Comprehensive

Calexico Unified

July 1, 2015 - June 30, 2018

edit in progress

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

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

Calexico Unified is located in the City of Calexico, which is on the port of entry to Imperial County, situated on the United States—Mexico border about 120 miles east of San Diego, and 50 miles west of the Arizona state line. It has a population (2010 Census) of approximately 38,572, 96.8 percent of whom are of Hispanic descent. Calexico's sister city, Mexicali, the state capitol of Baja California, Mexico, has a population of over 1,000,000. The economic and cultural similarities of both cities are strongly influenced by their proximity to each other and their economic interdependence. The fact that Calexico is a border community has a tremendous impact on the schools.

The Calexico Unified School District is comprised of seven TK-6 elementary schools, two junior high schools (grades 7-8), one high school (grades 9-12), one continuation high school, and an adult education program. The October 2014 CALPADS Fall 1 submission indicates a student population of 9,262; an adult population of 440 certificated & 357 classified staff. The majority of our students are from a low-socio-economic background. Ninety-seven percent (97.07%) are of Hispanic descent, and less than 1% are from other ethnicities. Over 65% of the student population is considered Limited English Proficient. More than 14% of the students are students of Migrant parents. More than 84% of our students are eligible for free & reduced lunches.

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

The following individuals are members of The Calexico Unified School District Technology Committee and were instrumental in providing the guidance for the final document:

District Office Staff

Maria Ambriz, Superintendent

Dr. Isaac Estrada, Assistant Superintendent

Jaime Munoz, Systems Support Specialist

Lucio Padilla Jr., Director of Instructional Technology

Eduardo Perez, Coordinator of Information Technology

School Site Administrators

Dr. Fredrick Lanuza, Rockwood Elementary School Principal

Elisa Ramirez, Kennedy Gardens Elementary School Principal

Diego Romero, Enrique Camarena Junior High School Principal

Jaime Santos, Calexico High School Assistant Principal

Secondary School Staff

Jose Alejos, School Technology Technician

Fernando Argüelles, Enrique Camarena Jr. High School, English

Eliseo Cerros, Calexico High School, American Government/Economics

Deborah Cress, Calexico High School, Academic Support Teacher

Jesus Flores, William Moreno Jr. High School, U.S. History & Computer Applications

David Gastelum, Calexico High School, Computer Applications

Alex Jaime, Calexico High School, Computer Applications & Digital Video Productions

Mario Magallanes, Calexico High School, Science Teacher

Claudia Meza, Aurora High School, Mathematics Teacher

Aldo Monge, School Technology Technician

Jesus Nunez, Enrique Camarena Jr. High School, U.S. and World History

Pamela Padilla, Calexico High School, Mathematics

James Taylor, Calexico High School, English & ACT President

Erasmo Zayas, Calexico High School, English

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

We at the Calexico Unified School District have acknowledged technology as a powerful and essential tool in everyone's education and over the last two years the amount of devices on our district networked has doubled from 2500 to 5000 devices. A significant increase to devices was made possible by teachers across the district committing a major amount of One-Time Common Core funds for common core implementation to technology. This year marked the beginning of a multiyear plan to provide major upgrades to our infrastructure. The end goal of this plan is to provide a 10 GB bandwidth connection to every school site in the district. This year also marked the birth of our District Technology Committee, a group comprised of teachers, school technology technicians and administrators that are all educational technology enthusiasts and leaders in the field. Furthermore, one of our elementary schools was awarded the Apple ConnectEd grant which will provide to every student and teacher an iPad among various other valuable resources. The implementation of the grant is scheduled to begin early in the 2015-2016 school year. The Calexico Unified School District (CUSD) has a bright future to look forward to and is as committed as ever before in providing a quality education for all students. This three-year update of our District Technology Plan (July 1, 2015 - June 30, 2018) will continue to expand and build on our existing technologies and knowledge base to provide equity, connectivity, training, and support to all members of our school community.

We have built and will continue to maintain and improve a system in which communications, instruction, and telecommunications are interrelated and networked into the everyday management and operation of the school district. A comprehensive needs assessment has been completed and evaluated by the district's information technology department to ensure that the needs of students and staff will be secured for many years to come.

A survey was administered to staff across the district to complete a needs assessment for staff development. This data was presented to our district's technology committee as well as various resources from leading authorities in the field of innovation and educational technology. Anecdotal data provided by various members of the committee, an analysis of the district's resources, and the need to adopt a curriculum to provide instruction in digital citizenship and literacy to all students was used to complete professional development plan for our district.

The following is a summary of The District's Educational Technology Plan major curricular and professional development outcomes:
- Google Apps for Education training for staff and students
- Office 365 training for staff
- Engaging and effective practices for the use of iPads
- Digital citizenship and literacy
- Proficiency standards for staff
- Vertical Alignment of technology skills for students
- Building capacity of Lead Technology Teachers

The plan was developed by focusing on research-based practices on how to develop a vision, research on understanding the millennial learner, a focus on the California Standards and 21st Century Skills, and a reflection on our district's past in the area of educational technology. This reflection was concentrated on what has worked and what needs to be refined.

Our vision is that all students at Calexico Unified School District will be able to have equal access to technology resources, regardless of where they live, where they attend school, or what special needs they may have. We plan to have teachers, staff, and students access the latest technology to improve academic achievement at every grade level and increase staff members' technological skills. We are committed to this plan's implementation so that students and staff will be empowered to acquire and use technological skills that will improve learning, teaching, and overall school management and so that all schools in the district will develop a stronger partnership between home, school, and community.

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

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

The access and quality of access to technology for teachers across the districts is inconsistent and varies tremendously from school to school. In the secondary schools, most teachers have access to a laptop, an LCD projector, and a printer with only some teachers having access to a document camera. However, most of this equipment ranges from 5 to 10 years in use. Teachers use this equipment to deliver instruction using presentation applications, to incorporate the use of content related videos, for email, research, grading, and to design their lessons. Most of the computer labs at the secondary schools are used for Cyber High, CTE courses, Renaissance Place and for intervention programs such as ALS, and English support classes. Some of the labs are shared and are used for student services that includes: student registration, testing, and counseling services. The mobile labs that are available for instruction are limited and a significant amount of teachers feel inadequately trained to use them. Of the teachers that are using mobile labs for instruction in the core content areas, they predominantly use them to incorporate the use of Google Apps and Edmodo.

At the elementary schools, most teachers have access to an adequate laptop, LCD projector, document camera and a printer. Access to an iPad and an Apple TV varies from school to school. Teachers at the elementary level use their equipment to deliver lessons, utilizing PowerPoint, YouTube, Teacher Tube, BrainPop, and Safari Montage as instructional resources. A few teachers make use of Learn Zillion and Newsela. Renaissance Place, Read 180 and System 44 is available to all schools at the elementary level and all have made a commitment to the online foundational reading program iRead for their K-2 students. Two of the seven elementary schools provide access to Study Island and one of the elementary schools provides access to ST Math to a percentage of their students. Teachers at the elementary school level also use their laptops to communicate, research, grading, and to design lessons.

Special education students across the district have access to ClassWorks, which provides individualized learning paths for students in ELA and math.

Data Director is our data management system and it is available for all teachers in the district. NWEA is available across the district as our formative assessment tool. Synergy by Edupoint is available for all teachers as our student information system and is used for attendance, grading, report cards, discipline referrals, and school to home communication. Access to interactive boards, student response systems and audio systems is very limited across the school district.

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

Prior to the recent spending of the One Time Common Core funds, student access to technology hardware varied from school to school. One school had made significant investments in Chromebooks for student access, a few schools had made significant investments in iPads for student access and few schools had not yet made significant investments in acquiring devices for student access. Hardware was limited to a few computer labs per school and several mini labs dedicated for the implementation of the Read 180 and System 44 intervention programs. At the secondary level, student access to computers or mobile devices was also inconsistent across the different schools. Variations were found in the ratio of student to devices, and in the type of hardware. Most schools at the secondary level were limited in their access to mobile devices for instruction.

The recent spending of the One Time Common Core funds have brought about a significant investment of mobile devices for student access. Although the hardware selected varied between Chromebooks, iPads and a few Android tablets, the recent and consistent decision of teachers selecting technology as their tool of choice to teach the common core standards will bring a significant improvement to student access to technology across the district. Accurate data is hard to present at this time as there are still orders being processed, however, the current data that we have at this time presents an increase of over 2000 Chromebooks for a total of 2600, and an increase of about 1000 iPads for a total of 1800 over the course of this school year.

This current school year, significant investments were made using LCAP funds to improve our wireless network capabilities to be able to support the recent and expected further increase of devices connecting wirelessly through our network. The support from LCAP funds to continue improvements in our infrastructure is scheduled for the next three years. It is also expected that the LCAP will present significant investments on student devices with a plan to bring about equitable access to students across the district beginning with the 2015-2016 school year.

Students in the elementary schools use computers to access various online educational services. All students have access to the suite of products from Renaissance Place. All students have access to NWEA as a formative assessment tool. Read 180 and System 44 is available as an intervention program. Classworks is available for all special education students. The iRead program is available to all K-2 students across the districts. Study Island is available at two of the elementary school sites and ST Math is available to about one third of the population at one of the elementary school sites.

At the secondary schools, computers and devices are used to provide access to Renaissance Place, keyboarding, office applications, and various intervention programs such as: Cyber High, ALS, Read 180 and System 44.

Students using computers to conduct research and to make presentations using multimedia or through video editing

can be found in pockets throughout the different school campuses.

This year we began providing students with accounts to access Google Apps for Education. These accounts are being created as we provide the training for teachers on GAFE. We have also began to offer a two day iPad Academy to provide teachers who have iPads for students access training on engaging and effective practices.

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

The Calexico Unified School District is committed to being a driving force in the use of technology in the classroom. The district believes in acquiring better resources, expanding course offerings and learning experiences, and utilizing innovative instructional practices to transform the education of our students with an emphasis on students creating, producing, and building for the purpose of presenting to an authentic audience. It is the district's goal to promote change in our community and to improve parent involvement by working together with all stakeholders including relevant committees such as the District's Technology Committee, Local Educational Agency Plan and the LCAP.

The goals below will be supported by the improvements made to the district's infrastructure that began during the 2014-2015 school year with LCAP funding. During the 2014-2015 school year, a total of $700,000 was allocated to the district's infrastructure to meet the increase of student devices connected in our network. This funding completed the infrastructure upgrades for seven of the district's schools.   There is an additional $350,000 allocation in LCAP funds to complete the infrastructure upgrades to the remaining four schools. Furthermore, there is $400,000 allocation earmarked for mobile devices to be provided for schools across the district for the 2015-2016 school year and an additional $400,000 for the 2016-2017 school year.

Goal 1: Students will be provided at least one unit of study based on STEM (Science, Technology, Engineering, and Mathematics)

Year 1: By June 2016, The CUSD Technology Committee will establish and clear definition of a unit of study based on STEM and will begin implementation. At least 25% of teachers will implement at least one unit of study based on STEM.
Year 2: By June 2017, 50% of teachers will implement at least one unit of study based on STEM.
Year 3: By June 2018, 75% of teachers will implement at least one unit of study based on STEM.

Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

Goal 2: Plan and implement an alignment of visual and performing arts skills to master listening and speaking standards related to making strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

Year 1: By June 2016, the CUSD Technology Committee will establish the plan for alignment of visual and performing arts skills to meet the identified CCSS on the use of digital media and will begin piloting the plan.
Year 2: By June 2017, 25% of teachers will have been trained and begin implementation of the identified visual and performing arts proficiencies in their classes.
Year 3: By June 2018, 50% of teachers will have been trained and begin implementation of the identified visual and performing arts proficiencies in their classes.

Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

Goal 3: Classrooms will be re-designed implementing the research on Learning Spaces to meet the needs/demands of 21st century instruction and learning.

Year 1: Beginning in July 2015, all new furniture purchased will meet the

criteria of providing Learning Spaces to meet the needs of 21st century instruction and learning.
Year 2: By June 2017, 15% of classrooms will be redesigned to meet the needs of 21st century instruction and learning.
Year 3: By June 2018, 30% of classrooms will be redesigned to meet the needs of 21st century instruction and learning.

Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: TBD.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

Goal 4: The district will provide a one to one learning environment for all students TK-12. K-2 classrooms will have a one to one ipad learning environment. Grades 3-12 will have a one to one Chromebook learning environment. Other mobile devices and specialized desktops and laptops will be available as well based on need.

Year 1: By June 2016, 25% of classrooms will have access to a one to one learning environment. Progress in this goal will be targeted at both the elementary and secondary schools.
Year 2: By June 2017, 50% of classrooms will have access to a one to one learning environment. Progress in this goal will be targeted at both the elementary and secondary schools.
Year 3: By June 2018, 75% of classrooms will have access to a one to one learning environment. Progress in this goal will be targeted at both the elementary and secondary schools.

Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: $500,000 per year.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

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

The Calexico Unified School District strongly believes that in addition to the importance of students acquiring Technology Literacy skills which will empower them with skills necessary to use technology to demonstrate content mastery, but also in the power of students acquiring Information Literacy skills which will give them the skills to become responsible, life-long learners in a safe and secure manner.

Goal 1: Alignment of Technology Literacy skills to prepare students for College and Career Readiness.

K-2: Basic operations of various hardware and software applications. Learn how to log in with username and password.

Grade 3: Keyboarding and word processing will be introduced.

Grades 4-6: Presentation applications such as Slides, Powerpoint, Keynote, Prezi, etc. will be introduced. This will include other Office applications and Google Apps for Education. Meet grade level CCSS on Keyboarding skills.

Grades 7-8: Basic Video Editing, photo editing, and photography skills.

Grades 9-12: Computer Science, advanced video production, advanced Photoshop, computer repair, advanced website design, advanced robotics and graphic design courses will be offered as part of the Arts, Electives or Career Technical Education Pathways.

Coding, Robotics, ePublishing and online interaction through the use of a Learning Management System will be recommended and supported throughout as appropriate and as dictated by the Common Core State Standards, ISTE Standards, and based on student and teacher readiness.

Year 1: By June 2016, 33% of teachers will have been trained and will have begun implementation of the identified technology literacy skills in their classes.
Year 2: By June 2017, 66% of teachers will have been trained and will have begun implementation of the identified technology proficiencies in their classes.
Year 3: By June 2018, 100% of teachers will have been trained and will have implementation of the identified technology proficiencies in their classes.

Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

Goal 2: Alignment of Information Literacy skills to prepare students for College and Career Readiness.

Research, Online Etiquette, and Privacy and Security Awareness

K-2: Participate in shared research and writing projects. Recall information from experiences or gather information from provided sources to answer a question.

3-5: Conduct short research projects that use several sources to build knowledge of different aspects of a topic. Recall relevant information from experiences or gather from print and digital resources. Summarize or paraphrase information and provide a list of sources.

Students will learn about online etiquette when interacting in learning management systems and through the use GAFE or similar office-like applications.

Beginning with 4th grade, students will learn about privacy and security awareness. This includes the importance of maintaining a secured password that meets standard complexity requirements.

6-8: Conduct short research projects to answer a question using several sources and generate additional related, focus questions that allow for multiple avenues of exploration. Use print and digital sources, using search terms effectively, assess credibility and accuracy of each source; quote and paraphrase the data and conclusions of others. Avoid plagiarism and follow standard format for citation.

Students will learn about online etiquette while interacting through social media, email, GAFE or similar office-like applications and when interacting in a learning management system.

Students will learn about privacy and security awareness. This includes the importance of maintaining a secured password that meets standard complexity requirements.

9-12: Conduct short and sustained research projects, synthesize multiple sources, demonstrate understanding of the subject under investigation. Use multiple authoritative print and digital sources, using advance searches effectively, assess strength and limitations of each source in terms of task, purpose and audience; integrate resources while maintaining flow of ideas, avoid plagiarism and overreliance of any one source, and follow standard format for citation, including footnotes and endnotes.

Students will learn about online etiquette while interacting through social media, email, GAFE or similar office-like applications and when interacting in a learning management system.

Students will learn about privacy and security awareness. This includes the importance of maintaining a secured password that meets standard complexity requirements.

Year 1: By June 2016, 25% of teachers will be trained and will begin implementing their grade appropriate Information Literacy Skills.
Year 2: By June 2017, 50% of teachers will be trained and will begin implementing their grade appropriate Information Literacy Skills.
Year 3: By June 2018, 75% of teachers will be trained and will begin implementing their grade appropriate Information Literacy Skills.
Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

Goal 3: Design and implement digital student portfolios.

Year 1: By June 2016, the CUSD Technology Committee will establish the structure and plan to provide every student with a digital portfolio and will begin piloting the plan.
Year 2: By June 2017, all students in grades 9-12 will create and maintain and updated digital student portfolio.
Year 3: By June 2018, all students in grades 6-8 will create and maintain and updated digital student portfolio.
Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

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

The Calexico Unified School District recognizes that in addition to the access that some of our students have to online learning environments across the district with teachers that are implementing the use of Google Classroom or Edmodo that many more students are interacting online including but not limited through the use of web 2.0 tools (i.e. social media, apps designed for online interaction, etc.) The district embraces the opportunity in providing leadership in the crucial component of educating students in internet safety and the appropriate and ethical use of technology. The committee has recommended the use of Common Sense Media Curriculum as it main resource in meeting this objective. The committee has also recommended the implementation timelines for the identified curriculum. The training for staff that will be implementing the curriculum will take place during the first staff development day of the year. This commitment is supported through the appropriate board policies and administrative regulations. In 2012, School Board Policy and Administrative Regulation 6163.4 (Student Use of Technology) was updated to reflect new requirements in Internet Safety for Students. The Acceptable Use Agreement signed by parents and students was updated in the October of 2014. Our district's website content filtering is centrally managed, based on grade level and user type.

Goal 1: Students will be provided at least 10 lessons annually focusing on Digital Citizenship, Internet Safety and on appropriate and ethical use of technology.

Year 1: By June 2016, initial training, implementation of the designated lessons, and documentation of CIPA compliance will be completed by 100% of teachers designated for implementation. The recommended timelines will be as follows: ■ Five lessons completed during the first two weeks of the year. ■ Five lessons completed during National Bullying Week in October.
Year 2: By June 2017, annual training, implementation of the designated lessons, and documentation of CIPA compliance will be completed by 100% of teachers designated for implementation. Targeted dates for implementation will be as follows: ■ Five lessons completed during the first two weeks of the year. ■ Five lessons completed during National Bullying Week in October.
Year 3: By June 2018, annual training, implementation of the designated lessons, and documentation of CIPA compliance will be completed by 100% of teachers designated for implementation. Targeted dates for implementation will be as follows: ■ Five lessons completed during the first two weeks of the year. ■ Five lessons completed during National Bullying Week in October.
Evaluation: CUSD Technology Committee
Schedule for Evaluation: Yearly
Cost: Will be reflected in the professional development plan.
Program Analysis and Modification Process: CUSD Technology Committee will determine whether targets have been met; if not, the committee, where appropriate, will make modifications.

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

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

This year, a technology survey was administered for teachers' and administrators' to rate their proficiency with technology for personal use and for using technology for instruction. According to the survey, the identified strengths in technology were at the personal use level. The survey results presented a clear need for consistent and ongoing training in the use of technology for instruction.

The survey also indicated a strong need for staff development for the integration of STEM and Project Based Learning into instruction. The results on teachers' proficiency in teaching Digital Citizenship resulted as an average skill proficiency.   This area will also be monitored on a yearly basis.

The survey administered this year on the proficiency in the use of technology and for teachers and administrators will be conducted yearly. Beginning next year, this survey will also assess the need for staff development in the area of classroom management strategies for the use of devices in the classroom.

The results from the survey for administrators' provided similar results as those for teachers'. The strengths in use of technology is more at the personal level and there is a strong need for staff development in the use of technology for instruction. This includes how to model the use of technology for staff, and how to support teachers in the daily use of technology in a standards-based curriculum.

As a result of the data collected, training efforts have begun and will continue with a focus on key technology academies provided by the district's technology department and with regional technology conferences that are supported by our district. Areas of emphasis will include the use of technology to deliver instruction to meet grade level standards, to improve academic achievement, to incorporate STEM and PBL instruction, to create Personal Learning Networks and to improve school to home/community communication. Furthermore, the district's technology committee has also requested training for our student information system and for our online data management program.

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

The district's Technology Department has designed and has begun implementation of training teacher cohorts with two academies. One of the academy focuses on Google Apps for Education and the other concentrates on engaging and effective practices with iPads. These focused trainings will meet not only the needs based on the results of the district's technology survey but are also aligned with the current trends in the acquisition of devices in our school district. Over 1,000 ipads and over 2,000 Chromebooks were purchased this year. Our current inventory of iPads and Chromebooks in the district is 1800 and 2600 respectively. The training on Google Apps will focus on providing teachers' the skills to use GAFE for collaboration and for instruction. This also supports our recent update to the Acceptable Use Agreement allowing students access to GAFE. With our current inventory of ipads and with Rockwood Elementary being awarded the Apple Connected Grant, which will provide an ipad to all of their 675 students and all of their certificated staff next school year, there will be a need for consistent training in effective use of iPads for instruction. Both of these academies highlight the use of the SAMR model as a tool to reflect on effective integration of technology to transform student learning.

The book Digital Leadership by Eric Sheninger will serve as a great resource as a training guide for administrators. A Principal's Technology Academy offered by the district's Technology Department will use this resource as a guide in learning how to use technology in a leadership capacity for:
- Communication
- Public relations
- Branding
- Professional growth and development
- Student engagement and learning

The following is a list of technology trainings that will be provided on regular basis every year with the goal of attaining at least the minimum annual targets as described in section two of this plan.

Training	Description	Goal
Google Academy	Google apps for education focusing collaboration and instruction. Includes training on SAMR.	4 two-day cohorts each year for elementary and secondary 25 participants per cohort
iPad Academy	Engaging and Effective practices using the iPad for Instruction. Includes training on SAMR.	4 two-day cohorts each year 25 participants per cohort
Basic Tech Literacy Skills	Basic operations of various hardware and software applications. Includes	Tk-3 teachers will be the targeted audience. Teachers in grades 4-12 will be invited

		if this is an area of need for them.
	teaching keyboarding skills.	Year 1 goal is to have 170 teachers confident in teaching Tech Literacy skills.
		Year 2: 340 teachers
		Year 3: 100%
Information Literacy Skills to prepare students for College and Career Readiness	Research, Online Etiquette, and Privacy and Security Awareness	Year 1: 125 teachers Trained
		Year 2: 250 teachers
		Year 3: 375 teachers
Presentation Apps	Focusing on Slides, PPT, Keynote, Prezi. Will also include coding and epublishing	Year 1: 170 teachers
		Year 2: 340 teachers
		Year 3: 100% of teachers
Digital Citizenship	How to use the Common Sense Media Curriculum for teaching Digital Citizenship	100% of teachers trained Year 1 As needed every year after
Leading with Innovation and Technology Academy	Designed for teachers with access to one to one learning environments focusing on building capacity for a technology teacher lead position.	Small cohorts
Principal's Academy	Building leadership capacity for: ■ Communication ■ Public relations ■ Branding ■ Professional growth and development ■ Student engagement and learning	Quarterly modules for all site principals
Visual and Performing Arts with Digital Media	Implement an alignment of visual and performing arts skills to master listening and speaking standards related to making strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	Year 1: Planning by Tech Committee Year 2: 25% of teachers trained and begin implementation Year3: 50% of teachers trained and begin implementation.

The following conferences will be recommended annually to provide professional growth opportunities as described in section two of this educational technology plan.

Name of Conference	Targeted Audience	Date
Project-Based Learning Fall Residency at High Tech High	Teachers and Administrators	October 2015
Annual California STEM Symposium	Teachers and Administrators	October 2015
CUE and CUE Affiliated Conferences	Teachers and Administrators	Fall CUE October 2015 eLearning Symposium December 2015

		National CUE	March 2016
		Leadership 3.0	April 2016
CETPA Conference	IT Staff, Teachers and Administrators	December 2015	
Tech de Mayo	Teachers and Administrators	May 2016	
ISTE Conference	Teachers and Administrators	June 2016	

A final note on professional development: Our district's LCAP plan currently supports the possibility of adding technology lead teacher positions to support the growing demand for teacher training in integrating technology to meet grade level standards.

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

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

Home-School Communication:

Teachers and school staff have a variety of tools available to use. This includes a voice over internet protocol phone with advance features to facilitate school to home communication. They have access to various tools within our student information system, such as TeacherVUE, ParentVUE, and StudentVUE. Instructional tools available to teachers to interact with students include: Edmodo and Google Apps for Education. Office staff also has access to various tools to communicate to students and parents. This includes our automated calling system, district/site website and social media sites sponsored by the district.

Current hardware/infrastructure:

Calexico Unified School District in conjunction with the Imperial Valley Telecommunications Authority (IVTA) have installed a Gigabit fiber connection from the main point of entry at the district data center to each of one of our school sites. The Wide Area Network (WAN) of Calexico Unified School District is maintained by the Information Technology Department and consists of:

- Staff:
  - One Instructional Technology Director
  - One Information Technology Coordinator
  - Three Systems Support Specialists
  - One Administrative Assistant
  - Twelve School Technology Technicians

- Equipment
  - Two Cisco ASA firewalls – installed between our WAN & the internet connection of our Internet Service Provider (IVTA).
  - Two Lightspeed Systems Rocket Appliances – in charge of providing the internet content filtering for our staff and students.
  - One Cisco 6509 Core Switch to route connectivity and provide connectivity to each school site, district office and maintenance and operations.
  - 95 Network fiber nodes, enabling connection from the main point of entry at the school site to classrooms & offices. Each network node can have from 1 to 5 managed switches with a total of 250 managed switches district-wide (with gigabit fiber connection).
  - 50 physical servers and about 20 Virtual Servers in charge of different applications like:
  - Antivirus / Anti-spam
  - Primary & Secondary DNS servers (for WAN, and for DMZ)
  - Active Directory Servers
  - Voice over IP system
  - Systems Center Configuration Manager
  - Video Monitoring (SAN)
  - Backup & File Servers (SAN)
  - DHCP Servers
  - Systems monitoring
  - RADIUS Servers (Authentication for wireless system)
  - HVAC control
  - Document Imaging
  - Library Management system
  - Internet and Intranet web servers
  - Absence Management system (for Certificated staff)
  - Servers to manage in-premises student applications
  - Caching servers

- Wireless: Calexico Unified is currently (May 2015) in transition from a Cisco Wireless Solution (Using Cisco WCS) and Cisco Aironet 1200 series access points every 2 or 3 classrooms, with a maximum connection speed of 54Mbps and a limit of 15 clients per access point.

The new Aerohive solution currently installed at eight of our school sites, is using one access point per classroom with an Aerohive 230 access point, with measured speeds of 600Mbps and capable of supporting 50 clients per access point.

Applications:

Calexico Unified School District (CUSD) uses different applications for the academic benefit of their students, and for the daily operations of the District.

■ Staff Email: CUSD is currently using Microsoft Office 365 as one of the tools for communication and/or collaboration.

■ Phone System: CUSD uses Shoretel VoIP system (in-premises) to provide phone lines to classrooms and offices. Selected staff members within the district is also using a cell-phone provided by CUSD based on set criteria.

■ Student Information System: The current student information system solution implemented in conjunction with San Diego County Office of Education is Synergy, from Edupoint. Synergy is used for attendance, grading, parent portal, student programs, and to submit state/federal reports. A pilot program is scheduled for next year that will utilize scanning applications to improve efficiency and accuracy of student tardies.

■ Student Applications: There is a list of applications available for students to use. This includes Renaissance Place (Accelerated Reader/Accelerated Math, etc.), Scholastic Suite (Read180, System 44, iRead), ST Math, ClassWorks, Safari Montage, Study Island, ALS, Cyber High, and Innovative Interfaces.

■ Data Analysis & Assessment: Calexico Unified uses different tools for data analysis, these programs pulls its data from Synergy. These programs include Data Director, SEIS, NWEA, EZSES and EZReports.

■ Collaboration Tools: CUSD is currently (Spring 2015) piloting Google Apps for Education to be used with students and teachers. Students, teachers and staff can use these tools to create and collaborate with different applications and access them anywhere with an internet connection.

Inventory Control:

The current practice of Calexico Unified School District in regards to inventory control for all the technology equipment is primarily based on two sources: Inventory gathered by centralized systems, like System Center Configuration Manager, Active Directory, DHCP scopes and management consoles for Chromebooks and Access Points.

The second source of inventory is at the school site level, generated by school technology technicians, in conjunction with office staff at the school.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

In order to adopt new technology standards, match equipment with instructional goals and complete equitable distribution of technology resources at all school sites. Different needs will have to be considered, and can be separated as follows:

Infrastructure Upgrade and Maintenance:

Wireless

Within three years, each classroom should have at least one Aerohive access point capable of supporting 802.11ac wireless standard. By 2015-2016 90% of the classrooms should have these new wireless system installed, and by 2016-2017 the remaining 10% should be completed.

Core Bandwidth upgrade to 10Gb

Within three years, all school sites should receive an upgrade to the bandwidth connection from 1Gb to 10Gb. By 2016-2017, 50% of the schools should be upgraded and by 2017-2018 all schools should receive this increase.

Cabling, Servers & Services

Cabling across the district will be repaired and/or replaced due to any malfunction caused by wear and tear or any other damage and will be completed as needed.

Servers used for different network applications and services should be replaced between 5 and 7 seven years of purchase.

Maintenance agreements and warranties for core network devices (switches, phone system, antivirus, content filter, software, wireless system and server warranties) are renewed on an annual cycle.

Increase the availability of devices used by students:

A plan for equitable access was developed by the CUSD Technology Committee and will supported through the LCAP to increase the amount of devices available for students across the district.

A pilot implementation of a BYOD (Bring Your Own Device) program is scheduled for the 2015-1016 school year.

This will allow students with access to devices at home to bring them to their school and have internet access through a designated wireless connection. The pilot will begin with one school campus.

Professional Development for Technology Staff

With the increase of new services, systems, hardware & applications managed by the technology staff; updated professional development for technology staff plays an important role in supporting all network systems and services used by Calexico Unified School District.

Professional development will be scheduled on a regular basis to support networks systems and applications adopted by the Calexico Unified School District. This includes implementing a mobile device management system, training on new operating systems, applications, network switches, devices, content filter, and wireless system.

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

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

Our district's technology committee will meet quarterly every year with the evaluation of our educational technology plan as one of its main objectives. The IT Department will collect and provide data on devices available for students, records of staff trainings, and on the status of the scheduled upgrades to the network. This data will be used to determine if we are meeting our goals for increasing student access and for training related to improving teaching and learning.

Data reports will be generated from our SIS and our data management system to analyze attendance, drop out rates, and standardize assessments results. We will also explore the possibility of adding the data collection capability for student referrals related to online/digital behavior infractions.

One of the other objectives that the committee will have next year will be to design a digital student portfolio. This student digital portfolio will also be used to evaluate if we are meeting our teaching and learning goals.

In addition to the criteria listed above, the technology committee also recommended the use of surveys to evaluate the success of the plan. The recommendation was made to continue to use the survey created this year for staff and to create one for students and parents. The content of the surveys for students and parents would be on student engagement and proficiency in technology skills.

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

The lead person for the collection and presentation of the data will be the Director of Instructional Technology. Updates on the data will be presented quarterly to the district's technology committee and with the Superintendent. These quarterly meetings will present the opportunity to make recommended adjustments as deemed necessary to our plan. A variety of web 2.0 tools will be explored as avenues to present data and to receive input from stakeholders. Web 2.0 tools will also be used to share best practices that are having a positive effect on teaching and learning that will facilitate the replication of successful practices. Our district and site websites and social media pages will be used to recognized students and to display student projects. The district's technology committee will serve a lead role in promoting student and teacher participation district wide in the Computer Science Education Week and the Global Cardboard Challenge in addition to hosting a district wide Multimedia Festival that will display student multimedia projects from across the district.