computers to support Computerized Adaptive Testing required for the Common Core State Tests.</td>
<td>June 2014</td>
<td>Superintendent, Technology manager</td>
</tr>
</tbody>
</table>

**Year 3 Benchmark:** Replace desktop and laptops older than 5 years old. Maintain current policies that keep pace with technology implementations. Provide training, support, and infrastructure for multiple devices. Monitor formative and summative assessments so that results can be used to improve student learning.

<table>
<thead>
<tr>
<th>Recommended Actions/Activities</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and purchase multi-media technology.</td>
<td>June 2015</td>
<td>Superintendent, Technology Manager</td>
</tr>
<tr>
<td>Regular review of existing and future web presence to determine if changes are appropriate</td>
<td>June 2015</td>
<td>Technology Manager</td>
</tr>
<tr>
<td>Develop new and maintain current policies for Technology</td>
<td>June 2015</td>
<td>Technology Committee</td>
</tr>
<tr>
<td>Provide staff development and collaboration between teachers in the use of Common Core Student Achievement Data.</td>
<td>August 2015</td>
<td>Principals, Teachers</td>
</tr>
</tbody>
</table>
Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

The District Technology Committee will monitor all aspects of the implementation plan including the overall progress and impact on teaching and learning. The committee will physically meet three times a year (September, January, and April) for the duration of the plan, to review progress of the plan and its associated funding. The Superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. Given the uncertainty associated with school financing, it is likely that there will be items described and budgeted for in the plan what will not be implemented due to lack of funding. If that occurs, the technology committee will review the plan and revise planned implementations accordingly. There may also be instances where unexpected funding sources have accelerated implementation. If that occurs, it will be handled in the same way by the technology committee review process.

Describe the evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

The curriculum component of the plan uses multiple methods of data gathering and assessment such as: student, teacher and administrator surveys, observations/walk-throughs, library schedules, professional development records, portal records, and reports from information literacy resources, SIS reports, interviews, and direct feedback.

The professional development component of the plan will use online surveys, participant evaluations, and needs surveys to revise existing professional development opportunities and plan for future ASJUSD offerings. Evaluation forms will be completed at the end of each professional development activity. Evaluations will be analyzed, by the Technology and Professional Development Committees, quarterly to determine if program adjustments are needed to meet the needs of the participants.

Superintendent's meetings held once a week, 10 months out of each year, as a forum for introducing new hardware and software purchases, professional development opportunities, and infrastructure plans.

A periodic report will occur every three months, which will result from the three Technology Committee meetings per year. An annual report will be completed by each May 30th.
The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

ASJUSD will monitor and evaluate the Technology Plan by maintaining several avenues of communication including the Superintendent's weekly meetings and email to share information concerning the Tech Plan as well as take in ideas, comments, and concerns for revision and review during the technology plan meetings. If there are revisions or additions required these will be instituted by the Technology plan and communicated out to all stakeholders via our various publicity outlets and communicated to the board during the annual report. ASJUSD maintains school board meeting minutes, agenda, and business items online for teachers, students, staff and the community itself.

**Annual Review of Goals Year One:** Technology Committee meets on the following dates: September 2013, January 2014, and April 2014

Board Report June 2014

**Annual Review of Goals Year Two:** Technology Committee meets on the following dates: September 2014, January 2015, and April 2015

Board Report June 2015

**Annual Review of Goals Year Three:** Technology Committee meets on the following dates: September 2015, January 2016, and April 2016

Board Report June 2016
Contact Information
(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 35 - 75259

School Code (Direct-funded charters only): 

LEA Name: Aromas/San Juan Unified

*Salutation: Mr.

*First Name: Willard

*Last Name: McCabe

*Job Title: Superintendent

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E-mail: jmedeiros@sbcoe.org

* Required information in the ETPRS