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Enactment Date	

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Tony Smith, Ph.D., Superintendent
Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
Vernon Hal, Deputy Superintendent, Business & Operations

Board Meeting Date

Subject Approval of OUSD Technology Plan 2011-2014

Action Requested

The Board of Education is requested to approve the California State Department of Education approved OUSD Technology Plan for the period of 7/1/11 through 06/30/2014.

Background
A one paragraph explanation of why the document was written

A team of writers from Technology Services and Leadership, Curriculum and Instruction met from 2/1/10 through 9/1/10 to write the OUSD Technology Plan using the guidelines set forth for an E-rate qualified document. Public comment was solicited and received on the OUSD web site and modifications made to the plan. The document was read by a team of three reviewers from the Alameda County Office of Education. After revisions were made the document was submitted to the Ed Tech Review Plan System (ETPRS) at the California State Department of Education and approval was granted January, 19, 2011

Discussion
One paragraph summary of the scope of work.

E-Rate funding and the Enhancing Education Through Technology (EETT) formula and competitive funding requires a Ed Tech Review Plan System (ETPRS) approved plan. The district has received between $9 and $14 million dollars a year from these funds. Many grants require a district level plan as a pre-requisite to application

Recommendation

Approval and adoption of the OUSD Technology Plan 2011-2014

Fiscal Impact

Continued funding of the OUSD E-rate applications for the period 7-1-11 through 6-30-14. Ability to apply for other state and federal funds.

Attachments

- Copy of the 2011-2014 OUSD Technology Plan
- Copy of the approval notice by ETPRS

California Department of Education's Education Technology Review Plan System (ETPRS) ==========

1/19/2011 11:42:48 AM
Local Educational Agency (LEA) Education Technology Plan Information:

District Name: Oakland Unified
District Code: 01-61259-0000000
County: Alameda
CTAP Region: 04
Tech plan ID: 4624
Cycle: B
Duration in Years: 3
Start Date: 7/1/2011
End Date: 6/30/2014
Approval Date: 1/19/2011 11:42:48 AM

An education technology plan received from the above LEA meets the full criteria required by the No Child Left Behind Act of 2001, Public Law 107-110, Sec. 2414, and has been approved by the California Department of Education. If you are eligible for the 2010-2011 Enhancing Education Through Technology (EETT) Formula Grant, grant award documents will be prepared and mailed to you within eight weeks. We congratulate you on your success and appreciate the hard work that went into developing your high quality education technology plan.

This approval e-mail will serve as official approval certification for any state-funded program requiring a state-approved technology plan as well as for the federal E-rate program, with the addition of the E-rate supplement document. For more information regarding the required E-rate supplement document, please see
http://www.cde.ca.gov/ls/et/ft/eratemain.asp

Please print this document and retain for your files as it will serve as important documentation in case of an audit.

Should you have any questions, feel free to contact:

California Department of Education
Education Technology Office
1430 N Street, Suite 6308
Sacramento, CA 95814
Voice: (916) 323-5715
FAX: (916) 323-5110
http://www.cde.ca.gov/ls/et/

Thank you.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: **01-61259**
School Code (Direct funded charters only): _ _ _ _ _ _ _
LEA Name: **Oakland Unified School District**

*Salutation: **Ms.** Mr. Dr.
*First Name: **Ann**
*Last Name: **Kruze**
*Job Title: **Coordinator, Instructional Technology**
*Address: **314 E. 10th Street**
*City: **Oakland, CA**
*Zip Code: **94606**
*Telephone: **(510) 879-8540** Ext:
Fax: **(510) 879-8441**
*E-Mail: **ann.kruze@ousd.k12.ca.us**

Please provide backup contact information.
1st Backup Name: **Karen Muska**
1st Backup E-Mail: **karen.muska@ousd.k12.ca.us**
2nd Backup Name: **Leah Jensen**
2nd Backup E-Mail: **leah.jensen@ousd.k12.ca.us**

*Required information in the ETPRS

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Oakland Unified School District

Educational Technology Plan

July 1, 2011 – June 30, 2014

Table of Contents

i. Introduction

District Summary- Background and Demographic Profile

OUSD serves 36,793 students (44,650 including Charters) in Oakland – a longtime Federal empowerment zone – in one of the poorest, most diverse, and distressed urban areas in the state. The 14th largest district in California, OUSD has high rates of nearly every measure of social distress, including a 70.6% free-reduced lunch rate, 30.6% EL population, 28.1% four year dropout rate, one of the lowest percentages of fully credentialed teachers (84.6%), and one of the highest percentages of teachers with less than two years experience (11.9%) in the State (CDE DataQuest 2008-09 data).

Despite these factors, Oakland Unified continues to demonstrate significant progress and sustained growth in student achievement. OUSD has been California's most improved urban school district for five years (2004 – 2009). Student achievement in Oakland Public Schools grew 27 percent faster than the state average according to the 2008-09 Accountability Progress Report (APR). Since 2004, Oakland Unified has raised its Academic Performance Index (API) by a total of 92 points, leapfrogging numerous districts in the process. The 2009 API growth contained significant gains across all levels and subgroups as 44 OUSD schools lifted their API by 25 points or more.

Oakland Unified, like many districts in the state and across the nation, is experiencing unprecedented budget deficits and the resulting cuts to programs and staff. State budget realities mean that OUSD must trim just under $30 million from its unrestricted budget for the 2010-2011 school year. In addition, current projections hold that OUSD will need to downsize its budget by roughly $100 million over the next three years. Schools and central services have already slashed budgets over the past few years due to declining enrollment and revenue. Very tough decisions need to be made that may include closing schools, increasing class sizes, cutting or reducing services to schools, pay and/or benefit cuts, and teacher and/or staff layoffs. Within this framework of budgetary challenges, Oakland Unified must maximize the efficacy of its current technology and wisely invest its limited funds to best serve our students. Our new plan builds upon and is an extension of the previous OUSD Educational Technology Plan.

District Vision

Oakland Unified is in the process of transitioning to a new paradigm that is based upon building safe and high quality full service community schools. The intent of this program is to move to a system that supports students in a structure that includes equity of access to resources so that every student will have high quality, effective instruction and be prepared to succeed in college and careers. The support system would be a comprehensive continuous and linked series of programs that include educational, social, and medical services.

OUSD's technology plan is based on a set of research-based beliefs on how technology can impact student learning and improve teaching practice so that we may better prepare our youth to succeed in the 21st Century. The plan has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends curriculum

objectives and that technology, information literacy, and 21st Century skills should be integrated into the curriculum and aligned with content area standards in order to improve student achievement, develop lifelong learners, and prepare our children to successfully meet the demands of 21st century society and a global economy.

To fulfill this vision the plan focuses on 5 broad areas:

- **Continually update and increase implementation of District-wide technology standards, policies, and best practices:** The district has made some progress in this area over the past three years (baseline standards/specifications for hardware, district-approved or recommended software; emerging technologies, district policies and procedures; professional development and resources); however, much of the current technology purchases and level of use is still determined on a site by site basis.
- **Link instructional technology professional development to curricular goals and state standards.** Ensure that professional development supports increased student achievement and enhances teaching and learning.
- **Continue to improve and maintain the District's Infrastructure:** The district's infrastructure has been significantly improved over the past three years; however, current and emerging technologies require greater bandwidth and functionality. Meeting our curricular and district goals will require continual infrastructure upgrading.
- **Provide appropriate and equitable access to technology tools:** Currently access to technology is not consistently available from school to school and may not be appropriately available to achieve student achievement goals.
- **Ensure effective and efficient use of current district resources:** Evaluate and maximize the efficacy of current electronic learning resources and implement professional development and technology support to best enhance student learning.

OUSD Demographics

The Oakland Unified School District has been experiencing declining enrollment.
- Four-year decline of 3,171 students
- 2006—2007: 39,964 (non-charter, non-SDC students)
- 2009—2010: 36,793 (Day 15 counts; non-charter, non-SDC students)
- Enrollment is projected to continue to decline (2010—2011 projections pending)

The district 2008-2009 and 2009 - 2010 demographic data below offers the reader a snapshot of the present student population in Oakland Unified.

Tables 1 and 2 provide snapshots of enrollment by grade level and a breakdown of student enrollment by ethnicity.

Table 1: 2008-09 Student Enrollment by Grade Level				
K-5	6-8	9-12	Total Enrollment (including Charters)	Charter Enrollment
23,768	10,059	12,689	46,516	7861 (16.9%)

Table 2: Student Enrollment by Ethnicity							
American Indian or Alaskan Native	Asian	Pacific Islander	Filipino	Hispanic	Black (Not Hispanic)	White (Not Hispanic)	Multiple or no response
176 (0.4%)	6,232 (13.4%)	495 (1.1%)	369 (0.8%)	17,354 (37.3%)	16,165 (34.8%)	3,019 (6.5%)	2,706 (5.8%)

As Table 3 illustrates, 47.6% and 41.5% of 2nd through 11th grade OUSD students scored proficient and above on the California Standards Test in math and English/language arts in 2009.

Table 3: Selected Data Demonstrating Current Status of OUSD Students				
Free/Red. Meals	English Learner	Minority Enrollment	Students Scoring Proficient & Above in Math	Students Scoring Proficient & Above in English/Language Arts
70.6%	30.6%	87.7%	47.6%	41.5%

As Table 4 illustrates, although OUSD has made significant gains in student achievement, a considerable achievement gap still exists.

2009 Percent Proficient - Annual Measurable Objectives (AMOs)						
	English-Language Arts Target 45.0 % Met all percent proficient rate criteria? No			**Mathematics** Target 45.5 % Met all percent proficient rate criteria? No		
GROUPS	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria
LEA-wide	9320	41.5	No	10676	47.6	Yes
African American or Black (not of Hispanic origin)	2485	32.5	No	2579	33.7	No
American Indian or Alaska Native	44	45.8	--	44	46.8	--
Asian	2087	62.4	Yes	2505	74.9	Yes
Filipino	115	55.0	Yes	150	71.4	Yes
Hispanic or Latino	2530	31.2	No	3261	40.2	No
Pacific Islander	81	30.8	Yes (SH)	98	37.4	Yes (SH)
White (not of Hispanic origin)	1432	83.5	Yes	1412	82.5	Yes
Socioeconomically Disadvantaged	5435	34.5	No	6596	41.8	No
English Learners	3198	33.2	Yes (SH)	4420	45.9	Yes
Students with Disabilities	534	24.2	No	557	25.0	No

As Table 5 illustrates, OUSD faces major challenges in increasing our graduation rate, especially of those eligible to enroll at UC or CSU campuses. In addition OUSD faces a significant challenge in reducing the drop out rate which currently totals 28.1% from grades 9-12.

Table 5: Student Graduation/Dropout Information				
12th Grade Graduates	UC/CSU Eligible Graduates	Drop-outs (prior year)	1 year Dropout Rate	4 year Dropout Rate
1992	837	967	7.6%	28.1%

Table 6 gives a snapshot of staff demographics. As previously mentioned OUSD has one of the lowest percentages of fully credentialed teachers in the state. In addition, as in many urban districts, there is significant staff turnover within OUSD adding additional challenges to delivering an effective professional development program.

Table 6: 2008- 2009 Staff Demographics					
Administrators FTE	Teachers FTE	Pupil Services Staff FTE	% Fully Credentialed Teachers	Pupil-Teacher Ratio	Average Class Size
307.4	2677	161.3	84.6%	17.4	22.5

1. Plan Duration

The Oakland Unified School District's (OUSD) Instructional Technology Plan defines a three year direction for educational technology initiatives. This planning document will guide our technology vision from July 1, 2011-June 30, 2014 and is intended to meet E-rate requirements. The plan includes goals, objectives, activities and benchmarks for the next three years. Included in the plan are a yearly review, yearly benchmarks, and adjustments to the plan as necessary. The plan serves as our Enhancing Education Through Technology plan as required by No Child Left Behind and is aligned to the guidelines of EETT (see Appendix C). There is every expectation that revisions and addendums to the plan will be brought forward both periodically and as needed.

2. Planning Process and Stakeholders

The Instructional Technology Steering Committee was formed in September 2009 to:

- Review and monitor how technology supports and enhances student learning
- Analyze and review how electronic learning resources and programs affected student achievement data
- Review the previous OUSD Technology Plan and OUSD planning documents
- Conduct research on the current status of technology infrastructure, equipment, and staff, student, and administrative use
- Identify internal and external best practices in educational technology
- Analyze Technology Survey information and other data

- Prepare draft documents for review by OUSD stakeholders including the OUSD Strategy Group, school site representatives, parents, students, and community partners.

The Instructional Technology Steering Committee was chaired by the Chief Academic Officer. Group members included the Director of Technology Services, the Network Executive Officers, the Director of LCI and the Coordinator of Instructional Technology.

The Steering Committee directed that a Tech Plan Research Group be formed. Group members included representatives from Instructional Technology, Technology Services, Curriculum and Instruction, Research and Assessment, Operations and Support, School Site Representatives from all grade levels, Parents, and Community Representatives.

The Tech Plan Research Group met regularly throughout the 2009-2010 school year, conducted several school site visits, reviewed the 2008 - 2011 Tech Plan and produced a set of recommendations that formed the basis for this document. The 2008 – 2011 Tech Plan was posted on the OUSD web site and a blog was created to solicit public comments, suggestions, and revisions for the new 2011-2014 plan. Online school site and teacher technology use surveys were created and data was collected and analyzed.

In January 2010, a five person writing team from the Instructional Technology unit began drafting this 2011-2014 Technology Plan based on the findings of the Tech Plan Research Group, the technology surveys, public comments and current research.

The drafts of this document were reviewed by the Instructional Technology Steering Committee and distributed to additional stakeholders within OUSD and the community. Feedback from stakeholders and the suggestions have been incorporated into the final document. Private and charter schools were invited in a separate email invitation to participate in this process.

OUSD Technology Plan Writing Team	
Name	**Position**
Ann Kruze	Coordinator, Instructional Tech, Instructional Serv.
Karen Muska	Instructional Technologist, Inst. Serv.
Leah Jensen	Instructional Technologist, Inst. Serv.
Paul Hoy	Network Director, Information Technology
Peter Hutcher	Former Director Technology Services
Instructional Technology Steering Committee	
Name	**Position**
Maria Santos	Deputy Superintendent, Instruction, Leadership and Equity-in-Action
Laura Moran	Chief Services Officer, '08-'10
Vernon Hal	Deputy Superintendent, Business and Operations
Ron Chandler	Ex. Director, Information Technology, '08-'10
Gee Kin Chou	Ex. Director, Information Technology, '10-Pres.
Mary Buttler	Ex. Director, Instructional Services, '08-'10
Jane Nicholson	Director, Complementary Learning

Continuing Implementation Process

Planning for technology use is effective to the degree that this plan is implemented. The plan has been written to be a dynamic living document with processes for ongoing monitoring toward our identified goals and objectives. The Instructional Technology Steering Committee in collaboration with Technology Services intends to provide the OUSD community with easy access to plan components and resources through access on the OUSD website and OUSD intranet. Ongoing discussions will take place among plan stakeholders to assess progress towards meeting implementation steps throughout the plan. Semi-annual or annual reports will be presented to the OUSD Strategy Team, District Superintendent, and Governing Board. The Instructional Technology Steering Committee will be charged with keeping stakeholders adequately informed of changes and modifications to the plan as a result of stakeholder input.

Plan is Aligned to State and Federal Goals

The 2011-2014 OUSD Instructional Technology Plan has been developed in close alignment with specifications of both State and Federal guidelines and by using suggested resources and data reports. The plan meets the requirement of a comprehensive technology plan as required for E-rate funding through the Schools and Library Division of the Universal Service Administrative Company (**http://www.sl.universalservice.org**). An annual review will help meet the goals of the E-rate program.

The writing team is appreciative of the support of Rick Alva, Sam Sakai-Miller and others from the Alameda County Office of Education for their review, counsel and assistance. We also wish to thank all the contributors to the Tech Plan Comment Blog.

3. Curriculum Component

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

Background

School sites completed the 2009-2010 OUSD School Site Technology Survey. In addition a subset of OUSD staff completed the OUSD Teacher Technology Survey. Both of these instruments were modeled on and adapted from the 2007-2008 California Technology Survey and Teacher EdTech Profile. The following data is drawn from these survey results.

Number and Location of Computers

According to survey data there are a total of 11,505 instructional computers in the Oakland Unified School District (9607 in non-charter schools) and 2746 classrooms with Internet connectivity (2197 in non-charter schools). Of these computers 8,708 are connected to the Internet by a broad band connection. It is important to note that only 4,533 of the computers are now less than 3 years old.

Location	% < 1 Year	% 1 - 2 Years	% 2 - 3 Years	% 3 - 4 Years	% 4+ Years
Oakland Unified	6.76	15.16	17.52	18.02	40.74

The computers are distributed within school sites as follows:

Location	% Classroom	% Lab	% Library	% Other
Oakland Unified	54.73	28.03	4.53	9.0

We have seen an increase of lab-based computers and a decrease of library-based computers since the last data collection.

All OUSD school sites and classrooms are currently connected to the district network and the Internet though the speed and quality of this connection varies from and within school to school. The district's infrastructure has been significantly improved over the past three years; however, current and emerging technologies require greater bandwidth and functionality.

Student to Computer Ratio

Although the overall District student to computer ratio is 3.7:1, the ratio dramatically changes to over 20.2:1 for up to date computers.

Student – Computer Ratio of Instructional Computers			
	Total	Internet-connected	Up-To-Date (less than 3 years old)
High	3.8:1	4.5:1	18.7:1
Middle	3.7:1	5.1:1	21.7:1
Elementary	3.6:1	4.8:1	19.7:1
Total	3.7:1	4.6:1	20.2:1

Teacher Technology Access

Teachers often have access to computers in their classrooms or in teacher workrooms or other non-classroom locations. This access is determined by site policy and varies from school-to-school. In all schools, teachers have some access to network connected computers before, during and after the work day. The district is migrating to online attendance taking and this requires an internet-connected computer in each classroom. This project is almost 90% complete.

Access During Non-School Hours

Schools make technology available to students in before and after-school programs funded through 21st Century grant programs and other sources. Several community technology centers such as Eastmont Computing Center provide structured after school and weekend technology

access. In addition technology access is provided by many Oakland Public Library and Parks and Recreation locations. The Oakland Technology Exchange (OTX) a program of the Marcus Foster Educational Institute (MFEI) has placed several thousand computers in low income Oakland USD student homes as part of the Urban Math Project grant program. For these families OTX provides low cost Internet access through a special arrangement with california.com.

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

Teacher Use of Technology

Based on data from the OUSD School Site Technology Survey and the OUSD Teacher Technology Survey, teachers are making little use of technology tools in their daily practice. Any successful technology planning efforts will need to address these deficiencies.

Teacher Use of Technology in Instructional Practice	Percentage Using Technology
I can use word processing, presentation and spreadsheet applications to create teaching materials.	57.81%
I use presentation software to deliver lesson content	35.04%
I use an LCD projector to present content	44.87%
I use pre-packaged software and CD content with my students	35.94%
I can model for my students how to use the Internet to do research and search for content	60.71%
I use Internet resources for lesson creation and as content during instruction.	55.36%
I regularly use various multimedia in delivering instruction.	37.50%
I use and my students use more than one of the following: LCD projector, document camera, video cameras or webcams, digital cameras, DVD players, to present information, deliver content or demonstrate skills.	39.51%
I have my students using word processing, presentation applications to create products to show their understanding.	26.69%
I act as a facilitator to assist my students in selecting and using various technologies including word processing, presentation software	25.89%
My students work both independently and in collaborative groups on authentic problems/projects, doing research, developing solutions and creating products utilizing various technologies	24.78%

The picture is even grimmer in teacher assignments of work to students that involves the use of technology. Here the percentage of teachers that never or less than monthly assign work involving technology ranges from 65% (word processing) to 94% (correspondence with experts, authors, students from other places and graphically presenting information). In fact, in no area surveyed are more than 3% of students using technology on a daily basis.

2009-10 Survey Data

Teachers assign students work that involves using technology (computers, video, Internet, and hand-held devices) with the following frequency:					
	% of teachers assigning students work involving the following technologies				
	None	Less than 25%	More than 25%, but less than 50%	More than 50%, but less than 75%	More than 75%
Word processing	0.00%	16.67%	20.00%	30.00%	30.00%
Access content-specific software or Web-based resources	1.67%	11.67%	26.67%	21.67%	30.00%
Research, using the Internet and/or CD-ROMs	1.67%	18.33%	18.33%	33.33%	26.67%
Creating reports or projects	0.00%	18.33%	25.00%	31.67%	20.00%
Demonstrations or simulations	20.00%	35.00%	16.67%	11.67%	11.67%
Correspondence with experts, authors, students from other schools, etc., via email or Internet	28.33%	41.67%	11.67%	6.67%	5.00%
Solving problems or analyzing data	25.00%	33.33%	11.67%	18.33%	6.67%
Present materials electronically	21.67%	33.33%	16.67%	13.33%	11.67%

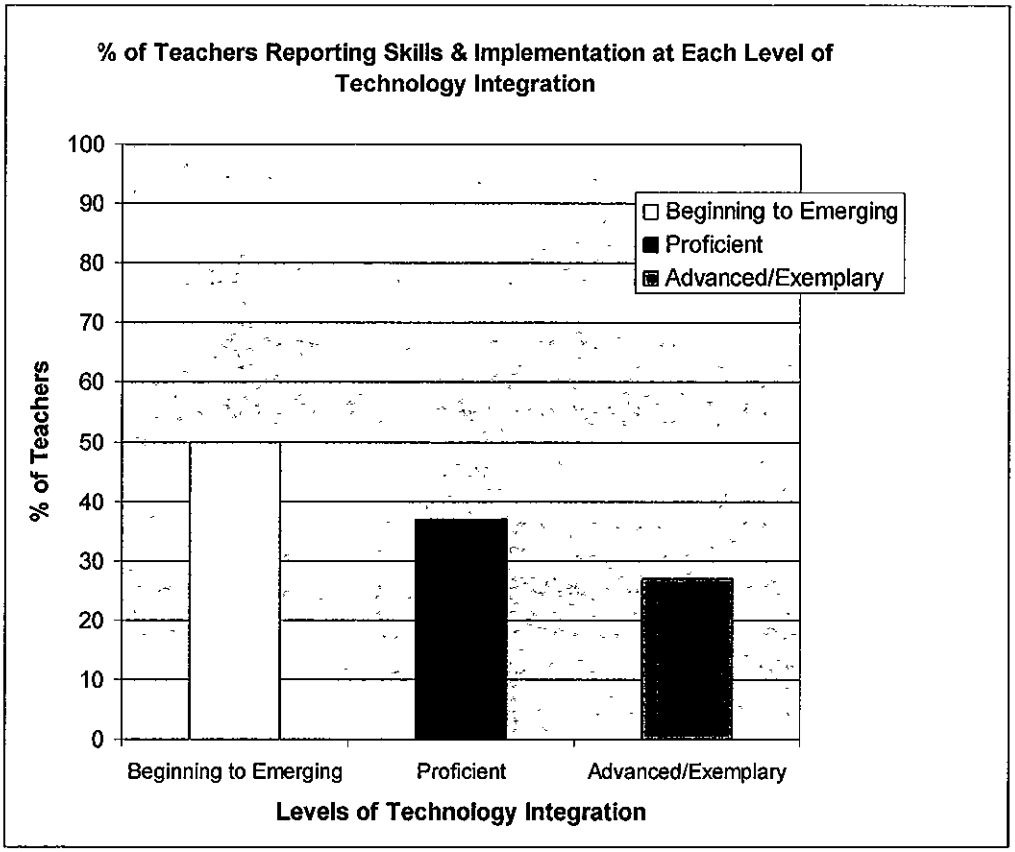
Teacher Use of Technology in Core Instruction

The following table summarizes teacher's use of technology in instruction. While there is fairly extensive use of technology for word processing, accessing web resources, reports and projects, problem solving activities, digital research, and on-line assessments there is little use of technology for demonstrations/simulations, e-mail correspondence, on-line PD, and electronic presentations, and virtually no use for video conferences, web casts, streaming video and virtual fieldtrips.

Teachers Use of Technology in Core Instruction					
	% of Teachers Using the Following Technologies				
	None	Less than 25%	More than 25%, but less than 50%	More than 50%, but less than 75%	More than 75%
Word Processing	0.00%	1.67%	5.00%	20.00%	73.3%
Access Web Resources	3.33%	5.00%	15.00%	33.33%	41.67%
Reports/Projects	2.61%	18.33%	15.00%	31.67%	35.00%
Demonstrations & Simulations	5.00%	26.67%	26.67%	13.33%	21.67%

Teachers Use of Technology in Core Instruction (cont'd from p. 12)					
E-mail Correspondence	8.33%	30.00%	18.33%	20.00%	18.33%
Problem Solving	8.33%	23.33%	18.33%	31.67%	16.67%
Video Conference	71.67%	21.67%	0.00%	0.00%	0.00%
WebCast	65.00%	18.33%	5.00%	0.00%	0.00%
Digital Research	8.33%	13.33%	11.67%	21.67%	40.00%
Provide On-Line PD	45.00%	28.33%	11.67%	3.33%	1.67%
Participate On-Line PD	36.67%	31.67%	13.33%	8.33%	3.33%
Streaming Video	53.33%	28.33%	6.67%	0.00%	5.00%
Virtual Field Trip	48.33%	35.00%	1.67%	1.67%	3.33%
On-Line Assessment	5.00%	13.33%	11.67%	23.33%	45.00%
Student Response Systems	25.00%	31.67%	8.33%	16.67%	10.00%
Electronic Presentation	10.00%	31.67%	15.00%	20.00%	16.67%

The table below shows a summary of the percentage of teachers reporting they are able to perform skills/tasks and strategies indicative of each level of technology integration.



Student Use of Technology in Core Instruction

As the following table illustrates, students do not commonly use technology in instruction except for word processing, reports and accessing Web resources. In particular there is little use of technology for demos and simulations, e-mail correspondence, problem solving, and presentations.

Students Use of Technology in Core Instruction					
	% of Students Using the Following Technologies				
	None	Less than 25%	More than 25%, but less than 50%	More than 50%, but less than 75%	More than 75%
Word Processing	0%	16.18%	19.12%	29.41%	26.47%
Access Web Resources	2.94%	11.76%	25.00%	20.59%	27.94%
Digital Resources	1.47%	19.12%	16.18%	30.88%	23.53%
Reports/Projects	0%	20.59%	23.53%	27.94%	17.65%
Demonstrations & Simulations	22.06%	32.35%	16.18%	0%	11.29%
E-mail	29.41%	41.18%	10.29%	5.88%	4.84%
Problem Solving	23.53%	33.82%	11.76%	16.18%	6.45%
Presentations	20.59%	33.82%	14.71%	11.76%	11.29%

Electronic learning resources used in the classroom to support achievement in core academic programs include the MS Office suite or equivalent, PLATO, Read 180, CyberHigh, Accelerated Reader, Accelerated Math, Kidspiration and media included with State adopted classroom materials purchased by OUSD. The district is investigating open source programs for possible adoption to control costs and provide greater access for students. Teachers also have access to web-based activities, including online databases, Encyclopedia Britannica, Teen Health and Wellness, Schoolwires and others which are site purchased. Results Based Budgeting gives each school site the freedom to purchase electronic learning resources most appropriate to their site's needs.

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

The Oakland Unified School District's Education Technology Plan is guided by the principle that technology must help drive student achievement. The plan is aligned with and supports overall District planning efforts.

Oakland Unified is in the process of transitioning to a new paradigm that is based upon building safe and high quality full service community schools. The intent of this program is to move to a system that supports students in a structure that includes equity of access to resources so that every student will have high quality, effective instruction and be prepared to succeed in college and careers. The support system would be a comprehensive continuous and linked series of programs that include educational, social, and medical services.

Our district goal of creating and maintaining community based schools is an overall blueprint for creating safe and high quality schools. The Full Service Community District is a complex plan focusing on coordinating, aligning and leveraging the community's multiple assets to maximize student potential.

The three priorities of the Full Service Community District are:

- Priority 1 – Safe, Healthy and Supportive Schools
- Priority 2 – High Quality, Effective Instruction
- Priority 3 – Literacy for College and Career Readiness

Technology will play a crucial role in achieving these priorities.

The overall goals of this plan reflect and support the OUSD strategic planning efforts. To that end, this Plan supports the following:

- All students will benefit from the coordination of school and community services, increased support for families, and aggregation and dissemination of high quality data to improve instruction and teacher effectiveness.
- All students will be proficient or advanced on the math and language arts portions of the CST.
- All students will graduate prepared to succeed in college and the workplace.

Each individual school site is required to develop an annual comprehensive plan addressing specific learning needs of their students and incorporating standards-based curriculum goals that support the general district curricular goals. In the past, a technology component has been a recommended, but not required part of the Single Plan for Student Achievement (SPSA).

The district standards are aligned with the state standards in all content areas, and the state frameworks and the district content standards have been circulated to all teachers and administrators. The district content standards for math and language arts are posted on the district web site, which also contains links to the state content standards. All professional development, conducted by the district and other professional development providers, is standards-based and aligned with the district curricular goals.

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.

The OUSD goals, objectives and annual benchmarks are differentiated by Pre-K, K-5, 6-12 and Adult Education to reflect the developmental and academic needs of each student group.

Goal 1	OUSD students (K-12, Child Development and Adult Education) will be at proficient or advanced levels in language arts portions of the appropriate testing instrument.
Objective 1.1	By June 2014, 75% of K-5 students will use technology to achieve proficiency in English/Language Arts (ELA).
Annual Benchmarks	• By June 2012, 35% of K-5 students will use technology to achieve proficiency in ELA. • By June 2013, 55% of K-5 students will use technology to achieve proficiency in ELA. • By June 2014, 75% of K-5 students will use technology to achieve proficiency in ELA.
Objective 1.2	By June 2014, 75% of 6-12 students will use technology to achieve proficiency in ELA.
Annual Benchmarks	• By June 2012, 35% of 6-12 students will use technology to achieve proficiency in ELA. • By June 2013, 55% of 6-12 students will use technology to achieve proficiency in ELA. • By June 2014, 75% of 6-12 students will use technology to achieve proficiency in ELA.
Goal 1A	Students in OUSD Child Development Centers (CDCs) will be at readiness levels on the language arts portions district level benchmark assessments (ages 3-5) and K-4 students will be proficient or advanced on the English/Language Arts (ELA) portions of the CSTs.
Objective 1A.1	By June 2014, 40% of pre-K students will use technology to achieve readiness in English/Language Arts (ELA).
Annual Benchmarks	• By June 2012, 30% of Pre-K students, ages 3-5, of will use technology to achieve readiness in ELA • By June 2013, 35% of Pre-K students, ages 3-5, of will use technology to achieve readiness in ELA • By June, 2014, 40% of Pre-K students, ages 3-5, of will use technology to achieve readiness in ELA
Goal 1B	K-4 students in extended day programs at OUSD Child Development Centers (CDCs) will be at proficient or advanced levels on the language arts portions of the CST.
Objective 1B.1	By June 2014, 75% of CDC K-4 students in extended day programs will use technology to achieve proficiency in English/Language Arts (ELA).
Annual Benchmarks	• By June 2012, 35% of CDC K-4 extended day students will use technology to achieve proficiency in ELA.

	• By June 2013, 55% of CDC K-4 extended day students will use technology to achieve proficiency in ELA. • By June 2014, 75% of CDC K-4 extended day students will use technology to achieve proficiency in ELA.		
Goal 1C	Adult Education Students taking English Language Arts related courses will be able to improve their language arts skills as measured by passing grades or passing the ELA portion of the CAHSEE exam		
Objective 1C.1	• By June 2014, 60% of Adult Education students will use technology to improve ELA skills.		
Annual Benchmarks	• By June 2012, 30% of Adult ELA students will use technology to improve ELA skills. • By June 2013, 45% of Adult ELA students will use technology to improve ELA skills. • By June, 2014, 60% of Adult ELA students will use technology to improve ELA skills.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1 and ongoing	Identify approved technology applications (i.e. Read 180), electronic learning resources (i.e. netTrekker di), and enabling technologies (i.e. video on demand) that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide.	Leadership, Curriculum and Instruction (LCI) ELA team, Instructional Technology Team, Site Admins, and ELA teachers	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of all activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The
Year 1 and ongoing	Identify or develop recommended technology resources such as web-based lesson plans, assessment tools, and primary source materials that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.		

Year 1, 2, 3	Post or link on OUSD's intranet and other web based instructional portals, identified technology applications and resources such as web-based lesson plans, assessment tools, and primary source materials that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.	Instructional Technology Team, LCI ELA team	program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 2	Include an evaluation of publisher technology materials and require licensing for use on OUSD's intranet and other web based instructional portals as criteria for selection in the ELA Textbook adoption.	LCI ELA team, Instructional Technology Team	
Year 3	Adapt ELA textbook technology materials for use on OUSD's intranet and other web based instructional portals.		
Year 1	Teachers and other instructional staff will implement in their ELA instruction, at least one identified technology application, web-based lesson plan, assessment tool, or electronic primary source material that supports the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions .	ELA teachers, site administrators, ELA coaches	
Years 2, 3	Teachers and other instructional staff will implement in their ELA instruction, two or more identified technology applications and electronic resources that support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course		

	descriptions.		
Year 1	Students will use at least one technology application and resource such as web-based instructional, assessment, and electronic primary source materials to achieve proficiency in English/Language Arts.		
Year 2, 3	Students will use two or more technology applications and resources such as web-based instructional, assessment, and primary source materials to achieve proficiency in ELA, including materials from the adopted ELA Textbooks in year 3, pre-school and Adult school course instructional materials.		

Goal 2	OUSD students (K-12, Child Development and Adult Education) will be at proficient or advanced levels in the mathematics portion of the appropriate testing instrument.
Objective 2.1	By June 2014, 75% of K-5 students will use technology to achieve proficiency in mathematics.
Annual Benchmarks	• By June 2012, 35% of K-5 students will use technology to achieve proficiency in mathematics. • By June 2013, 55% of K-5 students will use technology to achieve proficiency in mathematics. • By June 2014, 75% of K-5 students will use technology to achieve proficiency in mathematics.
Objective 2.2	By June 2014, 75% of 6-12 students will use technology to achieve proficiency in mathematics.
Annual Benchmarks	• By June 2012, 35% of 6-12 students will use technology to achieve proficiency in mathematics. • By June 2013, 55% of 6-12 students will use technology to achieve proficiency in mathematics. • By June 2014, 75% of 6-12 students will use technology to achieve proficiency in mathematics.
Goal 2A	Pre-K program students in OUSD Child Development Centers (CDCs) will be at readiness levels on the mathematics portion of district level benchmark assessments.
Objective 2A.1	By June, 2014, 40% of Pre-K students, ages 3-5, of will use technology to

	support achieving readiness in Math		
Annual Benchmarks	• By June 2012, 30% of Pre-K students, ages 3-5, of will use technology to support achieving readiness in Math • By June 2013, 35% of Pre-K students, ages 3-5, of will use technology to support achieving readiness in Math • By June, 2014, 40% of Pre-K students, ages 3-5, of will use technology to support achieving readiness in Math		
Goal 2B	K-4 students in extended day programs at OUSD Child Development Centers (CDCs) will be at proficient or advanced levels on the Mathematics portions of the CST.		
Objective 2B.1	By June 2014, 75% of CDC K-4 students in extended day programs will use technology to achieve proficiency in mathematics.		
Annual Benchmarks	• By June 2012, 35% of CDC K-4 extended day students will use technology to achieve proficiency in Math. • By June 2013, 55% of CDC K-4 extended day students will use technology to achieve proficiency in Math. • By June 2014, 75% of CDC K-4 extended day students will use technology to achieve proficiency in Math.		
Goal 2C	Adult Education Students taking Mathematics related courses will be able to improve their math skills as measured by passing grades or passing the Math portion of the CAHSEE exam		
Objective 2C.1	By June, 2014, 50% of Adult Math students will use technology to improve Math skills.		
Annual Benchmarks	• By June 2012, 30% of Adult ELA students will use technology to improve Math skills. • By June 2013, 40% of Adult ELA students will use technology to improve Math skills. • By June, 2014, 50% of Adult ELA students will use technology to improve Math skills.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1 and ongoing	Identify approved technology applications (i.e. PLATO), electronic learning resources (i.e. free web 2.0 and internet resources) and enabling technologies (i.e. interactive whiteboards) that will support the pedagogy, pacing, instructional strategies, and interventions detailed in	LCI Math team, Instructional Technology Team, Site Administrators, and Math teachers	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of

	OUSD's Math K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.		all activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1 and ongoing	Identify or develop recommended technology resources such as web-based lesson plans, assessment tools, and primary source materials that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's Math K-12 Instructional Guide pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.		
Year 1, 2, 3	Post or link on OUSD's intranet and other web based instructional portals, identified technology applications and resources such as web-based lesson plans, assessment tools, and primary source materials that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's Math K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.	Instructional Technology Team, LCI Math team	
Year 1	Teachers and other instructional staff will implement in their math instruction, at least one identified technology application, web-based lesson plan, assessment tool, or electronic primary source	Instructional Technology Team, LCI Math team	

	material that supports the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's Math K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.		
Year 1	Include an evaluation of publisher technology materials and require licensing for use on OUSD's intranet and other web based instructional portals as criteria for selection to support the adoption of RTI, Intervention programs, extended day materials as needed	LCI Math team, Instructional Technology Team	
Years 2, 3	Support the use of technology materials and resources aligned to the adopted Math textbook and to the Math pacing guides and supplemental Math programs (i.e. Si Swun)		
Year 1	Apply for any new Math grants and funding to support workshops and summer academies to train teachers in the use of identified technology applications and electronic resources which support middle school math instruction and interventions.	Math Content Specialists, ACOE District Instructional Technologists	
Years 2, 3	Teachers and other instructional staff will implement in their math instruction, two or more identified technology applications and electronic resources, including materials from the adopted Math Textbook, that support the pedagogy, pacing, and	Math teachers, site administrators, Math coaches	

	instructional strategies, and interventions detailed in OUSD's Math K-12 Instructional Guide, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.		
Year 1	Students will use at least one technology application and resource such as web-based instructional, assessment, and electronic primary source materials to achieve proficiency in mathematics.		
Year 2, 3	Students will use two or more technology applications and resources such as web-based instructional, assessment, and electronic primary source materials to achieve proficiency in mathematics, including materials from the adopted Math Textbook, instructional materials for pre-school programs and adult school courses		

Goal 3	Students will graduate prepared to succeed in college and the workplace.		
Objective 3.1	By June 2014, 90% of 9-12 grade students will use technology to assist them in acquiring the skills needed for graduation, college, and the 21st century skills required for success in the workplace.		
Annual Benchmarks	• By June 2012, 55% of 9-12 grade students will use technology to assist them in acquiring the skills needed for graduation, college, and the 21st century skills required for success in the workplace. • By June 2013, 75% of 9-12 grade students will use technology to assist them in acquiring the skills needed for graduation, college, and the 21st century skills required for success in the workplace. • By June 2014, 90% of 9-12 grade students will use technology to assist them in acquiring the skills needed for graduation, college, and the 21st century skills required for success in the workplace.		
Year(s)	**Implementation Steps**	**Person/Team**	**Monitoring**

		Responsible	and Evaluation
Year 1 and ongoing	Identify approved technology applications (i.e. Revolution CAHSEE Prep), electronic learning resources (i.e. Eureka), Ripple Effects and enabling technologies (i.e. video on demand) that will support students in acquiring skills needed for graduation, college, and the 21st century skills required for success in the workplace.	LCI, Instructional Technology Team, Site Administrators and Counselors.	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of all activities and accomplishments and provide semi-annual progress reports to the Instructional Technology Steering Committee and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1 and ongoing	Continue to update and improve the student support, college and career preparation and other information available on the OUSD Web Site.		
Year 1, 2, 3	Post or link on OUSD's web site and other web based instructional portals, identified technology applications and resources that support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.		
Years 1, 2, 3	Counselors, teachers and other high school instructional staff will receive at least two training sessions on technology applications, web-based lesson plans, assessment tools, and electronic resources that support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.	LCI, Instructional Technology Team, Site Administrators, Counselors, and other instructional staff.	
Year 1	High school students will use at least one technology application and resource such as web-based instructional, assessment, and electronic primary source materials to prepare for graduation, college, and the 21st century skills required for success in the workplace.		
Year 2, 3	High school students will use two or more technology applications and resources such as web-based instructional, assessment, and electronic primary source materials to prepare for graduation, college, and the 21st century skills required for success in the workplace.		

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.

Ensuring that OUSD students acquire and learn to use technology and information literacy skills is imperative if they are to be effective users and creators of information and productive citizens of the 21st Century.

Goal 4	Students will acquire and use technology and information literacy skills needed to succeed in the classroom and the workplace.
Objective 4.1	By June 30, 2014, 70% of all students in grades K-12 will acquire age and grade level appropriate technology and information literacy skills aligned with the 2007 National Educational Technology (NETS-S) Standards for Students and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning.
Annual Benchmarks	• By June 30, 2012, 30% of all students in grades K-12 will acquire age and grade level appropriate technology and information literacy skills aligned with the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning. This benchmark will be modified as new NETS standards are produced. • By June 30, 2013, 50% of all students in grades K-12 will acquire age and grade level appropriate technology and information literacy skills aligned with the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning. • By June 30, 2014, 70% of all students in grades K-12 will acquire age and grade level appropriate technology and information literacy skills aligned with the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning.
Objective 4.1 A	By June 30, 2014, 40% of all students in Child Development Center programs will acquire age and grade level appropriate technology and information literacy skills adapted with the 2007 National Educational Technology (NETS-S) Standards for Students and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning.
Annual Benchmarks	• By June, 2012, 20% of students in Child Development Center programs will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning. • By June, 20 2013, 30% of all students in Child Development Center programs will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning.

	• By June, 20 2014, 40% of all students in Child Development Center programs will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning.		
Objective 4.1 B	By June 30, 2014, 70% of all students in Adult Education programs will acquire age and grade level appropriate technology and information literacy skills adapted with the 2007 National Educational Technology (NETS-S) Standards for Students and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning.		
Annual Benchmarks	• By June, 2012, 35% of all Adult Education students will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning. • By June, 2013, 50% of all Adult Education students will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning. • By June, 2014, 70% of all Adult Education students will acquire adapted and age appropriate NETS-S technology and information literacy skills the 2007 NETS Standards for Students and the ICT Framework for 21st Century Learning.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Develop or adapt a scope and sequence for technology and information literacy skills that is aligned with the 2007 NETS Standards for Students, the Partnership for 21st Century Skills Information and Communication Technology (ICT) Literacy Framework, the Big 6 information literacy model, state and district content standards, and OUSD Instructional Guides, pre-school learning foundation guides from the California Department of Education guides and Adult school course descriptions.	LCI and Instructional Technology teams, District and site library staff, Site administrators, teachers and other instructional staff	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of the Technology and Information Literacy Scope
Year 1	Post or link a scope and sequence on OUSD's intranet and other web based instructional portals for dissemination to district staff.		
Year 1 and ongoing	Continue to modify the scope and sequence of a K-12 Technology and Information Literacy Curriculum that incorporates best		

	practice, age and grade specific strategies, units, lessons, projects and activities.		and Sequence and Curriculum. They will provide semi-annual progress reports to the Instructional Technology Steering Committee and School Board. The scope and sequence and curriculum will be modified as needed.
Year 1 and ongoing	The curriculum will be posted or linked on the OUSD intranet and other web based instructional portals and available to library staff, teachers and students at all school sites.	LCI and Instructional Technology teams, District library staff, Technology Services	
Year 1 and ongoing	Provide shared network storage, online collaboration tools, and/or instructional portal access for teachers, library staff, and LCI staff to develop and share instructional plans and projects, resources, and best practice strategies that embed technology and information literacy standards and curriculum into the core content areas.		
Year 1 and ongoing	Provide ongoing training for classroom teachers and library staff on the Technology and Information Literacy scope and sequence and curriculum, best practices for delivering the curriculum to students, and on incorporating technology-enhanced lessons, activities and projects into the core content areas.	LCI and Instructional Technology teams, District and site library staff, Site administrators	
Year 1	Classroom teachers and library staff will begin implementing the K-12 Technology and Information Literacy scope and sequence, curriculum, and best practices by incorporating at least one technology-enhanced lesson, activity and/or project into the ELA and Math curriculum.	CDC, K-12, Adult Education classroom teachers, site library personnel, site administrators	
Year 2 and ongoing	Classroom teachers and library staff will expand the implementation of the K-12 Technology and Information Literacy scope and sequence, curriculum, and best practices by incorporating two or more technology-enhanced lessons, activities and/or projects into the ELA and Math curriculum.		
Year 3	Classroom teachers and library staff will expand the implementation of the K-12 Technology and Information Literacy scope and sequence, curriculum, and best practices by incorporating two or more technology-enhanced lessons, activities and/or projects into the core content areas.		

Year 1	Students will successfully complete one or more technology-enriched assignments or projects in ELA and Math.		
Year 2	Students will successfully complete one or more ELA and Math technology-enriched assignments or projects that demonstrate age and grade-level appropriate technology and information literacy proficiencies and 21st Century Skills identified in the K-12 Technology and Information Literacy Scope and Sequence.		
Year 3	Students will successfully complete one or more technology-enriched assignments or projects in core content areas that demonstrate age and grade-level appropriate technology and information literacy proficiencies and 21st Century Skills identified in the K-12 Technology and Information Literacy Scope and Sequence.		
Year 1 and ongoing	Examples of activities, projects, and strategies showcasing student use of technology and information literacy skills will be digitally captured through video, podcasts, photos, online articles and instructional portal content, and disseminated throughout the district via OUSD public and Intranet Web sites, OUSD instructional portals, and/or KDOL programming.	LCI and Instructional Technology teams, Technology Services, classroom teachers and District and site library staff.	
Year 2 and ongoing	Exemplary student and classroom ICT 21st Century Learning projects will be highlighted and shared through an annual District Technology Exposition/Fair.		

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.

Please see Goal 6 in the Professional Development section 4 for additional Implementation steps to train teachers, staff and administrators in the components of CyberEthics.

Goal 5	CDC, K12, Adult Education teachers and students will be able to articulate the concept of CyberEthics, the ethical use of information technology, and be able to distinguish lawful from unlawful uses of copyrighted works, avoid plagiarism, including the concept and purpose of both copyright and fair use: distinguishing lawful from unlawful downloading, peer to peer sharing.		
Objective 5.1	By June 2014, 100% of CDC, K12, Adult Education teachers will participate in an AB 307 compliant CyberEthics training program that addresses Goal 5		
Annual Benchmarks	• By June 2012, identify and recommend one or more AB 307 compliant CyberEthics training programs. • By June 2013, 50% of CDC, K12, Adult Education teachers will participate in an AB 307 compliant CyberEthics training program. • By June 2014, 100% of CDC, K12, Adult Education teachers will participate in an AB 307 compliant CyberEthics training program.		
Objective 5.2	By June 2014, 100% of CDC, K12, Adult Education students will participate in an AB 307 compliant CyberEthics program.		
Annual Benchmarks	• By June 2012, identify and recommend one or more AB 307 compliant CyberEthics programs. • By June 2013, 50% of CDC, K12, Adult Education students will participate in an AB 307 compliant CyberEthics program. • By June 2014, 100% of CDC, K12, Adult Education students will participate in an AB 307 compliant CyberEthics program.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Form a representative committee of OUSD staff, parents and students to research existing CyberEthics programs and related issues. Recommend one or more AB 307 compliant CyberEthics programs for schools to implement	LCI, District Library Staff, Instructional Technology teams, CyberEthics/CyberSafety committee members.	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of the CyberEthics and

Year 1	Update and send to the Board for adoption, Acceptable Use Policy (AUP) to include policies on Copyright, file sharing, plagiarism, and other CyberEthics issues. Publish and disseminate the revised AUP in print and on-line, in multiple languages.		CyberSafety program. They will provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed.
Year 1	Partner with providers to train a pilot group of library staff and classroom teachers in delivery of the approved CyberEthics programs. Revise training program as needed based on feedback from pilot group. (5.1) This is also addressed in Goal 6 in the Professional Development section.	LCI, District Library Staff, Instructional Technology teams and other partners	
Year 2	Partner with providers such as Common Sense Media to train CDC, K12, Adult Education library staff, classroom teachers and administrators in components of CyberEthics, as per Goal 5. (5.1)		
Years 2, 3	Partner with providers such as Common Sense Media to train library staff and classroom teachers in delivery of the approved CyberEthics programs. (5.1)		

Year 2	50% of CDC, K12, Adult Education teachers, staff and administrators will participate in an AB 307 compliant CyberEthics program. (5.1)	Partners such as Commonsense Media, Library staff, Teachers and Site Administrators	
Year 3	75% of CDC, K12, Adult Education teachers, staff and administrators will participate in an AB 307 compliant CyberEthics program. (5.1)	Partners such as Commonsense Media, Library staff, Teachers and Site Administrators	
Years 1, 2, 3	Partner with the District Advisory Council (DAC) and other community-based organizations to schedule and deliver quarterly parent CyberEthics evenings	LCI, District Library Staff, Instructional Technology teams, DAC and other community partners	
Year 2	50% of CDC, K12, Adult Education students will participate in an AB 307 compliant CyberEthics program.	Library staff, Teachers and Site Administrators	
Year 3	75% of CDC, K12, Adult Education students will participate in an AB 307 compliant CyberEthics program	Library staff, Teachers and Site Administrators	

3g List of goals and an implementation plan that describe how the district will address Internet safety.

Goal 6	Students, teachers and administrators will be able to implement and articulate principles of Internet safety, protecting online privacy and avoiding online predators through a Cyber Safety program of instruction
Objective 6.1	By June 2014, 100% of students will be able to implement age appropriate principles of Internet safety, protecting online privacy and avoiding online predators through a Cyber Safety program of instruction
Annual Benchmarks	• By June 2012, identify and recommend to identify a program that articulates principles of Internet safety, protecting online privacy and avoiding online predators in age appropriate steps. • By June 2013, 60% of CDC, K12, Adult Education students will participate

	in Cyber Safety programs. • By June 2014, 100% of CDC, K12, Adult Education students will participate in Cyber Safety program.		
Objective 6.2	By June 2014, 100% of CDC, K12, Adult Education teachers and administrators will be informed of and able to articulate principles of Internet safety, protecting online privacy, and avoiding online predators through a Cyber Safety in education program of instruction.		
Annual Benchmarks	• By June 2012, identify and recommend one or more compliant Cyber Safety programs. • By June 2013, 90% of CDC, K12, Adult Education administrators will be able to implement and articulate principles of Internet safety, protecting online privacy and avoiding online predators for students through a Cyber Safety program of instruction • By June 2014, 100% of CDC, K12, Adult Education administrators will be able to implement and articulate principles of Internet safety, protecting online privacy and avoiding online predators for students through a Cyber Safety program of instruction		
Year(s)	**Implementation Steps Common to 6.1 and 6.2**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Form a representative committee of OUSD staff, parents and students to research existing Cyber Safety programs and related issues. Recommend one or more Cyber Safety programs Like IKeepSafe and Google Internet safety lessons for schools to implement	LCI, District Library Staff, Inst. Technology teams, CyberEthics/Cybersafety committee members.	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of the Cyber Safety program. They will provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed.
Year 1	Update and send to the Board for adoption, Acceptable Use Policy (AUP) to include policies on cyber-bullying, threats, etc. including AB 86. Disseminate the revised AUP in print and on-line, in multiple languages.		

Year 1	Create templates and models of language and strategies to assist administrators incorporate Cyber Safety into the School Site Safety Plan	Risk Assessment and School Safety Team, Instructional Technology teams	
Year 1	Partner with IkeepSafe and Google Internet safety lessons and other providers to train a pilot group of library staff and classroom teachers in delivery of the approved Cyber Safety programs. Revise training program as needed based on feedback from pilot group.	LCI, District Library Staff, Instructional Technology teams, Commmonsense Media, IkeepSafe and Google Internet safety lessons and other partners	
Years 2, 3	Partner with IkeepSafe and Google Internet safety lessons and other providers to train library staff and classroom teachers in delivery of the approved Cyber Safety programs.		
Years 1, 2, 3	Partner with the District Advisory Council (DAC) and other community-based organizations to schedule and deliver quarterly parent Cyber Safety evenings. Modify District web splash pages so that an Internet safety principle is displayed every time the Internet is accessed.	LCI, District Library Staff, Instructional Technology teams, DAC and other community partners	
Year 2	90% CDC, K12, Adult Education teachers will receive training in an AB 307 compliant CyberSafety program.	Library staff, Teachers and Site Administrators	

Year 3	100% of CDC, K12, Adult Education teachers will receive training in an AB 307 compliant Cyber Safety program.	Library staff, Teachers and Site Administrators	
Year(s)	**Implementation Steps to 6.2**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Prepare workshops for principals on the provisions of AB 86 and Cyber Safety. Do pilots with small groups to ensure quality and appropriateness of the workshops.	Inst. Tech Committee, Regional Area Network Executive Officers	Instructional Tech Steering committee, Regional Area Network Executive Officers.
Year 2	Ensure that all Administrators attend a workshop on Cyber Safety.	Inst. Tech Committee, Regional Area Network Executive Officers	
Year 2	Have every staff member sign adult AUPs	Inst. Tech Committee, Regional Area Network Executive Officers	
Year 2-3	Research instructional uses of social networking, cell phones and other instant messaging systems to determine best instructional practices.	Inst. Tech Committee,	
Year 3	Modify district policy statements regarding the use of cell phones, social networking and instant messaging systems so that these systems can be safely used for instruction as appropriate.	Inst. Tech Committee,	

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

Goal 7	All students will have equitable access to appropriate technology that includes Internet and LAN access, adequate PC or Macintosh computers and peripherals, and a baseline package of productivity tools, web-based electronic learning resources, and enabling technologies.* Students with special and diverse learning needs will have access to appropriate adaptive and assistive technology tools.**		
Implementation Plan	The Oakland Unified School District is committed to developing and implementing policies and practices to ensure equitable access to appropriate technology tools and resources for all OUSD students. Our implementation plan includes the following steps, strategies, and activities: • Annual reviews and dissemination of the baseline technology package and recommended electronic learning resources • Annual needs assessments and assistance to sites to identify gaps in equitable access to technology that can be addressed in their site planning process • Provide equitable access to technology guidelines and models to school sites • Actively seek supplementary funding resources • Encourage out of school, community based, and home-school partnerships that support equitable access to technology		
Year(s)	**Activities**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Develop District policies and practices to ensure equitable access to appropriate technology tools and resources for all OUSD students.	LCI and Instructional Technology teams, Instructional Technology Steering Committee	District instructional services, research and assessment, and Technology teams, and school site administrators will continuously track the development and implementation
Year 1, 2, 3	Annually review, update, and disseminate PC, Macintosh and peripheral standards along with the baseline package of appropriate technology that includes productivity tools, web-based electronic learning resources, enabling technologies, and Internet access.	Technology Services Department, LCI and Instructional Technology teams, Programs for Exceptional Children Dept.	

Year 1, 2, 3	Annually review, update, and disseminate technology resources and adaptive and assistive technology tools that support the needs of special and diverse learners.	and GATE office	of policies and practices to ensure equitable access to technology for all students. They will provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed.
Year 1, 2, 3	The Instructional Technology Steering Committee in collaboration with LCI and Technology Services will review, recommend, and disseminate information about instructionally appropriate resources for OUSD students.	LCI, Instructional Technology, Technology Services, Research and Assessment, Instructional Technology Steering Committee	
Year 1, 2, 3	Conduct an annual needs assessment to identify gaps in existing technology resources available at sites. Incorporate strategies for addressing the results of this assessment in each school's plan for student achievement (SPSA).	Technology Services, Instructional Technology, LCI, Principals, Site Technologists	
Year 1 and ongoing	Actively seek supplementary funding from corporations, foundations, grants, and other partnerships to address gaps identified in existing technology resources in order to ensure equitable access to appropriate technology resources for all students.	Strategy Team, Instructional Technology Steering Committee, LCI, Instructional Technology, Technology Services, Exceptional Children	
Years 1, 2, 3	Provide guidelines and models to school sites for utilizing financial, professional development, and technical support resources to address gaps identified in existing technology resources in order to ensure equitable access to appropriate technology resources for all students.	Regional Network Executive Officers, Instructional Technology Steering Committee, Technology Services, Instructional Technology, LCI	

Year 1 and ongoing	Work with site principals and the Complementary Education Department to increase the technology component of school-based out-of-school time programs.	Complementary Education, LCI, Instructional Tech	
Year 1 and ongoing	Develop and/or enhance partnerships with the City of Oakland (public libraries, park and recreation facilities), Community-based institutions (including community centers, faith-based institutions, cultural institutions such as museums and libraries, and partnerships with the business community), and Institutes of Higher Education to increase out-of-school time student access to technology.	Strategy Group, Complementary Education, LCI, Instructional Technology, Technology Services	
Year 1 and ongoing	Continue and expand the ongoing work with the Marcus Foster Educational Institute and Oakland Technology Exchange-West (OTX) to provide refurbished computers along with training in their instructional use, and the option for low cost Internet access to low income OUSD students and families.	Complementary Education, LCI, Instructional Technology, Technology Services	

*A baseline technology package for either Window-based or Apple computers includes Microsoft Office Suite software which consists of Word, Excel and PowerPoint or equivalent software plus a web browser, Adobe Acrobat Reader and other free internet and Web 2.0 tools. The baseline package is installed on all new computers purchased by OUSD school sites. Older PCs have a freeware version of MS Office tools that are pre-loaded at OTX-West, OUSD's designated PC refurbisher.

District provided electronic resources currently include Encyclopedia Britannica, Teen Health and Wellness and Destiny on-line library management system.
Each school site also has the ability to purchase District recommended software that meets the instructional needs of their student population.
Enabling technologies might include Intranet and Instructional Portals, Voice Over IP (VOIP), and Web 2.0 applications.

**Assistive technology tools are individually determined according to the specific IEP for each child.

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.

Goal 8	**Technology will be used to improve the quality of student assessment and recordkeeping**		
Objective 8.1	By June 2014, 80% of teachers and 100% of administrators will use technology to improve the quality of student assessment data to make student record keeping more efficient and help increase student achievement		
Annual Benchmarks	• By June 2012, 50% of teachers and 80% of administrators will use technology to improve the quality of student assessment data to make student record keeping more efficient and help increase student achievement • By June 2013, 65% of teachers and 90% of administrators will use technology to improve the quality of student assessment data to make student record keeping more efficient and help increase student achievement • By June 2014, 80% of teachers and 100% of administrators will use technology to improve the quality of student assessment data to make student record keeping more efficient and help increase student achievement.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Years 1, 2, 3	Continue to increase implementation by teachers and administrators of the Aeries Browser Interface (ABI) student information system and Edusoft data analysis tools to support the District's student recordkeeping and assessment, to help inform teacher instruction and improve student achievement.	Research and Assessment, Technology Services, LCI, Site Administrators, Teachers	District instructional services, data, technology, and school site administrators will continuously track the development and implementation of all activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The
Year 1, 2, 3	Continue to develop, refine, and revise criterion-referenced assessment programs and the processes for administering these assessments, for core content areas.	LCI, Research and Assessment	
Year 1, 2, 3	Continue to implement and administer electronic and/or web-based criterion-referenced assessment programs for core content areas to enable teachers to use Edusoft tools to make data-driven lesson planning decisions in order to improve student achievement.	Site Administrators, Teachers, Research and Assessment	

			program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Years 1, 2, 3	Adopt and implement electronic and/or web-based district-wide benchmark assessments in content areas to monitor student progress and to form the basis of standards-based report cards. Develop the electronic systems and databases to centrally collect, analyze and report the results to the school sites.	Technology Services, Research and Assessment	

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.

Teacher Use of Technology to Support Home – School Communication

The follow chart shows that although most of the technologies to support and enhance two-way home-school communication are readily available to teachers and schools as district-provided tools, as software included in the standard image on district computers, or as free online resources, the level of implementation remains low.

Technology to Promote, Support & Enhance Two-Way Home-School Communication							
How often do you use the following technologies to promote, support and enhance communication between home and school?							
	Word-processed newsletters, printed and sent home to families	Online newsletters	Email to parents, families, students	Post information on Class/subject area webpage of school web site	Class wiki, blog, Google site, Moodle, etc.- how often do you or students post info, assignments, student work?	Digital Presentations for parents or community (open house, conferences)	Online grades (i.e.,secure parent portal)
% Never or Do not have this technology or skill set	16.1%	62.5%	38.2%	59.8%	66.8%	46.4%	67.0%
% Once per School Year	8.2%	5.5%	4.1%	5.0%	3.6%	12.5%	0.9%
% 2 to 4 times per school year	16.1%	3.2%	7.5%	5.0%	3.2%	12.7%	4.1%
% More than 4 times but less than monthly	19.3%	3.6%	12.0%	3.4%	3.2%	6.1%	2.7%
% Monthly or Greater	31.4%	6.8%	22.7%	8.0%	5.5%	4.5%	5.0%
% Blank responses	8.9%	18.4%	15.5%	18.9%	17.7%	17.7%	20.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The 2011-2014 Tech Plan addresses these concerns in Goal 9.

Goal 9	All teachers and administrators (CDC, K-12, and Adult Education) will increase the frequency of two-way home and school communication through the use of OUSD e-mail, school and district websites and data portals, student information browser interfaces, a Library and Textbook Management system, KDOL, Voice Over IP (VOIP), Web 2.0 tools (blogs, wikis, podcasts, etc), and the school community messaging system. Parents and guardians will have on-line access to student progress and attendance information as well as school and district information including data, public information, and educational opportunities.
Objective 9.1	By June 2014, 90% of schools, teachers and administrators will utilize one or more of the following tools at least once a week to facilitate two-way communication between home and school: OUSD e-mail, school and district websites and data portals, student information browser interfaces, a Library and Textbook Management system, KDOL, Voice Over IP (VOIP), Web 2.0 tools (blogs, wikis, podcasts, etc), and the school community messaging system.
Annual Benchmarks	• By June 2012, 55% of schools, teachers and administrators will utilize one or more of the following tools at least once a quarter to facilitate two-way communication between home and school: OUSD e-mail, school and district websites and data portals, student information browser interfaces, a Library and Textbook Management system, KDOL, Voice Over IP (VOIP), Web 2.0 tools (blogs, wikis, podcasts, etc), and the school community messaging system. • By June 2013, 75% of schools, teachers and administrators will utilize one or more of the following tools at least once a month to facilitate two-way communication between home and school: OUSD e-mail, school and district websites and data portals, student information browser interfaces, a Library and Textbook Management system, KDOL, Voice Over IP (VOIP), Web 2.0 tools (blogs, wikis, podcasts, etc), and the school community messaging system. • By June 2014, 90% of schools, teachers and administrators will utilize one or more of the following tools at least once a week to facilitate two-way communication between home and school: OUSD e-mail, school and district websites and data portals, student information browser interfaces, a Library and Textbook Management system, KDOL, Voice Over IP (VOIP), Web 2.0 tools (blogs, wikis, podcasts, etc), and the school community messaging system.

Year(s)	Implementation Steps	Person/Team Responsible	Monitoring and Evaluation
Year 1	Develop policies and recommended practices for District, school, and classroom use of technology for two-way communication between home and school.	Technology Services, Communications and Public Relations, Research and Assessment, LCI, Instructional Technology, Site Administrators, and Teachers	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of all activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1	Review and select a recommended set of secure, easily managed, two-way, home-school communications tools for web-pages, e-mail, and data portals.		
Year 1 and ongoing	Increase the implementation of SchoolMessenger, a system that will allow sites to send out general and emergency notices from anywhere via voice, email and text messages to parents, staff and the community. It is a tool designed to increase efficiency by keeping the school community members well informed and connected.		
Year 1 and ongoing	The district has adopted SchoolWires, a content management system for the district and school web sites. Most of the district and department level content was migrated to the new system during 2010. Communication Services has also developed model school and classroom web page templates to facilitate two-way, home-school communications. Provide training and assistance to school site personnel in developing school and class web pages in SchoolWires. School and classroom pages may include: basic school and classroom information and policies, e-mail links, grade and homework information, newsletters, calendars, event information, student work samples, videos and podcasts, surveys, and response forms.	Communication Services/Public Relations, Instructional Technology, Technology Services	
Year 1 and ongoing	Conduct ongoing staff trainings in the effective use of recommended two-way, home-school communications tools for web-pages, e-mail, and data portals, VOIP and the use of ABI (grade book,	Communication Services/Public Relations, LCI, Instructional Technology,	

	parent access to student records)	Technology Services, Research and Assessment	
Years 1, 2, 3	Continue to expand and improve information available to parents and guardians on OUSD District and School Data portals, web pages and ABI. Continue to expand and improve information available to parents and guardians in their primary languages.		
Years 1, 2, 3	Develop video-based programs to be cablecast through KDOL, stored on the web, available through video on demand, or podcast, that support home/school interaction.		
Years 1, 2, 3	Disseminate information to parents and guardians in English and primary languages regarding OUSD two-way, home-school communications tools including information available, how to access the tools, and training opportunities.	Communication Services/Public Relations,, LCI, Site Administrators, Teachers	
Years 1, 2 , 3	Provide ongoing training for parents and guardians in English and primary languages to access home-school communication tools including District and School Web sites, KDOL, and e-mail, and to securely access and interpret student information from a student information system and OUSD District and School Data Portals.	LCI, Instructional Technology, Site Administrators, and Teachers	

3k Describe the process that will be used to monitor the Curricular Component.

The LCI, Instructional Technology, and Research and Assessment teams are responsible for monitoring the progress of this component. The Instructional Technology team in collaboration with LCI and Research and Assessment will use online surveys and other data to continually monitor the progress of the plan and initiate revisions to ensure a continuous cycle of improvement. This information will be collected and reviewed by the LCI, Instructional Technology, and Research and Assessment teams and a report will be submitted to the Executive Director of LCI, Information Technology Officer, the Deputy Superintendent of Instruction, Leadership and Equity in Action, and Deputy Superintendent, Business and Operations.

Component	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Person/Team Responsible
3d	List of OUSD approved technology applications and electronic learning resources that support ELA and Math instruction	Annually (& when updated)	LCI and Instructional Technology teams
3d	Report of number of identified, adapted, or developed technology resources (i.e. textbook publisher electronic resources, lesson plans, assessment tools, primary source materials) that support ELA and Math instruction, and graduation and workforce preparation posted on OUSD intranet and other instructional portals	Semi-Annually	LCI and Instructional Technology teams, Site Administrators, Classroom Teachers, Counselors
3d	Survey of teacher utilization of identified technology applications, electronic resources, and enabling technologies that support ELA and Math instruction	Annually	LCI, Research and Assessment, and Instructional Technology teams, Site Administrators, Classroom Teachers
3d	Student work samples, classroom observations, and/or surveys	Annually	Classroom Teachers, Site Administrators
3e	Scope and sequence for technology and information literacy skills and Information Literacy Curriculum are developed and posted on OUSD intranet	Annually (& when updated)	LCI and Instructional Technology teams, District and site library staff, site administrators, teachers and other instructional staff
3e	Shared network storage/on-line tools/instructional portal access available to teachers, library, and other instructional staff.	Annually (& when updated)	Technology Services, LCI and Instructional Technology teams, District Library staff
3e	Summary report of rosters of teachers, librarians, and other instructional staff attending trainings on implementing the K-12 Technology Scope and Sequence and Curriculum	Annually	LCI and Instructional Technology teams, District Library staff, Site Administrators

3e	Survey of teacher and library staff implementation of technology enhanced learning activities aligned with the K-12 Scope and Sequence and Curriculum, CDC programs and Adult Education courses.	Annually	LCI, Research and Assessment, and Instructional Technology teams, District and Site library staff, Site Administrators, Classroom Teachers
3e	Student work samples, classroom observations, and/or surveys	Annually	Classroom Teachers, Site Library Staff, Site Administrators
3e	Summary report of number of student technology projects disseminated through OUSD electronic portals, KDOL, or other means, or at the District Technology Fair	Annually	LCI, and Instructional Technology teams, District and Site library staff, Site Administrators, Classroom Teachers
3f & 3g	Selection of one or more AB 307 compliant CyberEthics/CyberSafety programs.	Annually (& when updated)	CyberEthics/CyberSafety Committee, LCI, District Library Staff, Instructional Technology teams
3f & 3g	Adoption of updated Acceptable Use Policy	Annually (& when updated)	CyberEthics/CyberSafety Committee, LCI, District Library Staff, Instructional Technology teams
3f & 3g	Summary report of rosters of teachers, librarians, and other instructional staff attending trainings on implementing the CyberEthics/CyberSafety programs.	Annually	LCI, District Library Staff, Instructional Technology teams
3f & 3g	Summary report of participation of parents, guardians, and other community members attending CyberEthics/CyberSafety evenings.	Annually	LCI, District Library Staff, Instructional Technology teams
3f & 3g	Summary of student attendance in CyberEthics/CyberSafety programs.	Annually	Classroom teachers, Site Library Staff, Site Administrators
3h	Establishment of district policies and practices to ensure equitable access to technology	Annually (& when updated)	Equitable Access Committee, LCI and Instructional Technology teams

3h	Establishment of standards for computers, peripherals, and baseline package of appropriate technology and electronic learning resources	Annually (& when updated	Technology Services, LCI, Programs for Exceptional Children, GATE, and Instructional Technology teams
3h	Summary report of Annual Needs Assessment of gaps in existing district and site Technology Resources	Annually	Technology Services Department, Instructional Technology, LCI, Site Administrators, Site Technologists
3h	Establishment of guidelines and models to school sites for ensuring equitable access to appropriate technology resources.	Annually (& when updated)	Regional Network Executive Officers, Technology Services, LCI, Programs for Exceptional Children, GATE, and Instructional Technology teams
3h	Summary report of number of school-based out-of school CDC programs and Adult Education programs and outside partnerships.	Annually	Technology Services Department, Instructional Technology, LCI, Site Administrators, Site Technologists
3h	Summary report of number of refurbished computers and trainings provided to OUSD students, CDC students and families.	Annually	Technology Services Department, Instructional Technology, LCI, Site Administrators, Site Technologists
3i	Summary report of teacher and administrator usage of ABI and Edusoft for student recordkeeping and criterion referenced and benchmark assessments and CDC programs teacher and administrator usage of EESIS (Early Education Student Information System)	Semi-Annually	Research and Assessment, Technology Services, and LCI teams
3j	Establishment of district policies, practices and recommended set of tools and web-based templates for two-way home-school and CDC program communication	Annually (& when updated)	Technology Services, Research and Assessment, LCI, Instructional Technology, Site Administrators, Classroom Teachers
3j	Summary report of rosters of staff trainings in effective use of recommended two-way, home-school communication tools	Annually	Technology Services, Research and Assessment, LCI, Instructional Technology, Site Administrators

3j	List of information and programming available to parents and guardians on OUSD and school, CDC programs, Adult Education site web sites, data portals, and through KDOL	Annually	Technology Services, Research and Assessment, LCI, Instructional Technology, Site Administrators
3j	Summary report of participation of parents, guardians, and other community members attending trainings on OUSD two-way, home-school communication tools and resources.	Annually	Technology Services, Research and Assessment, LCI, Instructional Technology, Site Administrators
3j	Survey on the CDC programs, school, teacher, adult school and administrator use of the technology tools to facilitate two-way, home-school communication.	Annually	Technology Services, Research and Assessment, LCI, Instructional Technology, Site Administrators

4. Professional Development Component

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

Teachers Technology Proficiency skills

Teachers and administrators proficiency levels were surveyed as part of the OUSD School Technology Survey and Teacher Technology Survey conducted in the spring 2010. The following tables are based on summarized data from the 2009-2010 Oakland School Technology Survey and the OUSD Teacher Technology Survey.

In the 2010 survey, teachers checked off the skills they were able to perform in each category. The 2010 data shows the percentage of teachers having the skills indicative of attaining the level of a Beginning User, Intermediate User and Proficient User. Note that in each category, there is a percentage of respondents who have not yet attained the knowledge/skills to be at a beginning level of proficiency.

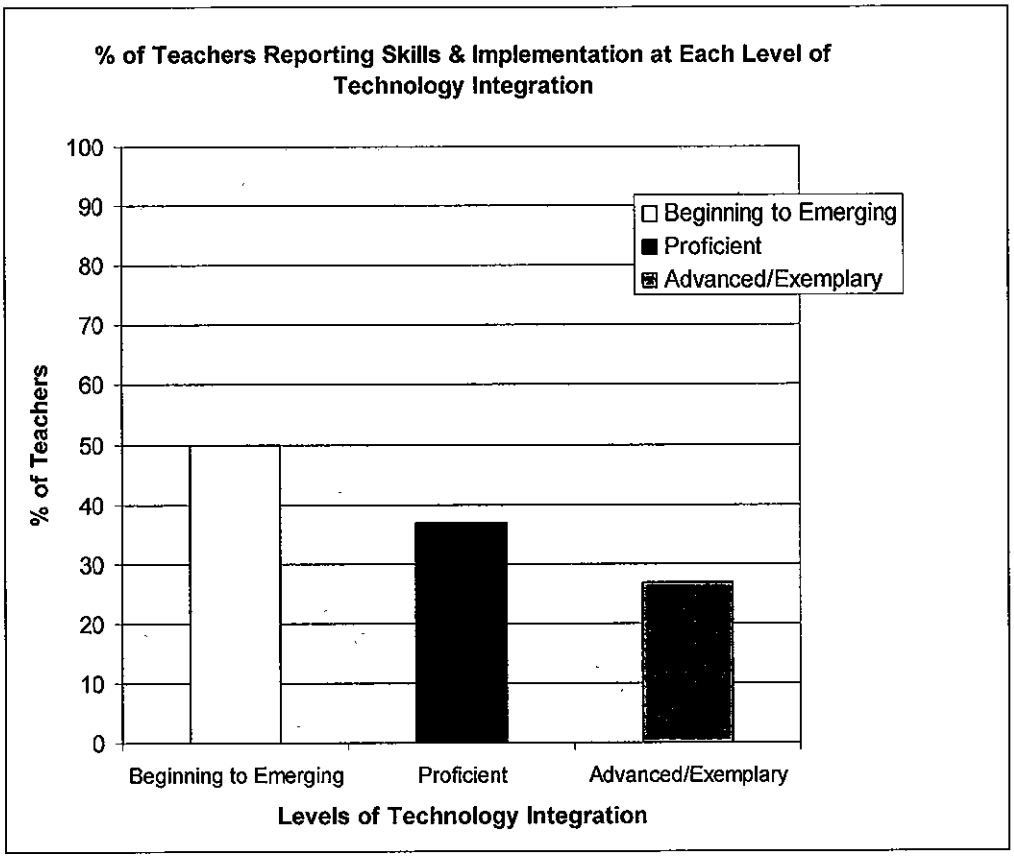
Teacher Technology Proficiency Skills		
General computer knowledge and skills	**2008**	**2010**
Not Applicable: I do not have any of the skills listed	2%	4%
Attained Beginning Level Skills:	47%	13%
Attained Intermediate Level Skills:	28%	24%
Attained Proficient Level Skills:	23%	59%

Email skills	2008	2010
Not Applicable: I do not have any of the skills listed	2%	8%
Attained Beginning Level Skills:	57%	21%
Attained Intermediate Level Skills:	17%	14%
Attained Proficient Level Skills:	24%	57%
Word processing skills	**2008**	**2010**
Not Applicable: I do not have any of the skills listed	2%	7%
Attained Beginning Level Skills:	52%	25%
Attained Intermediate Level Skills:	12%	9%
Attained Proficient Level Skills:	34%	59%
Presentation software skills	**2008**	**2010**
Not Applicable: I do not have any of the skills listed	23%	44%
Attained Beginning Level Skills:	46%	9%
Attained Intermediate Level Skills:	9%	14%
Attained Proficient Level Skills:	21%	33%
Spreadsheet software skills	**2008**	**2010**
Not Applicable: I do not have any of the skills listed	27%	44%
Attained Beginning Level Skills:	43%	21%
Attained Intermediate Level Skills:	12%	3%
Attained Proficient Level Skills:	17%	32%
Database software skills	**2008**	**2010**
Not Applicable: I do not have any of the skills listed	38%	70%
Attained Beginning Level Skills:	41%	9%
Attained Intermediate Level Skills:	14%	7%
Attained Proficient Level Skills:	7%	14%

Although there has been growth in the Proficient Level Skills in all areas, the above charts show that there is a significant need for more and continuing professional development in all categories, especially in database, spreadsheet and presentation skills.

Teachers' Technology Integration Skills

Although knowledge and skills in technology tools and operations as well as the use of productivity software applications has increased for some teachers, the overall integration of technology into teaching and learning activities with students in the classroom has not shown the same level of growth. It is clear that there is still extensive need for professional development in technology integration. The table below shows a summary of the percentage of teachers reporting they are able to perform skills/tasks and strategies indicative of each level of technology integration.



An average of 50% of teachers report that they are able to perform tasks and strategies that are at a beginning to emerging level of technology integration. Individual items ranged from 63% being able to model for students how to use the Internet to do research and search for content, 60% using word processing and presentation applications to create teaching materials, 47% using an LCD projector 38 % using pre-packaged software and CD content with students.

An average of only 37% of teachers report that they are able to perform tasks and strategies that are at proficient level of technology integration. Examples include teachers and students incorporating various hardware, peripherals and software to present information, deliver content or demonstrate skills; and having students using word processing, presentation applications to create products to show their understanding.

An average of only 27% of teachers report that they are able to perform tasks and strategies that are at an advanced or exemplary level of technology integration. Examples include the ability of the teacher to act as a facilitator to assist students in selecting and using various technologies and having students work both independently and in collaborative groups on authentic problems and projects, doing research, developing solutions and creating products utilizing various technologies.

Administrators Technology Proficiency Skills

The following tables summarize administrators' proficiency and use of technology based on the 2009-2010 Oakland School Technology Survey. Administrative skills are intermediate and

above in general use, e-mail, spreadsheets and over 70% describe themselves as intermediate or above in word processing. Administrators' proficiency and use of the technologies to support school management and operations is significant. Administrators' proficiency and use of the technologies to support instruction in the classroom needs additional support and development. Administrative training in technology use and integration must be continual and ongoing.

Administrators Technology Proficiency Skills	
The following data shows the percentage of administrators having the skills indicative of attaining the level of a Beginning User, Intermediate User and Proficient User. Note that in most categories, there is a percentage of administrators who have not yet attained the knowledge/skills to be at a beginning level of proficiency.	
General computer knowledge and skills	
Attained Beginning Level Skills:	99%
Attained Intermediate Level Skills:	90%
Attained Proficient Level Skills:	60%
Email skills	
Attained Beginning Level Skills:	99%
Attained Intermediate Level Skills:	72%
Attained Proficient Level Skills:	53%
Word processing skills	
Attained Beginning Level Skills:	100%
Attained Intermediate Level Skills:	70%
Attained Proficient Level Skills:	43%
Presentation software skills	
Attained Beginning Level Skills:	42%
Attained Intermediate Level Skills:	36%
Attained Proficient Level Skills:	12%
Spreadsheet software skills	
Attained Beginning Level Skills:	93%
Attained Intermediate Level Skills:	74%
Attained Proficient Level Skills:	32%
Database software skills	
Attained Beginning Level Skills:	30%
Attained Intermediate Level Skills:	21%
Attained Proficient Level Skills:	14%

Current Administrative Technology Use

Current Administrative Technology Use 2009-2010 Survey					
	% of Administrators Using the Following Technologies				
	None	Less than 25%	More than 25%, but less than 50%	More than 50%, but less than 75%	More than 75%
Manage School Finance and/or Personnel	1.61%	6.45%	6.45%	11.29%	70.97%
Analyze and monitor student achievement data	0.00%	1.61%	8.06%	14.52%	74.19%
Assist with instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance	8.06%	14.52%	20.97%	24.19%	29.03%
Monitor the professional development needs of their staff	12.90%	22.58%	14.52%	25.81%	22.58%
Communicate with parents via e-mail	3.23%	40.32%	17.74%	4.84%	32.26%
Communicate with the district office or other sites via email	0.00%	4.84%	3.23%	9.68%	77.42%
Collaborate online with colleagues or in online coursework	12.90%	19.35%	20.97%	9.68%	35.48%
Videoconference	83.87%	14.52%	0.00%	0.00%	0.00%
Webcast	75.81%	17.74%	3.23%	1.61%	0.00%
Research using Internet or CD-ROMs	6.45%	4.84%	12.90%	25.81%	48.39%
Provide professional development online	50%	19.35%	16.13%	9.68%	1.61%
Participate in professional development online	30.65%	30.65%	16.13%	11.29%	6.45%
Provide streaming video	72.58%	16.13%	8.06%	0.00%	1.61%
Conduct virtual field trips	72.58%	20.97%	3.23%	0.00%	1.61%
Use online student assessment tools	9.68%	11.29%	19.35%	17.74%	40.32%
Present materials electronically	3.23%	9.68%	29.03%	24.19%	32.26%

An analysis of the chart shows that while school management tools and student achievement monitoring programs are being utilized, instructional integration and the use of new technology tools is not progressing as quickly.

Needs for Professional Development

Current and future textbook adoptions, supplemental instruction and academic interventions include technology components which require teachers and administrators to be competent technology users. As new textbook adoptions are being made, the district is receiving increased technology support packages. Access to the baseline technology package allows teachers to develop technology enhanced lessons and instructional materials that provide differentiated instruction for all students. Both teachers and administrators are expected to make regular use of e-mail and Internet for communications and information and to analyze and interpret data on a regular basis to improve instructional practices. The present level of technology skills of both teachers and administrators must be upgraded to meet these expectations.

The following table summarizes responses to professional development needs from the 2009-2010 Oakland Teacher Technology Survey.

Staff Development Needs	
Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	**% of Respondents**
0 hours	28.13%
1 - 8 hours	46.39%
9 - 20 hours	11.30%
21 - 40 hours	5.77%
More than 40 hours	6.01%
Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **I need opportunities to participate in educational technology staff development focused on:**	**% of Respondents**
Basic computer/technology skills.	27.40%
Integrating technology into the curriculum.	73.08%
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **The training format I prefer is:**	**% of Respondents**
One-on-one informal technology training.	25.72%
Small group technology training.	70.67%
Online web-based technology training.	21.63%
Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. **I prefer technology training to be offered:**	**% of Respondents**
During the school day.	54.09%

After school.	43.99%
In the evening.	7.21%
On the weekend.	6.49%
During the summer/off track.	35.10%

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities.

Professional development activities were included in sections 3f and 3j will be implemented in addition to the professional development activities specified in this section.

Goal 1	All instructional and technology leaders (instructional coaches, instructional facilitators, data coaches, operations support coaches, and site technologists) will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning.		
Objective 1.1	By June 2014, 100% of all instructional and technology leaders (instructional coaches, instructional facilitators, operations support coaches, and site technologists) will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning.		
Annual Benchmarks	• By June 2012, 50% of all instructional and technology leaders (instructional coaches, instructional facilitators, operations support coaches, and site technologists) will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning. • By June 2013, 70% of all instructional and technology leaders (instructional coaches, instructional facilitators, operations support coaches, and site technologists) will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning. • By June 2014, 100% of all instructional and technology leaders (instructional coaches, instructional facilitators, operations support coaches, and site technologists) will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Identify instructional and technology leaders at central office and school sites to be trained to facilitate the effective use of technology to support teaching and learning.	Regional Area Network Executive Officers, Site Administrators	District instructional services, research and assessment, technology, and school site admins will use district tools such as OnTrack
Year 1, 2, 3	Instructional and technology leaders will attend at least four training sessions per year on facilitating the effective use of technology to support teaching and learning. They will also participate in	Instructional Technology, Research and Assessment, and LCI	

	electronic and face-to-face professional learning communities that provide ongoing support throughout the school year.	Teams	to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Years 1, 2, 3	Instructional and technology leaders will receive publisher or vendor provided training in how to train teachers to use the technology resources incorporated in all newly adopted text books and electronic learning resources.		
Year 1, 2, 3	Instructional and technology leaders will develop and share strategies and resources with teachers using OUSD shared network storage, online communication and collaboration tools, and/or instructional portal access		
Year 2	Meetings held 4 times a year for school site tech leaders, bringing them up to date on current changes, innovations and best practices, if funds allow.		

Goal 2	English/Language Arts (ELA) teachers will use technology resources to improve teaching practices to improve students' language arts proficiency.
Objective 2.1	By June 2014, 70% of ELA teachers will receive training that enables them to use technology resources to support the use of OUSD's ELA Instructional Guides to improve delivery of instruction based on adopted textbooks and ELA programs such as Open Court, Read 180, Holt Literature.
Annual Benchmarks	• By June 2012, 30% of ELA teachers will receive training that enables them to use technology resources to support the use of OUSD's ELA Instructional Guides to improve delivery of instruction based on adopted textbooks and ELA programs such as Open Court, Read 180 and Holt Literature. • By June 2013, 50% of ELA teachers will receive training that enables them to use technology resources to support the use of OUSD's ELA Instructional Guides to improve delivery of instruction based on adopted textbooks and ELA programs such as Open Court, Read 180 and Holt Literature. • By June 2014, 70% of ELA teachers will receive training that enables them to use technology resources to support the use of OUSD's ELA Instructional Guides to improve delivery of instruction based on adopted textbooks and ELA programs such as Open Court, Read 180 and Holt Literature.

Year(s)	Implementation Steps	Person/Team Responsible	Monitoring and Evaluation
Year 1	Under the leadership of the Executive Officer for LCI develop a coordinated plan to utilize technology in support of ELA professional development aligned with the ELA Instructional Guides that incorporates pedagogy, content knowledge, and analysis of data.	Executive Officer for LCI, LCI, Research and Assessment, New Teacher Support, Exceptional Children, and Instructional Technology Teams	District instructional services, research and assessment, technology, and school site administrators will use district tools such as OnTrack to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1, 2, 3	Instructional and technology leaders will increasingly incorporate and model the use of technology tools, resources, and enabling technologies in ELA professional development on the use of OUSD Instructional Guides and adopted textbooks, and other curriculum materials.	LCI, Research and Assessment, New Teacher Support, Exceptional Children, and Instructional Technology Teams	
Year 1, 2, 3	Develop and deliver workshops, resources, and coaching materials that use technology to support the ELA Instructional Guides and OUSD adopted textbooks and ELA programs such as Open Court, Read 180 and Holt Literature.		
Year 1, 2, 3	Develop model standards-based courses, units, lessons and resources that use technology to support the Instructional Guides and extend OUSD adopted textbooks and ELA programs such as Open Court, Read 180 and Holt Literature.		
Year 1, 2, 3	Provide ongoing coaching and online collaborative space as follow-up support and professional learning communities for teachers who participated in ELA training activities including face-to-face and on-line workshops, coaching, and other activities		

Goal 3	Mathematics teachers will use technology resources to improve teaching practices to improve students' mathematics proficiency.
Objective 3.1	By June 2014, 70% of Math teachers will receive training that enables them to use technology resources to support the use of OUSD's Math Instructional

	Guides to improve delivery of instruction based on adopted textbooks and Math supplemental instruction programs such as PLATO.		
Annual Benchmarks	• By June 2012, 30% of Math teachers will receive training that enables them to use technology resources to support the use of OUSD's Math Instructional Guides to improve delivery of instruction based on adopted textbooks and Math supplemental instruction programs such as PLATO. • By June 2013, 50% of Math teachers will receive training that enables them to use technology resources to support the use of OUSD's Math Instructional Guides to improve delivery of instruction based on adopted textbooks and Math supplemental instruction programs such as PLATO. • By June 2014, 70% of Math teachers will receive training that enables them to use technology resources to support the use of OUSD's Math Instructional Guides to improve delivery of instruction based on adopted textbooks and Math supplemental instruction programs such as PLATO.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Under the leadership of the Regional Area Network Executive Officers and the associate superintendent of academic achievement, develop a coordinated plan to utilize technology in support of Mathematics professional development aligned with the Math Instructional Guides that incorporates pedagogy, content knowledge, and analysis of data.	Asst. Supt. for LCI, LCI, Research and Assessment, New Teacher Support, Exceptional Children, and Instructional Technology Teams	District instructional services, research and assessment, technology, and school site administrators will use district tools such as OnTrack to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as
Year 1	Provide Middle School Math workshops and summer academies to train teachers in the use of identified technology applications, electronic resources, and enabling technologies which support middle school math instruction and interventions.	Math Content Specialists, ACOE, District Instructional Technologists	
Year 1, 2, 3	Instructional and technology leaders will increasingly incorporate and model the use of technology tools and resources in Math professional development on the use of OUSD Instructional Guides and adopted textbooks, and other curriculum materials.	LCI, Research and Assessment, New Teacher Support, Exceptional Children, and Instructional Technology Teams	
Year 1, 2, 3	Develop and deliver workshops, resources, and coaching materials that use technology to support the Math Instructional Guides and OUSD adopted		

	textbooks and Math supplemental instruction programs such as PLATO.		needed to maintain a cycle of improvement that supports program objectives.
Year 1, 2, 3	Develop model standards-based courses, units, lessons and resources that use technology to support the Instructional Guides and extend OUSD adopted textbooks and Math supplemental instruction programs such as PLATO.		
Year 1, 2, 3	Provide ongoing coaching and online collaborative space as follow-up support and professional learning communities for teachers who participated in Math training activities including face-to-face and on-line workshops, coaching, and other activities.		

Goal 4	High school counselors, teachers, and other instructional staff teachers will use technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.
Objective 4.1	By June 2014, 50% of high school counselors, teachers, and other instructional staff teachers will receive training that enables them to use technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.
Annual Benchmarks	• By June 2012, 30% of high school counselors, teachers, and other instructional staff teachers will receive training that enables them to use technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace. • By June 2013, 40% of high school counselors, teachers, and other instructional staff teachers will receive training that enables them to use technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace. • By June 2014, 50% of high school counselors, teachers, and other instructional staff teachers will receive training that enables them to use technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.

Year(s)	Implementation Steps	Person/Team Responsible	Monitoring and Evaluation
Year 1	Under the leadership of the Executive Officer for LCI develop a coordinated training plan that utilizes technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies to support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.	Executive Officer for LCI, LCI, Counselors, and Instructional Technology Teams	District instructional services, research and assessment, technology, and school site administrators will use district tools such as OnTrack to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1, 2, 3	Counselors, teachers and other high school instructional staff will receive at least two training sessions on technology applications, web-based lesson plans, assessment tools, electronic resources, and enabling technologies that support students in preparing for graduation, college, and the 21st century skills required for success in the workplace.	LCI, Counselors, and Instructional Technology Teams	

Goal 5	Teachers and certificated administrators will use technology to enhance district and site operations that support classroom instruction and management.
Objective 5.1	• By June 2014, 70% of all teachers and certificated administrators will receive training that enables them to be proficient users of a Student Information System, a Library and Textbook System, a student assessment system, OUSD email, and VOIP systems.
Annual Benchmarks	• By June 2012, 30% of all teachers and certificated administrators will receive training that enables them to be proficient users of a Student Information System, a Library and Textbook System, a student assessment system, OUSD email, and VOIP systems. • By June 2013, 50% of all teachers and certificated administrators will receive training that enables them to be proficient users of a Student Information System, a Library and Textbook System, a student assessment system, OUSD email, and VOIP systems.

	• By June 2014, 70% of all teachers and certificated administrators will receive training that enables them to be proficient users of a Student Information System, a Library and Textbook System, a student assessment system, OUSD email, and VOIP systems.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Years 1, 2, 3	Continue to develop, provide and disseminate training and support materials on the use of OUSD e-mail, VOIP, Intranet and other OUSD portals, a Student Information System, a Library and Textbook Management System and a student assessment system.	Technology Services, LCI, Research and Assessment and Instructional Technology teams	District instructional services, research and assessment, technology, and school site administrators will use district tools such as OnTrack to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Years 1, 2, 3	Teachers and certificated administrators will participate in at least two district online or face-to-face workshops and coaching sessions on how to use OUSD e-mail, VOIP, Intranet and other OUSD portals, a student information system, a data reporting and analysis, and a Library and Textbook Management System.		
Years 1, 2, 3	Teachers and certificated administrators will use the OUSD intranet portal and other online communication and collaboration tools at least quarterly to develop and share resources and utilize data to drive professional development and instruction.		

Goal 6	All teachers and library staff will use technology to support student learning through the acquisition and application of appropriate technology and information literacy skills that meet the criteria of Standards 9 and 16 of the California Commission on Teacher Credentialing (CCTC), emphasize CyberEthics/CyberSafety issues, and align with the 2007 National Educational Technology (NETS-T) Standards for Teachers and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning and revisions as they occur.

Objective 6.1	By June 2014, 70% of all teachers and library staff will participate in professional development that meets the criteria of Standards 9 or 16 of the California Commission on Teacher Credentialing (CCTC), emphasizes CyberEthics/CyberSafety issues, and aligns with the 2008 National Educational Technology (NETS-T) Standards for Teachers and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning and revisions as they occur.		
Annual Benchmarks	• By June 2012, 30% of all teachers and library staff will participate in professional development that meets the criteria of Standards 9 or 16 of the California Commission on Teacher Credentialing (CCTC), emphasizes CyberEthics/CyberSafety issues, and aligns with the 2008 National Educational Technology (NETS-T) Standards for Teachers and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning. • By June 2013, 50% of all teachers and library staff will participate in professional development that meets the criteria of Standards 9 or 16 of the California Commission on Teacher Credentialing (CCTC), emphasizes CyberEthics/CyberSafety issues, and aligns with the 2008 National Educational Technology (NETS-T) Standards for Teachers and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning. • By June 2014, 70% of all teachers and library staff will participate in professional development that meets the criteria of Standards 9 or 16 of the California Commission on Teacher Credentialing (CCTC), emphasizes CyberEthics/CyberSafety issues, and aligns with the 2008 National Educational Technology (NETS-T) Standards for Teachers and the Information and Communication Technology (ICT) Literacy Framework for 21st Century Learning.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Years 1, 2, 3	Use the Oakland School Site and Teacher **Use Technology** Surveys and performance based measures to assess the current proficiency level of teachers and library staff in the use of the applications and electronic learning resources included in OUSD's baseline package as well as their understanding of the 2008 NETS standards (revisions and or new releases), and CyberEthics/CyberSafety issues.	Instructional Technology, LCI, and Research and Assessment teams, Site Administrators	District instructional services, research and assessment, exceptional children technology, and school site administrators will use district tools such as OnTrack to continuously monitor the
Years 1, 2, 3	Use the survey results and OUSD's on line professional development management tool (e.g. OnTrack) to design individual learning plans for classroom teachers and library staff to increase their		

	proficiency in the use of the applications and electronic learning resources included in OUSD's baseline package and to enhance their use of technology to meet the goals of the 2008 NETS standards, and address CyberEthics/CyberSafety issues.		development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Years 1, 2, 3	Teachers and library staff will participate in at least one district online or face-to-face workshops and coaching sessions on how to utilize the applications and electronic learning resources included in OUSD's baseline package and to enhance their use of technology to meet the goals of the 2008 NETS standards, and address CyberEthics/CyberSafety issues.	Instructional Technology, LCI, and District Library Staff, Site Administrators	
Years 1, 2, 3	Provide shared network storage, online collaboration tools, and/or instructional portal access for teachers, library staff, and LCI staff to encourage the development of professional learning communities that facilitate the development and sharing of instructional plans and projects, resources, and best practice strategies that embed technology and information literacy standards and curriculum into the core content areas.	Technology Services, Instructional Technology, LCI, Site Administrators	
Year 1	Partner with groups such as Commonsense Media, IKeepSafe and other providers to train a pilot group of library staff and classroom teachers in delivery of the approved CyberEthics/CyberSafety programs. Revise training program as needed based on feedback from pilot group.	LCI, District Library Staff, Instructional Technology	
Years 2, 3	Teachers and library staff will participate in at least one training on the delivery of the approved CyberEthics/CyberSafety programs.		
Years 1, 2, 3	Provide opportunities for training on assistive technology that supports the needs of special and diverse learners.	Programs for Exceptional Children, LCI, Instructional Technology	

Years 1, 2, 3	ISTE/Intel Teach Programs or equivalent workshops to develop integrated standards-based lessons that improve teaching practices.	Instructional Technology, LCI, Site Technologists	
Years 1, 2, 3	Provide ongoing training for classroom teachers and library staff on the Technology and Information Literacy scope and sequence and curriculum, best practices for delivering the curriculum to students, and on incorporating technology-enhanced lessons, activities and projects into the core content areas.	LCI and Instructional Technology teams, District and site library staff, Site administrators	

Goal 7	Administrators and other instructional leaders will receive AB 430 compliant training to acquire appropriate technology and information literacy skills and to develop an action plan to effectively integrate the use of technology applications to support instruction and improve teaching practices.		
Objective 7.1	By June 2014, 80% of all administrators and other instructional leaders will receive AB 430 compliant training to acquire appropriate technology and information literacy skills and to develop an action plan to effectively integrate the use of technology applications to support instruction and improve teaching practices.		
Annual Benchmarks	• By June 2012, 40% of all administrators and other instructional leaders will receive AB 430 compliant training to acquire appropriate technology and information literacy skills and to develop an action plan to effectively integrate the use of technology applications to support instruction and improve teaching practices. • By June 2013, 50% of all administrators and other instructional leaders will receive AB 430 compliant training to acquire appropriate technology and information literacy skills and to develop an action plan to effectively integrate the use of technology applications to support instruction and improve teaching practices. • By June 2014, 75% of all administrators and other instructional leaders will receive AB 430 compliant training to acquire appropriate technology and information literacy skills and to develop an action plan to effectively integrate the use of technology applications to support instruction and improve teaching practices.		
Year(s)	**Implementation Steps**	**Person/Team Responsible**	**Monitoring and Evaluation**
Years 1, 2, 3	Partner with Alameda County Office of Education or other provider to develop and implement an AB 430 compliant training program for administrators and instructional leaders.	LCI, Research and Assessment, Instructional Technology	District Instructional Services, Research and Assessment, and

Years 1, 2, 3	Administrators and other instructional leaders will participate in a four-hour hands-on forum that engages participants with research about technology integration and student inquiry as effective approaches to improving student achievement.		Technology Services will use district tools such as OnTrack to continuously monitor the development and implementation of all professional development activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program will be modified as needed to maintain a cycle of improvement that supports program objectives.
Years 1, 2, 3	Administrators and other instructional leaders will participate in OUSD collaborative online and face-to-face professional learning communities to network with their colleagues and to receive coaching that provides ongoing support for their training		
Years 1, 2, 3	Provide guidelines and models to school sites for utilizing financial, professional development, and technical support resources to address gaps identified in existing technology resources in order to ensure equitable access to appropriate technology resources for all students.	Technology Services, LCI, Research and Assessment, Instructional Technology	

4c. Describe the process that will be used to monitor the Professional Development goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The OUSD Instruction, Research and Assessment, and Instructional Technology teams will use multiple measures to continually monitor the progress and success of the Technology Professional Development activities. Evaluation data will be collected from each participant using an online survey after each professional development session. This information will be collected and reviewed each semester by the Instructional Technology Team and a report will be submitted to the Information Technology Officer and the Executive Director for LCI.

The Instructional Technology team will convene a representative working group of instructional leaders, evaluation and assessment specialist, and site technologists and administrators to review professional development offerings and suggest additional offerings. The goal of this group is to provide feedback so courses and a variety of professional development opportunities are developed and delivered to increase teacher use of technology solutions to support student achievement and improve teaching practices.

Finally, to evaluate the overall success of our professional development offerings, we will utilize the 2009-2010 Oakland School Technology Survey and other performance based measures to gather assessment data. Beginning with an initial baseline assessment in the spring of 2010, in order to judge progress, teachers will complete the Oakland School Technology Survey and other performance based assessments each spring. Using comparative data, we expect to see an increase in the use and integration of technology. A library of standards-based activities that effectively use technology will be posted to the District's intranet and instructional portals. Teachers will use an online forum to post reflections, samples of student work and evidence and share best practices. The Instructional Technology team, other instructional leaders, and site administrators will conduct classroom visits and observations to document how teachers are using technology to improve teaching practice and increase student achievement.

Component	Evaluation Instrument(s) & Data to be Collected	Frequency of Collection	Person/Team Responsible
4 b & c	Summary report listing roles and responsibilities of identified instructional and technology leaders along with attendance rosters for district, publisher or vendor provided trainings on facilitating effective use of technology to support teaching and learning.	Semi-Annually	Executive Officer of LCI, Regional Network Executive Officers, LCI and Instructional Technology Teams
4 b & c	Summary report using data from the Oakland School Site Technology Survey, and other performance based measures to assess current teacher, library staff and administrator Technology and Information Literacy proficiency levels including the applications, electronic learning resources, and enabling technologies in OUSD's baseline package as well as their understanding of the 2007 NETS standards and CyberEthics/CyberSafety issues.	Annually	LCI and Instructional Technology and Research and Assessment Teams
4 b & c	Summary report of number, attendance and quality of workshops, resources, and coaching materials developed and delivered that utilize technology to support ELA and	Semi-Annually	LCI and Instructional Technology and Research and Assessment Teams

	Math instruction, Technology and Information Literacy, and CyberEthics/CyberSafety.		
4 b & c	Account of number and quality of on-line instructional resources (courses, units, lessons, and other resources) that use technology to support OUSD Instructional Guides, curriculum and instruction, graduation and career preparation, and Technology and Information Literacy and CyberEthics/CyberSafety.	Semi-Annually	LCI and Instructional Technology and Research and Assessment Teams

5. Infrastructure, Hardware, Technical Support and Software Component

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 (sections 3 & 4) of the plan.

The Oakland Unified School District network supports well over 100 locations including 66 elementary, 24 middle, and 23 high school sites. All sites have Windows and/or Apple computers.

Hardware

According to 2009-2010 OUSD School Site Technology Survey data there are a total of 11,505 instructional computers in the Oakland Unified School District (9607 in non-charter schools) and 2746 classrooms with Internet connectivity (2197 in non-charter schools). Of these computers 8,708 are connected to the Internet by a broad band connection. It is important to note that only 4,533 of the computers are now less than 3 years old.

There is limited adoption of the following instructional hardware resources at sites:

- Interactive whiteboards
- Document Cameras
- LCD Projectors
- One to one computer/netbook solutions
- Student response systems.
- PDAs for DIBELS (fluency and phonemic software) and other assessment and record keeping
- Virtualization of servers to support selected instructional applications.

Internet Access, Network Access and Core District Applications

The district has just completed phase 1 of a two phase project to upgrade the district WAN and connection to the internet.

District's upgrades that have been completed:

- WAN upgrade from copper based circuits to fiber based circuits: 100 M subscription on 1G circuits for high and middle schools, 10M subscription on 100M circuits for elementary schools.
- Core router, firewall, content filter, and edge router replacement/ upgraded to handle up to 5G of traffic.
- The installation of Network management software.

The district has begun to implement virtualization of servers and cloud computing
All school and office sites have at least a T-1 connection to the District Office. AT&T provides a 300 MB connection to the Internet. The Oakland Unified School District utilizes a fully switched and routed internal network, with IP addressing schemes and router access lists that prevent classroom computers from accessing equipment in the administrative areas.

All web traffic is filtered by a online filter (LIghtSpeed) to prevent access to obscene or harmful websites. All internal network traffic passes through a Cisco ASA firewall which protects internal computers from malicious activity originating on the Internet. All email passes through Proof Point system that controls Spam. A second level of email virus and spam filtering occurs on the Exchange mail server using trend Micro's Officescan antivirus product. The district protects all servers and workstations from virus infiltration with Trend Micro Antivirus.

A variety of mostly Windows 2003 servers support core applications such as the IFAS Financial/HR system, Eagle Aeries student information system, Destiny Library-Textbook Management system, data-warehouse, MS Outlook e-mail and Active Directory, and District Internet and Intranet (MS Sharepoint) Web Servers.

The district has installed a number of centrally managed software solution for computer and server management including Big Fix (networked desktop, mobile and server management), Computrace (a online tracing system for stolen computers), and Oracle (data warehousing and management).

Electronic Learning Resources

Productivity, publishing and presentation software on the PC workstations consist of the MS Office family of products. Some sites are switching to alternates like Open Office and Google Docs for financial reasons. Mac workstations have MS Office products and/or Apple iWorks. Software resources used in the classroom to support achievement in core academic programs include PLATO, Read 180, SuccessMaker, CyberHigh, Accelerated Reader, Accelerated Math, and media included with State adopted classroom materials purchased by OUSD. Teachers also have access to web-based activities, some of which may or may not be subscription based. Some of these websites are offered by museums, the Library of Congress and some universities and colleges.

The district is offering high school technical training courses such as the Cisco Certification courses. In addition, the district is piloting AP online courses through the University of California

Technical Support

Technical support for telecommunications, networks, and servers consists of a Director of Enterprise Network Services, 2 network administrators, 2 Network Engineers and a Network Specialist managing e-mail, servers, routers, switches, and network wiring. In addition 3 technical specialists support the student information, financial, and human resources applications and 2 software developers design and support custom applications as well as the District web sites. Technical support for hardware and software consists of a technical support manager and 8 technicians as well as a District help desk staffed by 5 technicians that handles basic troubleshooting and utilizes TechExcel software to refer service tickets to the appropriate technician.

5b. Needed technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plan modifications, and technical support to support the Curriculum and Professional Development Components of the Plan

Hardware:
At OUSD, the purchase of school computers is decentralized and is decided by each principal as part of Results Based Budgeting (RBB). Thus far, there has been no centralized technology policy for schools. As a result, the availability and age of the PCs for students and teachers varies substantially from school to school and depends primarily on the focus of each principal.

To further support the curriculum and professional development components of this plan, and fully leverage the capabilities of the new network infrastructure, the district intends to pursue a budgeting policy that ensures that every student and teacher has convenient access to a networked computer that is less than 3 years old. Given all the other needs for which a principal has to budget, the district is seeking funding from outside sources to ensure the successful implementation of this policy. This is an important equity consideration.

Sites and the instructional technology unit are researching and encouraging the increased adoption of technologies to increase access and enhance instruction. These include but are not limited to:

- Interactive whiteboards
- Document Cameras
- LCD Projectors
- One to one computer/netbook solutions
- Mobile learning devices such as e-readers for digital textbooks and personal digital learning devices for content access, research and student response systems.
- Servers to provide virtualization of applications.

Electronic Learning Resources:

Resources are changing and evolving rapidly. Innovations and new strategies are being developed by public and private entities. Careful research is necessary to select the best solutions for our unique needs. OUSD is researching and encouraging the adoption of technologies that will support the creation a Full Service Community District and allow our students to thrive. These include but are not limited to:

- Digital textbooks
- Cloud computing for applications and teacher/student file management
- Safe student email access
- Digital lockers for teachers and students for file management and storage
- Software used in and out of the classroom for intervention, support and enhancement of curriculum.
- External data bases for research
- Learning media services (streaming, cable, TV, mobile learning devices)
- Learning management systems
- E-learning delivery systems and platforms
- Assessment systems

Networking and Telecommunications Infrastructure:

The completion of phase 1 of the two phase project to upgrade the district WAN and connection to the internet has significantly improved the district infrastructure however, current and emerging technologies require greater bandwidth and functionality. Meeting our curricular and district goals will require continual infrastructure upgrading. Continuing to improve our network capacity, quality, and reliability along with increasing the speed of our Internet connections will be major OUSD initiatives in the next three years.

Phase 2 of the project will include but not limited to:

- A secondary and supplemental internet connection of 300M through the county office to the K12HSN network.
- WAN upgrades from Copper based circuits to fiber based circuits: 100M on 1g circuits to Adult Education schools, 5M on 100M circuits to Early Childhood Education Centers.
- A secondary "Hot Site" providing system and network fault tolerance.

The new network core, WAN, and upgraded connection to the internet are designed to be able to support enhanced curriculum and increased family and community access including but limited to the following:

- Virtual Fieldtrips through video conferencing.
- Web delivered video content on demand to support curriculum and professional development.
- Inter and intra school classroom collaboration using conferencing software.
- Development of "School Spots" where schools have the option of providing internet access to the local community after students go home when schools are not in session.

- Network Management Software to better manage bandwidth issues to assure critical data systems are not compromised, yet still allow web delivered video content (streamed) on demand of instructional resources.
- Hosting services and servers for utilization of conferencing, learning management systems, e-learning delivery systems
- Messaging systems to parents, students and staff
- Online systems to facilitate home-school-community communication

The district continues to leverage the federal E-Rate program in order to provide the appropriate network infrastructure at school sites. Of the 102 K-12 schools currently within the district, 86 have networks that meet or exceed the districts minimum specifications for network equipment and quality of operation. Of the remaining 16 sites 10 are scheduled to be upgraded through the E-Rate program and one of them is scheduled to get its network upgraded through a facilities modernization project. The district is working on a plan and funding to upgrade the remaining 5 sites.

The district has applied for funding to upgrade the network infrastructure at the two Adult Education schools. It has also applied for E-rate funding for 24 of the 35 Child Development centers. Four of the Child Development centers will have their network upgraded as a part of a facilities project.

Physical Plan Modifications:

The building housing the district data center is scheduled to be demolished in 2012 to be replaced with a new educational complex. The new data center will be housed in this educational complex. The new data center will make heavy use of virtualization and other state of the art technologies to allow the data center to be more environmentally friendly, dynamically respond to technology changes and needs, and to economically provide services to the district.

A "Hot Site" providing system and network fault tolerance is being established at a secondary location to provide critical services during construction and move-in for the new data center and necessary redundancy afterwards.

As a component of modernization and new construction, school sites and central service locations are being wired and/or re-wired to provide high-speed access to the internet, intranet, critical operational data systems (student information and business applications) and local network services. E-rate, state modernization funds and local bond issues are being used to finance these projects.

Technical Support:

Technical support for telecommunications, networks and servers is significantly below industry standards. The district is currently implementing strategies and software solutions to maximize the effectiveness of current staff and possible new hires to support the growing needs of the district. The district has begun to centralize services by implementing virtualization of servers. This reduces technical support needs, increases up-time; this project is in the process of being

scaled up and represents a major need. The district is also exploring outsourcing services through cloud computing which will reduce service outages and increase access to intranet and internet services. Open source resources will also be explored for general district adoption.

The district's new Strategic Plan emphasizes the Full Service Community District and Full Service Community Schools model. Training students, parents, and community members to provide Level 1 tech support and creating student tech clubs can be valuable resources. By providing career ladders and high school academies directed towards the technical support areas, a mutual benefit synergy can be built. Technical support for hardware, data systems and electronic learning resources could be a new resource for the community to build jobs and local hires.

OUSD is continually evaluating and reassessing solutions to accommodate changing needs and increase efficiency. These systems include but are not limited to:

- Enhanced user-friendly Ticketing systems for technical support
- Computer Management Systems
- Remote desktop support
- Network monitoring and management systems

5c. 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.

The following table identifies the hardware and software that will need to be in place in order to achieve the goals described in this plan:

Goal 1	**Upgrade infrastructure and hardware at all schools to meet curricular and professional development goals**		
Year(s)	**Annual Benchmarks**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Early Childhood centers will have a 5 Mbps fiber connection, and Adult Education will have a 100 Mbps connection to the district WAN. School wiring/ network upgraded at 9 k12 schools.	Technology Services and Fiscal Services	Technology and Fiscal Services will continuously monitor the development and implementation of all infrastructure upgrade and hardware/software, and technical support activities and accomplishments with input from
Year 1	District Hot Site becomes operational. 300 Mbs Connection to K12HSN installed		
Year 2	School Wiring/ Network upgrades at a k12 school, 24 ECE sites and district Adult education centers.		
Year 2	District data center moves to new location		

Years 1, 2, 3	Advanced training for Technology Services staff will be implemented to support the new infrastructure.		district stakeholders and provide semi-annual progress reports to the District Strategy Team and School Board. The infrastructure upgrade and hardware/software, and technical support plan will be modified as needed to maintain an infrastructure adequate to support plan objectives.
Years 1, 2, 3	K-12 schools will purchase or upgrade their PCs, Macs, and peripherals so that they are capable of supporting the baseline package of hardware and software as outlined in Section 3h.		
Goal 2	**Provide approved technology applications, electronic learning resources, and enabling technologies needed to support other components of the plan.**		
Year(s)	**Annual Benchmarks**	**Person/Team Responsible**	**Monitoring and Evaluation**
Year 1	Identify approved technology applications (i.e. Read 180), electronic learning resources (i.e. netTrekker di), and enabling technologies (i.e. Videostreaming and web delivered content) that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's ELA K-12 Instructional Guide.	Site Administrators, Regional Network Executive Officers, Technology Services	District instructional services, research and assessment, technology, and school site administrators will continuously track the development and implementation of all activities and accomplishments and provide semi-annual progress reports to the District Strategy Team and School Board. The program
Year 1	Identify approved technology applications (i.e. PLATO), electronic learning resources (i.e. netTrekker di), and enabling technologies (i.e. video streaming and web delivered instructional content) that will support the pedagogy, pacing, instructional	LCI ELA team, Instructional Technology Team, Site Administrators, and ELA teachers	

	strategies, and interventions detailed in OUSD's Math K-12 Instructional Guide.		will be modified as needed to maintain a cycle of improvement that supports program objectives.
Year 1	Annually review, update, and disseminate technology resources and adaptive and assistive technology tools that support the needs of special and diverse learners.	Instructional Services Math team, Instructional Technology Team, Site Administrators, and Math teachers	
Years 1, 2, 3	Provide shared network storage, online collaboration tools, and/or instructional portal access for teachers, library staff, and Instructional Services staff to develop and share instructional plans and projects, resources, and best practice strategies that embed technology and information literacy standards and curriculum into the core content areas.	Technology Services Department, Instructional Services and Instructional Technology teams, Programs for Exceptional Children Dept. and GATE office	
Years 2, 3	All students and instructional staff will have access to e-mail and digital lockers giving them the ability to safely and securely save and retrieve files from any networked computer within or outside of school.	Technology Services, LCI and Instructional Technology teams, District library staff	
Year 1 and ongoing	Develop or adapt and disseminate model web page templates to facilitate two-way, home-school communications. The templates may include: basic school and classroom information and policies, e-mail links, grade and homework information, newsletters, calendars, event information, student work samples, videos and podcasts, surveys, and response forms.	Technology Services	
Goal 3	**Employ help desk systems to streamline technical support responses and access tools to troubleshoot systems remotely. Create a web based troubleshooting database that allows teachers and staff to check out and fix minor technical glitches.**		

Year(s)	Annual Benchmarks	Person/Team Responsible	Monitoring and Evaluation
Year 1, 2, 3	Refine and implement new features of the online Help Desk software to enable users to document issues and request assistance.	Instructional Technology and Technology Services	Technology Services will continuously monitor the development and implementation of all technical support activities and accomplishments with input from district stakeholders and provide semi-annual progress reports to the District Strategy Team and School Board. The technical support plan will be modified as needed to maintain a cycle of improvement that supports plan objectives.
Year 1, 2, 3	Monitor and evaluate Help Desk requests to document common questions and how they were resolved to continually improve service to users.	Technology Services	
Year 2, 3	Document common technical issues to create a web based knowledge database that allows teachers and staff to review and fix minor technical glitches.		

5d. Description of the process that will be used to monitor the annual benchmarks including roles and responsibilities.

The Technology Services and Fiscal Services Departments have the responsibility for monitoring the progress of this component. While monitoring of many of these items is built into other plan components, the ongoing monitoring of infrastructure, bandwidth, and networking needs is accomplished through the utilization of network management software reports that are reviewed at department meetings. Technology support needs are monitored and evaluated through service ticket tracking and weekly department meetings. A review of the "annual benchmarks including roles and responsibilities" will be made annually and submitted to the OUSD Strategy Team, Superintendent, and Governing Board.

6. Funding and Budget Component

6a. List of Established and Potential Funding Sources

Funding for implementation of District and site technology initiatives is available through many sources including:

Established

- Enhancing Education Though Technology (Title II Part D) Formula (EETT-F)
- E-rate
- California Teleconnect Fund (CTF)
- K-12 Voucher Program (Microsoft Settlement)
- General Purpose Funds
- Measures B, G (local parcel tax)
- Title One
- School Library Block Improvement Grant (SLBIG) Funds
- Targeted Instructional Improvement Grant (TIIG)
- Block Grants
- CTC and 21st Century Grants
- AB 430 (Administrator Professional Development
- SB 472 (Textbook Professional Development)
- Instructional Materials Fund (IMF)
- Lottery Funds
- State Modernization funds

Potential

- District and Site Grants
- Corporate and other partnerships

6b. Estimated implementation costs

The District continues to implement a results-based budgeting process that places near total control of site budgets at the site level. Technology Services and other central departments will provide leadership and guidelines in effectively allocating site funds to support the effective use of technology in instruction. Centralized "shared services" such as network management, core applications, centralized web services, and technical support will continue to be provided by the Technology Services Department.

Representatives of Fiscal Services, Technology Services, Facilities, Leadership, Curriculum and Instruction (LCI), Instructional Technology, and Research and Assessment teams will review all proposed budgets to ensure that all potential costs of ownership are identified, including adequate network infrastructure, hardware, and electrical capacity, as well as funds for ongoing maintenance, technical support, and training to ensure that reasonable and adequate funds have been budgeted to successfully implement all components of the plan.

All available cost saving measures will be implemented. These include centralized contracts and pricing for hardware and some software available through an OUSD internal e-commerce site, participation in the MS select program, use of CalSAVE, WSCA, and other savings mechanisms

to ensure that our financial, student information, and other core applications seamlessly exchange data to reduce unnecessary expenditures.

The Table below summarizes projected expenditures by component:

Component	Year 1	Year 2	Year 3	Possible Funding Source
Curriculum Instructional Guides, Textbooks (electronic materials, assessment tools, etc), learning portals FTE: trainers/coaches, consultants	$ 200,000	$ 300,000	$ 400,000	Title I, SLBIG, EETT-F, K-12 Voucher, IMF, Lottery, Measures B & G, TIIG
Professional Development FTE (trainers, coaches), Consultants, Extra Pay	$ 400,000	$ 500,000	$ 600,000	EETT-F, Title I, AB 430, SB 472, K-12 Voucher, SLBIG, TIIG
Infrastructure Routers, Switches, Storage, Wiring, VoIP, electrical upgrades, contractors	$6,303,000	$1,815,000	$ 4,000,000	E-rate, CTF, GP
Hardware Desktops, Laptops, peripherals (printers, scanners, etc) , mobile devices, Interactive Whiteboards (IWBs) projectors, Servers, contractors	$1,000,000	$ 2,000,000	$ 2,500,000	Title 1, SLBIG, K-12 Voucher, GP, TIIG
Electronic Resources - Data Tools: Student Information System, Assessment Software, Gradebook, Parent-teacher Communication systems, Financial System Software, Collaboration software, textbook/library book tracking software, asset tracking software, e-mail system, Active Directory, Data Warehouse	$1,000,000	$1,050,000	$1,115,000	GP, EETT-F, K-12 Voucher, SLBIG, Measures B & G, Title I, E-rate, TIIG
Electronic Resources - Learning Tools: Baseline package (i.e., MS Office, browser, etc), netTrekker, Gale Group, PLATO, Read 180, CyberHigh, Revolution Prep, School Web Sites, SchoolWires, or equivalents	$750,000	$ 650,000	$ 875,000	

Technical Support Techs, Help Desk, Network Support, Applications Support, contractors	$1,500,000	$ 1,800,000	$ 2,000,000	GP, Title I, TIIG

6c Replacement Policy for Obsolete Equipment

In 2002, the district adopted a "replace, don't repair" policy for technology equipment that no longer meets OUSD standards in order to reduce technical support costs and the down time that resulted when equipment was removed for repair. As equipment is ready to be retired from active use, the policy calls for site personnel to inventory serial numbers and call the distribution center for personnel to pick-up any obsolete technology items. In their annual site plans for school improvement, sites will identify funding sources to enable them to replace obsolete equipment, maintain baseline standards and acquire additional technology to support curricular and professional development programs.

6d Monitoring and Updating Funding and Budget Decisions

Semi-annual and annual evaluation reports will be prepared by the Technology Services, Leadership, Curriculum and Instruction (LCI), Instructional Technology, and Research and Assessment teams to guide decisions and provide for any necessary modifications. The Information Technology Officer, Deputy Superintendent of Business and Operations and Deputy Superintendent of Instruction, Leadership and Equity in Action have the responsibility to monitor and update all budget decisions related to the Plan.

The Instructional Technology Unit, Technology Services and other departments will support site and District level Technology grant applications and other funding initiatives to actively seek and secure additional funding. As new funding sources are identified and become available they will be reviewed for inclusion in the plan by the Instructional Technology Steering Committee and the budget will be adjusted to reflect any changes.

The Information Technology Officer, Deputy Superintendent of Business and Operations, and Deputy Superintendent of Instruction, Leadership and Equity in Action will prepare an annual report for the OUSD Strategy Team, Superintendent, and Governing Board relating expenditures and funding sources to the Plan. The Information Technology Officer, Deputy Superintendent of Business and Operations, and Deputy Superintendent of Instruction, Leadership and Equity in Action will also prepare an annual expenditure report with funding sources identified and annual implementation plan and budget for approval by the Governing Board.

7. Monitoring and Evaluation Component

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

The OUSD Instructional Technology Plan is a dynamic document. Our primary purpose in developing this plan is to provide direction for district and site technology and budget decision-making processes. This document will help the district assess the impact on student learning, teacher instruction and the management of technology resources. Measurable monitoring and evaluation criteria have been specified for each curricular goal and timeline throughout the plan. The Leadership, Curriculum and Instruction (LCI), Instructional Technology, and Research and Assessment teams will have the responsibility for the monitoring and evaluation of each component of this plan. The Instructional Technology Steering Committee will have the responsibility of continuing their work with existing stakeholders, such as the Instructional Technology unit, teachers, Principals, site technologists, Leadership, Curriculum and Instruction (LCI) and other district staff in monitoring and evaluating the progress of implementing the Plan's goals and objectives. Site technologists and/or principal designees will assist with data collection and solicit input from their staff, administrators, support staff, parents and students via interviews and surveys. The Instructional Technology Steering Committee with the assistance of the Instructional Technology unit, Leadership, Curriculum and Instruction (LCI) and Research and Assessment will be responsible for the analysis of input from the various data collection instruments to determine the plan's impact and success on curriculum, professional development and classroom management.

7b. Schedule for evaluating the effect of plan implementation

Goal: The Technology Services Department, Leadership, Curriculum and Instruction (LCI), Instructional Technology, and Research and Assessment teams will oversee the implementation of the OUSD Instructional Technology Plan. The Instructional Technology Steering Committee and District Instructional Technologists will monitor and evaluate implementation steps, timelines, and impact on OUSD student and staff technology.

Timeline	Activity	Person/Team Responsible
Year 1	Develop monitoring and evaluation instruments that will solicit input from district stakeholders as to: • Development and dissemination of District policies, procedures, and best practices for Educational Technology Use • Progress in utilizing technology to support student achievement in ELA and Math • Progress in implementing programs for information/technology literacy, CyberEthics/CyberSafety, equitable access to technology, home-school communications and student recordkeeping and assessment. • Design and delivery of professional development to improve teacher and administrator use of technology to support teaching, learning, and operations. • District and school infrastructure improvements	Instructional Technology Steering Committee in collaboration with the Instructional Technology Unit, LCI, Technology Services, Research and Assessment, and Fiscal Services.

	• Technology support status and needs • Staff and student technology proficiencies Instruments will include online surveys (Site Technology Survey, Teacher Technology Use Survey, Student Technology Use Survey, and others), IT Help ticketing system, Professional Development Evaluation forms, OUSD website blogs, comment forms, and surveys and online performance based technology proficiency tests.	
Year 1, 2, 3	Input will be solicited from district stakeholders using the monitoring and evaluation instruments developed in Year 1.	Students, Parents, Teachers, Administrators, District staff
Year 1, 2, 3	Analyze input from district stakeholders. Prepare annual reports to be submitted to the Superintendent and the Governing Board. Progress results, best practices, strategies, modifications and improvements to the plan will continue to be documented and reported.	Instructional Technology Steering Committee in collaboration with the Instructional Technology Unit, LCI, Technology Services, Research and Assessment, and Fiscal Services.
Year 1, 2, 3	Continue to monitor, evaluate, recommend, and make modifications as necessary to the plan's implementation annually.	

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

The Instructional Technology Steering Committee in collaboration with the Instructional Technology Unit, LCI, Technology Services, Fiscal Services, and Research and Assessment will continue to monitor, evaluate, recommend, and make modifications as necessary to the plan's implementation. The Instructional Technology Steering Committee in collaboration with LCI, Technology Services, Fiscal Services, and Research and Assessment will prepare an annual report to be submitted to the Information Technology Director, the Deputy Superintendent of Instruction, Leadership and Equity in Action, Chief Services Officer and LCI that provides monitoring and evaluation data on the progress of the plan implementation. This information will be shared with district stakeholders in a variety of methods including, but not limited to email, posting on the public OUSD web site and OUSD Intranet and through face to face meetings. District stakeholders will be responsible for providing input and offer suggested improvements in the plan. As changes to the plan occur on an on-going basis, the Instructional Technology Unit will be responsible for posting any plan updates during the 2011-2014 school years.

Component 8 – Effective Collaborative Strategies with Adult Literacy Providers

The district has a long history of collaboration with adult literacy providers. OUSD Instructional Technology staff has worked with the partners listed below and will continue to collaborate and build upon these relationships as we strive to mobilize the resources of our partners to meet the needs of those adults requesting adult literacy services.

The district's Adult Education Department currently offers a range of GED, ESL and adult literacy along with technology and other life-long learning classes at no charge to Oakland residents. Many Adult Education classes are housed on OUSD school sites and utilize shared equipment. The district serves about 25,000 to 30,000 adults city-wide. Adult Education conducts a special program for adults over 50 that include cultural programs in other primary languages as well as English. The Adult Education department has also developed an on-line education program to provide web-based classes to the community.

KDOL – TV cablecast programming promotes adult literacy to citizens city-wide.

The Marcus Foster Educational Institute (MFEI) conducts a Parenting University that includes classes in adult literacy and technology. Adult literacy courses are also offered through a number of district programs and partners, such as the 21st Century and Village Centers after-school programs. Oakland Technology Exchange West (OTX), a program of the MFEI, is a major partner in the OUSD EETT Competitive Urban Math Project as well as a provider of computers and parent training to the homes of low income families..

The four campuses of the Peralta Community College District provide a wide range of ESL, GED and adult literacy classes. Oakland Public Library has the Second Start Adult Literacy Program that has served more than 2,000 Oakland residents since its inception in 1984. The no-tuition program combines classes with one-on-one tutoring using community volunteers. Second Start was chosen as one of five model literacy programs in the U.S. to be included in a long-term Harvard University study. Members of OUSD staff meet and collaborate with these organizations to maximize efficiency and offer mutual support.

Component 9– Effective, Research-based Strategies

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

The report, ***Tapping America's Potential: Gaining Momentum, Losing Ground*** *Progress Report published in 2008 issued by the Business Roundtable (2008),* is a follow up to the 2005 report, Tapping America's Potential: The Education for Innovation Initiative. It states that not only is there still a "deep concern" about the United States' ability to sustain its scientific and technological superiority on a global level, but in addition, there is a desperate need for STEM majors to teach math and science in U.S. schools. Furthermore, the research is clear that one of the most important factors in raising student achievement is having a highly qualified teacher in

the classroom. According to the Bureau of Labor Statistics, school districts are struggling to hire highly qualified math and science teachers.

The report, ***The Ill-Prepared U.S. Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training***, produced by Corporate Voices for Working Families, the American Society for Training & Development (ASTD), The Conference Board, and the Society for Human Resource Management (SHRM) published on July 10, 2009, states overall that new hires lack critical thinking and creativity skills.

Supporting this claim is another article entitled, ***The Future Workforce is lacking, but can colleges do the job?*** Originally published by WFC Resources, November 2006 says, "...the new workforce is not ready. They make the distinction between "applied skills" and basic knowledge skills like reading and mathematics, and it's the applied skills that are sadly lacking. They include critical thinking and problem solving, oral and written communications, teamwork and collaboration, diversity, leadership, creativity and innovation and ethics and social responsibility." These skills are more important than ever "because of our increasingly complex knowledge and technology-based global economy. At all educational levels, the applied skills trumped the basic knowledge skills, although high school graduates are ill-prepared for entry-level jobs even in that area. And nearly three-fourths of employers said those young people are lacking in professionalism, work ethic, effective work habits, working productively with others and workload management." The skills described here are the 21st century skills outlined in the National Education Technology Standards for Students, 2007 (ISTE).

In another study, ***Are They Really Ready to Work?*** (2006), employers said that the future U.S. workforce is "woefully ill-prepared for the demands of today's (and tomorrow's) workforce" and they cited 21st century skills as "very important" to success at work.

Again it is reiterated more recently in the article, **America's Real Dream Team**, New York Times, March 21, 2010 by Thomas L. Friedman. This article outlines the importance of providing the most qualified teachers and best resources to feed the imaginations of our students. "This isn't complicated. In today's wired world, the most important economic competition is no longer between countries or companies. The most important economic competition is actually between you and your own imagination. Because what your kids imagine, they can now act on farther, faster, cheaper than ever before — as individuals. Today, just about everything is becoming a commodity, except imagination, except the ability to spark new ideas. If I just have the spark of an idea now, I can get a designer in Taiwan to design it. I can get a factory in China to produce a prototype. I can get a factory in Vietnam to mass manufacture it. I can use Amazon.com to handle fulfillment. I can use freelancer.com to find someone to do my logo and manage my backroom. And I can do all this at incredibly low prices. The one thing that is not a commodity and never will be is that spark of an idea."

The application of information technology to the very core of business operations has caused a profound change in the needed skills and talents of New Economy workers (OECD, 2004). Markets in the New Economy are rewarding those who have high educational achievement and technical skill (Task Force on the Future of American Innovation, 2005). The worker of the 21st century must have science and mathematics skills, creativity, information and communication

technologies (ICT) skills, and the ability to solve complex problems (Business-Higher Education Forum, 2005).

Oakland Unified School District (OUSD) believes it is imperative that we heed the findings in these reports and address the changing needs of today's society, workforce, and global economy. OUSD's technology plan is based on a set of research-based beliefs on how technology can impact student learning and improve teaching practice so that we may better prepare our youth to succeed in the 21st Century. The plan has been designed to support the premise that technology needs to be an appropriate and comprehensive resource that supports and extends curriculum objectives and that technology, information literacy, and 21st Century skills should be integrated into the curriculum and aligned with content area standards in order to improve student achievement, develop lifelong learners, and prepare our children to successfully meet the demands of 21st century society and a global economy.

Technology Planning Process and Stakeholders

The experiences of schools that have successfully integrated technology provide useful guidelines. Zaritsky and Zeisler (1997) have developed planning tables to identify the tasks and responsibilities that are essential to technology planning in schools. The first step in developing a technology plan is convening a planning committee or team to review the school-improvement plan already in place and research the district needs. Planning partners may include administrators, principals, teachers, district office representatives, parents, potential business partners, and a representative from the county office, regional agency, or department of education (Cradler, 1996). The specific organizational structures, committees, and membership may vary among schools that have integrated technology effectively, but the plan should be the result of input from educators and community members with knowledge, experience, and expectations of the role of technology in their school (Massachusetts Software Council, 1994).

How the research will be applied in OUSD:

The Instructional Technology Steering Committee was formed in September 2009 to:

- Review and monitor how technology supports and enhances student learning
- Analyze and review how electronic learning resources and programs affected student achievement data
- Review the previous OUSD Technology Plan and OUSD planning documents
- Conduct research on the current status of technology infrastructure, equipment, and staff, student, and administrative use
- Identify internal and external best practices in educational technology
- Analyze Technology Survey information and other data
- Prepare draft documents for review by OUSD stakeholders including the OUSD Strategy Group, school site representatives, parents, students, and community partners.

The Instructional Technology Steering Committee was chaired by the Chief Academic Officer (2009-2010). Group members included the Director of Technology Services, the Regional Network Executive Officers, the Director of LCI and the Coordinator of Instructional Technology. Reorganization of the district had now replaced the Chief Academic Officer with a new position, Deputy Superintendent of Instruction, Leadership and Equity in Action

The Steering Committee directed that a Tech Plan Research Group be formed. Group members included representatives from Instructional Technology, Technology Services, Curriculum and Instruction, Research and Assessment, Operations and Support, School Site Representatives from all grade levels, Parents, and Community Representatives.

The Tech Plan Research Group met regularly throughout the 2009-2010 school year, conducted several school site visits, reviewed the 2008 - 2011 Tech Plan and produced a set of recommendations that formed the basis for this document. The 2008 – 2011 Tech Plan was posted on the OUSD web site and a blog was created to solicit public comments, suggestions, and revisions for the creation of a new plan. Online school site and teacher technology use surveys were created and data was collected and analyzed.

In January 2010, a four person writing team from the Instructional Technology unit began drafting this 2011-2014 Technology Plan based on the findings of the Tech Plan Research Group, the technology surveys, public comments and current research.

The drafts of this document were reviewed by the Instructional Technology Steering Committee and distributed to additional stakeholders within OUSD and the community. The 2011-2014 tech plan was posted on the OUSD web site and a blog was created to solicit public comments, suggestions, and revisions Feedback from stakeholders has been incorporated into the final document.

Technology to Improve Teaching and Learning

Key research-based recommendations include:

- Where are We Going with Technology? (Scholars Collaborative Partnership, 2010)
- Trillings, Bernie. (2009) 21st Century Skills: Learning for Life in Our Times, Jossey & Bass
- Integration of technology into the core curriculum using the 21st Century Skills model (Partnership for 21st Century Skills 2005, North Central Regional Educational Laboratory)
- Equitable access to a common set of tools that support the curriculum and development of 21st Century Skills. (Commission on Technology in Learning, 2003)
- Student acquisition of technological and information literacy skills (Partnership for 21st Century Skills 2005)
- Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E. (2001) Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, Association for Supervision and Curriculum Development
- Marzano, Robert J.; (2003) What Works in Schools, Translating Research Into Action, Association for Supervision and Curriculum Development, 224 pp
- Darling-Hammond Linda et al, (Feb, 2009) *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad,* National Staff Development Council (NSDC)-Stanford University

Research regarding technology integration into the core content areas:

Sternberg, Betty J.; Kaplan, Karen A.; Borck, Jennifer E. *Enhancing Adolescent Literacy Achievement through Integration of Technology in the Classroom* (EJ767777)
Reading Research Quarterly, v42 n3 p416-420 Jul-Sep 2007
In this article, the authors take the state of Connecticut as an example that is expanding its focus by seeking sound research to inform the preparation of adolescents for success in further education and training through integration of technology in the classroom. Recognizing that important research has already been completed in the area of educational technology, this article suggests seven areas for further research that are of interest to state policymakers, focusing particularly on enhancing adolescent literacy achievement through the integration of technology across all content areas.

A quantitative synthesis of 42 research studies found a modest, positive effect of teaching and learning with technology on student outcomes. The authors concluded that these results can be generalized across a wide variety of conditions, as well as across student, school and study characteristics (Waxman, Lin & Michko, 2003). Numerous studies document student understanding of mathematics concepts from using computer-based and computer-assisted software (Cradler et. al, 2002). In a landmark study that analyzed a national database of student test scores, Wenglinsky (1998) found that technology can have a positive effect on students' mathematics scores.

How the research will be applied in OUSD:

Two of the curricular goals in OUSD's Technology plan are to increase student achievement in ELA and Math by identifying and implementing technology applications and identifying or developing electronic learning resources that will support the pedagogy, pacing, instructional strategies, and interventions detailed in OUSD's K-12 ELA and Math Instructional Guides. Teachers will progressively increase their use of the identified technology applications and electronic learning resources and integrate them into their curricula and instruction, first in ELA and Math and then throughout the core content areas.

Students Acquiring Technology and Information Literacy Skills

Beyond the 3 Rs- Voter Attitudes Toward 21st Century Skills
Partnership for 21st Century Skills (2007)
http://www.21stcenturyskills.org/documents/P21_pollreport_singlepg.pdf
A nationwide poll of registered voters reveals that Americans are deeply concerned that the United States is not preparing young people with the skills they need to compete in the global economy. The findings indicate that Americans understand that the economy has changed and that, without skills that reflect today's workforce demands, young people may face tougher challenges earning a living wage and maintaining U.S. competitiveness than previous generations did.

Key Findings:
There is near universal agreement (99 percent) that teaching 21st century skills is important to our country's future economic success. Voters are clear: We are living in a different era that requires new thinking in our approach to educating our youth.

- 80 percent of voters say the things students need to learn today are different than 20 years ago.
- Six in 10 voters say our schools are not keeping pace with changing educational needs.
- Almost nine in 10 voters (88 percent) believe 21st century skills can and should be part of the curriculum.

The International Society for Technology in Education (ISTE) released new student standards in June 2007 at NECC in Atlanta, Georgia. The next generation of National Educational Technology Standards for Students (NETS•S) were the result of input and feedback from educators across the U.S. and 22 other countries. Through its National Educational Technology Standards (NETS) Project, ISTE is encouraging educational leaders to provide learning opportunities that produce technology-capable students. The primary goal of the ISTE NETS Project is to enable stakeholders in Pre K-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. The NETS Project is developing standards to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support Pre K-12 education.
http://cnets.iste.org/index.html

How the research will be applied in OUSD:

The district will develop or adapt and implement a scope and sequence and curriculum for technology and information literacy skills that are aligned with the 2007 NETS Standards for Students, the Partnership for 21st Century Skills Information and Communication Technology (ICT) Literacy Framework, the Big 6 information literacy model, state and district content standards, and OUSD Instructional Guides. Classroom teachers and library staff will progressively increase implementation of the K-12 Technology and Information Literacy scope and sequence, curriculum, and best practices by incorporating technology-enhanced lessons, activities and/or projects into the core content areas.

Appropriate and Ethical Use and Internet Safety

The Cost of Copyright Confusion for Media Literacy
Fair use confusion threatens media literacy. In too many classrooms across the country, sweaty palms and the fears associated with a call to the principal's office aren't just student afflictions: Educators, especially those who teach media literacy, are experiencing a collective anxiety about what is legal and what is not when using digital images and recordings in their lessons, according to a new report (PDF file) by the American University Center for Social Media. The educational goals of cultivating critical thinking and communication skills are compromised by unnecessary restrictions and a lack of understanding about copyright law.
American University Center for Social Media. (2007). *The Cost of Copyright Confusion for Media Literacy*. Washington, DC: Author.

Cyberbullying and online harassment study
One-third (32%) of all teenagers who use the internet say they have been targets of a range of annoying and potentially menacing online activities - such as receiving threatening messages; having their private emails or text messages forwarded without consent; having an embarrassing picture posted without permission; or having rumors about them spread online.

The Pew Internet & American Life Project. (2007). Cyberbullying and Online Teens. Washington, DC: Author. **http://www.pewinternet.org/PPF/r/216/report_display.asp**

Report: Teach children to maximize their Internet safety
Computer networks are most secure when students are taught about cyber dangers, according to a company's School Safety Index project. Although 95% of districts filter student access, 89% place monitors in view of adults and 81% track Internet activity, just 8% of districts teach students about Internet safety, the survey found.
eSchool News (7/13)

In addition, because it has been proven time and time again, it is imperative that we teach our children how to be the filter instead of relying on costly content filtering programs, "Education is at the heart of ensuring that students remain safe online and understand appropriate netiquette," said Keith Krueger, CEO of the Consortium for School Networking (CoSN). "Quite simply, we need to make the child the filter, not rely solely on technological protection measures [such as] blocking and filtering. We know that students have always found ways around the best constructed fences created by adults." From the report published in February 2010, ***Too Few Schools Are Teaching Cyber Safety.***

How the research will be applied in OUSD:

The district will evaluate and recommend one or more AB 307 and AB 86 compliant CyberEthics/CyberSafety programs for schools to implement. The district will also incorporate meetings and presentations for parents and community members to increase awareness of CyberEthics/CyberSafety issues.

Appropriate Technology Access For All Students

DeBell, M., and Chapman, C. (2006). *Computer and Internet Use by Students in 2003* (NCES 2006–065). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
http://nces.ed.gov/pubs2006/2006065.pdf Retrieved 3/30/10
This report examines the use of computers and the Internet by American children enrolled in nursery school and students in kindergarten through grade 12. The report examines the overall rate of use (that is, the percentage of individuals in the population who are users), the ways in which students use the technologies, where the use occurs (home, school, and other locations), and the relationships of these aspects of computer and Internet use to demographic and socioeconomic characteristics such as students' age and race/ethnicity and their parents' education and family income. One of the more important findings presented in the report is that schools appear to help narrow the disparities between different types of students in terms of computer use. Differences in the rates of computer use are smaller at school than they are at home when considering such characteristics as race/ethnicity, family income, and parental education.

In teaching language learners, using technology has distinct advantages that relate not only to language education but preparing students for today's information society. Computer technologies and the Internet are powerful tools for assisting language teaching because Web

technology is a part of today's social fabric, meaning language learners can now learn thorough writing e-mail and conducting online research (Wang, 2005).

Harvard Family Research Project's Complementary Learning Concept – A Linked Network of Learning
Educators, policymakers, and families increasingly agree: Schools cannot do it alone. Children need multiple opportunities to learn and grow—at home, in school, and in the community. Complementary learning is a comprehensive strategy for addressing all of these needs and ensuring success for all children and youth. Complementary learning is the idea that a systemic approach—which intentionally integrates both school and non school supports—can better ensure that all children have the skills they need to succeed.
http://www.gse.harvard.edu/hfrp/projects/complementary-learning.html

How the research will be applied in OUSD:

The Oakland Unified School District is committed to developing and implementing policies and practices to ensure equitable access to appropriate technology tools and resources for all OUSD students. Our implementation plan includes the following steps, strategies, and activities:

- Annual reviews and dissemination of the baseline technology package and recommended electronic learning resources
- Annual needs assessments and assistance to sites to identify gaps in equitable access to technology that can be addressed in their site planning process
- Provide equitable access to technology guidelines and models to school sites
- Actively seeking supplementary funding resources
- Encourage out of school, community based, and home-school partnerships that support equitable access to technology

Student Record Keeping and Assessment

High performing schools view and use technology not as an end in itself but as a means of collecting, analyzing and reporting data to improve curriculum and instruction, and to identify achievement gaps for individual students and groups of students
(Rasher, Abromitis & Johnson, 2004, p. 35).

Data literacy—the ability of instructional leaders and teachers to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on these data—is now widely recognized as a critical strategy in the academic performance of schools (Fullan, 1999; Haycock, 2001; Johnson, 1996; Love, 2004; Schmoker, 1999; Zalles, 2005). A key concept of data literacy is generating only the data that are needed and making full use of what's collected. Those resources become meaningful to educators only when they are transformed into information, and ultimately into usable or actionable knowledge (Mandinach & Honey, 2005).

How the research will be applied in OUSD:

OUSD will continue to increase implementation by teachers and administrators of the Aeries Browser Interface (ABI) student information system and Edusoft data analysis tools to support

the District's student recordkeeping and assessment, to help inform teacher instruction and improve student achievement.

Professional Development

On Feb. 4, 2009, the National Staff Development Council (NSDC) released *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad* written by Linda Darling-Hammond and a team of researchers from the Stanford University School Redesign Network. The report examines what research has revealed about professional learning that improves teachers' practice and student learning. The 2009 report confirms the earlier findings of McREL Insights- Professional Development Analysis (McREL, 2005). Key findings include:

- Professional development that is short, episodic, and disconnected from practice has little impact.
- Well-designed PD can improve practice and increase student achievement. *A review of high-quality experimental studies found that among programs offering extended PD (49 hrs on average over 6 to 12 months), student achievement increased by 21 percentile points.* (Yoon et al., 2007)
- Professional learning opportunities that impact practice are generally: focused on specific curriculum content and linked to analysis of teaching and student learning; intensive, sustained and continuous over time; supported by coaching, modeling, observation, and feedback; connected to teachers' collaborative work in professional learning communities; and integrated into school and classroom planning around curriculum, instruction, and assessment.

Technology In The Schools: What the Research Shows (2006)
Technology does provide a small, but significant, increase in learning when implemented with fidelity. While this statistic is encouraging, the real value lies to research lies in the identification of those technology interventions that get sufficiently positive results to warrant the investment. Most educators are looking for the value proposition that will significantly advance learning, teaching, and school system efficiencies. Taking advantage of these leverage points requires serious review of specific research studies that specifically address the needs and challenges of specific schools and serious attention paid to leadership development, professional development for teachers, school culture, curricular redesign, and teacher preparation. Metiri Group – commissioned by Cisco System 2006
http://www.cisco.com/web/strategy/docs/education/TechnologyinSchoolsReport.pdf

Teachers cannot be expected to learn how to use educational technology in their teaching after a one-time workshop. Teachers need in-depth, sustained assistance not only in the use of the technology but in their efforts to integrate technology into the curriculum (Kanaya & Light,

2005). Teachers also need embedded opportunities for professional learning and collaborating with colleagues in order to overcome the barrier of time and teachers' daily schedules (The National Council of Staff Development, 2001; Kanaya & Light, 2005). Skills training becomes peripheral to alternative forms of ongoing support that addresses a range of issues, including teachers' changing practices and curricula, new technologies and other new resources, and changing assessment practices.

Besides pedagogical support to help students use technology to reach learning goals, teachers also need time to become familiar with available products, software, and online resources. They also need time to discuss technology use with other teachers. "Transforming schools into 21st century learning communities means recognizing that teachers must become members of a growing network of shared expertise (Fulton, Yoon, Lee, 2005)."

Zhao et al conducted a yearlong study (2002) that examined the conditions under which technology innovation can take place in K-12 classrooms. Their findings included that teachers need ongoing guidance and awareness of curricular connections to ensure successful technology and curriculum integration. In 2003, The National Staff Development Council published research by Joyce and Showers showing that "much of the initial learning was lost unless a structured ongoing program followed it."

National Educational Technology Plan (2010-Draft) - Seven Major Action Steps and Recommendations

http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf
Goal: Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

Of the five recommendations from the National Educational Technology Plan (2010), under Teaching and Learning recommendations one and two involve professional development:

1. 3.1 Recommendation: Design, develop, and adopt technology-based content, resources, and online learning communities that create opportunities for educators to collaborate for more effective teaching, inspire and attract new people into the profession, and encourage our best educators to continue teaching.
2. 3.2 Recommendation: Provide pre-service and in-service educators with preparation and professional learning experiences powered by technology that close the gap between students' and educators' fluencies with technology and promote and enable technology use in ways that improve learning, assessment, and instructional practices.

How the research will be applied in OUSD:

OUSD instructional and technology leaders will receive training on techniques (coaching, modeling) to facilitate the effective use of technology to support teaching and learning. OUSD teachers will be offered multiple opportunities to learn how to use technology to improve their

teaching practice and to implement technology-enhanced instruction. These include face-to-face and online district, publisher or vendor provided trainings, workshops, and resources that utilize technology to support ELA and Math instruction, Technology and Information Literacy, and CyberEthics/CyberSafety.

Infrastructure, Hardware, Technical Support and Software

Phelan (2004) stated that access to technology is a major issue in California schools. California ranks 45th in the nation for its ratio of computers to students; there is typically one computer to 14 students in any given California school. This compares to the national rate of one computer for every 10 students. These figures change based on a number of variables. When only multimedia computers are counted in California, the computer to student ratio is one to 37--compared to the national rate of one to 24.
Critical Issue: Using Technology to Improve Student Achievement
North Central Regional Educational Laboratory (NCREL) 2005
http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm#researchresult

Increased use of technology in the school requires a robust technical infrastructure and adequate technical support. If teachers are working with a technology infrastructure that realistically cannot support the work they are trying to do, they will become frustrated. School districts have a responsibility to create not only nominal access to computers and electronic networks but access that is robust enough to support the kinds of use that can make a real difference in the classroom. Teachers also must have access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place.
Adapted from a manuscript by Margaret Honey, Katherine McMillan Culp, and Robert Spielvogel, Center for Children and Technology

How the research will be applied in OUSD:

The district is completing a 3 year project, estimated to cost approximately $30 million dollars to upgrade the network infrastructure to current state-of-the-art. This has eliminated the inequities and will enable every student and adult in OUSD to utilize a rich menu of technologies and have access to reliable on-line resources to increase learning and productivity.

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

The Oakland USD is actively exploring ways to extend or supplement the district's curriculum and professional development using new innovative teaching methods and technology resources. The District recognizes that our current network infrastructure is not adequate to support new and emerging technologies and is aggressively moving to upgrade its infrastructure in years one and two of this plan.

The district is implementing the following technology applications, programs, and resources to extend or supplement the curriculum.

CyberHigh and PLATO provide credit recovery and provide students access to courses that may not be available at their local school. OUSD has moved into a small school design in which a highly qualified teacher is not available for all academic courses at all schools.

Revolution Prep is being introduced at all OUSD high schools to provide technology supported general assistance in CAHSEE preparation to all 9th and 10th graders and enhanced support for 11th and 12th graders at risk of not passing the CAHSEE exam.

KDOL, the district's Instructional Television station delivers satellite programming on adult literacy and satellite-delivered instruction from Annenberg and NASA along with a variety of educational programming for community members.

The district is extending existing and exploring new partnerships with museums, universities, science centers, and corporations including the Chabot Science Center with the NASA Simulator, Intel, Pixar, Apple, and Cisco.

Increasing numbers of teachers and schools within the district are using Web 2.0 technologies such as wikis, podcasting, blogs, shared documents, social bookmarks and online tools to access and create content and promote collaborative learning.

Some school sites within the district are currently using teleconferencing for distance learning, mentoring, and professional learning communities and some sites are incorporating streamed video and downloadable video segments; however, the district's limited bandwidth and need for infrastructure upgrades have prevented these technologies from being used on a district-wide scale. As the district's infrastructure is upgraded over the next two years, we will be exploring additional options for distance learning and streamed video content (i.e., United Streaming) to support and extend the district's curriculum.

Appendix C – Criteria for EETT Funded Technology Plans

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

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

1. PLAN DURATION CRITERION			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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).	**4**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**7**	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**9**	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.	**11**	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.	**14**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and	**15**	The plan delineates clear goals, measurable objectives, annual	The plan suggests how technology will be used, but is not specific

an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	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.	**25**	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.

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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).	**29**	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)	**31**	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.	**35**	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.
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.	**38**	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.	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.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way	**39**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-	The plan suggests how technology will be used, but is not specific enough to know what action needs to

communication between home and school.		way communication between home and school.	be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.	**42**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.**	**46**	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.**	**52**	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.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**	**62**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.**	**64**	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,**	**66**	The plan provides a clear summary and list of the	The plan includes a description or list of hardware, infrastructure, and

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.		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.	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.**	**69**	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.**	**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.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **List established and potential funding sources.**	**72**	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 annual implementation costs for the term of the plan.**	**73**	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. **Describe the district's replacement policy for obsolete equipment.**	**75**	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.**	**75**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	**75**	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.	**76**	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.	**77**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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 future outreach efforts.)	**78**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers 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 Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	**78**	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.	**88**	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.