

EUREKA UNION SCHOOL DISTRICT

TECHNOLOGY MASTER PLAN

2018-2021

Eureka Union School District

District Technology Use Plan

Introduction

This plan is written for 2018 through 2021 during which time we will continue to implement and enhance our Challenge 21 standards in alignment with the California Standards. The plan will also be used to guide us in enhancing and upgrading the available technology tools to support student learning and assessment. As we continuously work to embed 21st century skills throughout our curriculum, we are aware of the importance of the use of technology and the development of Information, Media, and Technology skills. Technology has also become an increasingly important tool for our teachers as they strive to provide an outstanding learning environment for students.

The Eureka Union School District strives to prepare our students for college and career, and their role as global citizens. In order to make decisions that lead us toward this goal, we constantly ask ourselves the following questions:

- What will our students need to know and be able to do to be successful in the future?
- What does our district need to do/be to prepare our students for a radically different future?

The Eureka schools have long been a statewide leader in student performance. We are proud that our school district holds the highest statewide scores in the greater Sacramento region. Our students have continued to eclipse Federal and State academic achievement targets. Engaging students in active learning involves the basics and beyond. Our Challenge 21 standards help us to prepare our students for the dynamic and globally competitive environment in which they will live and work. Our district developed Challenge 21 standards for each of the key 21st century skill areas: Life and Character Skills, Communication and Collaboration Skills, Critical Thinking and Problem Solving Skills, Information, Media, and Technology Skills, and Creativity and Innovation Skills. Rubrics have been developed for each skill area so that feedback can be given and student progress can be tracked.

Information, Media, and Technology Skills

Research, Analyze, Organize, Evaluate, Use Resources Effectively

K-3

- T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

- T.2 The student uses text, interviews, and electronic resources (e.g. interactive books, educational software, and search engines) to locate and utilize information for classroom assignments. The student can correctly cite sources.
- T.3 The student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.
- T.4 By the end of 3rd grade, the student is able to keyboard at a rate of 30 correct words per minute.

4-6

- T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.
- T.2 The student identifies credible and relevant information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources, retrieves relevant information from a variety of sources, and uses information to create an effective presentation.
- T.3 The student can accurately interpret symbols and visuals and can distinguish fact from opinion when presented information through various media; the student can use his/her knowledge to construct new knowledge and communicate information.
- T.4 The student, cognizant of audience and purpose, can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.
- T.5 The student will maintain a keyboarding rate of 40 correct words per minute.

7-8

- T.1 The student accesses, analyzes, manages, integrates, evaluates, and creates information in a variety of forms using appropriate technology skills.
- T.2 The student, when presented with a problem or task, identifies the information needed, uses text, people, online databases and search engines to efficiently filter relevant information; the student analyzes information for biases, synthesizes information gathered, and creates an effective response, product, or presentation.
- T.3 The student accurately interprets symbols and visuals, and distinguishes fact from opinion when presented information through various media; the student uses his/her knowledge to construct new knowledge and communicate information.
- T.4 The student interprets visuals and creates products that reflect a sound understanding of media literacy and requires the effective use of technology tools.
- T.5 The student will maintain a keyboarding rate of 40 correct words per minute.

Through our Challenge 21 standards we have developed learning opportunities for our students to seek solutions to real-world situations. Each day our students are preparing for the future and the global environment in which they will live and work, and the use of technology is an important part of that process.

In June and August of 2007 a group of 23 parents, teachers, staff members, School Board members, administrators and community leaders spent two days working to answer these questions and develop a vision for the future of our district. The current vision states that:

The Eureka Union School District is dedicated to developing learned and inspired global citizens.

We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking and character development.

Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional and physical development of each individual.

Our partnership of students, families, educators and community members encourages creativity and celebrates innovation.

One of the pathways defined for our vision is "Innovation, Change and Renewal" and to realize our district vision, we are committed to ongoing research and development efforts. A priority for this technology plan will be to identify next steps in continuing to ensure that we are preparing our students and staff for the future. Due to the constantly evolving nature of technology our district recognizes the need to revisit our standards and practices with the intent of providing the most relevant tools for teaching and learning.

Curriculum, Goals and Strategies

Our classrooms provide a seamless learning environment utilizing the latest technology and research-based instructional strategies. Our highly skilled teachers are provided with opportunities for ongoing professional development related to California Content Standards and the Challenge 21 standards. As a result, students are provided with meaningful, authentic 21st century learning opportunities as part of our district's rigorous college and career readiness program.

In order to embed 21st century skills, including the use of technology, into the curriculum, carefully crafted units provide students opportunities to:

- Strive for academic excellence
- Apply knowledge and skills meaningfully
- Utilize the latest technology
- Problem solve, create, discover, and collaborate
- Extend their learning outside the classroom
- Pursue learning activities that expand personal knowledge about the world at large
- Work for the betterment of their communities and develop skills that lead to voice as a citizen

All students have access to technology throughout the day. A high percentage of our student have access to computers and the internet at home, and students are offered the opportunity to bring their own devices in grades 4-8.

Students are exposed to specific information literacy skills through the Challenge 21 standards, which are incorporated into the daily curriculum as appropriate. In addition to their use for student projects, computers are used for core curriculum, supplemental programs, intervention programs and the support services classrooms.

Our teachers also use technology throughout the day. All teachers use a computerized, grading program and access to online grades is provided to the students and parents in 4th – 8th grades. We utilize several online curriculum components, as well as web-based programs in both language arts and mathematics to screen students and monitor their progress toward identified standards. The California Assessment of Student Performance and Progress (CAASPP) is administered annually to students in grades 3-8 online. District benchmark assessments are also administered online. Teachers use iO Education to track student performance data related to district and state assessments. Data from iO Education is used by the professional learning communities at each site as they determine which students are in need of additional support and which students would benefit from enrichment. Each

staff member has access to email for communication, and each teacher maintains a classroom website using Catapult.

District Local Control Accountability Plan (LCAP) Goals

The following are the district goals aligned to state priorities. Each of these goals is supported by the effective use of technology.

1. **Goal 1: Core Instruction**

All EUSD students will meet or exceed grade level standards in core academic areas through access to challenging instruction and high-quality programs and resources.

2. **Goal 2: Intervention and Student Services**

EUSD will provide students with access to targeted, evidence-based school and classroom practices, interventions and supplemental services, supporting the core instructional program, raising levels of student proficiency, resiliency, and school engagement.

3. **Goal 3: Enrichment**

All EUSD students will demonstrate increased levels of mastery and school engagement through participation in a wide variety of courses of study, including enrichments and electives.

4. **Goal 4: Support Services**

EUSD will maintain effective and efficient operational and administrative support services to students and staff to ensure ongoing focus on the educational program and support of student achievement and engagement.

5. **Goal 5: Learning Environment and Facilities**

Provide safe, well-maintained and environmentally sustainable facilities to foster effective learning environments and valued community centers.

District goals are developed as part of the Local Control Accountability Plan each year, and are directly aligned to each site's goals as defined in their site plans. Teacher professional goals are also aligned to the district goals. Progress toward district goals is presented to the school board throughout the school year. At the district level, our curriculum committees help in defining the curricular goals for each content area, and the technology that is needed to support those goals.

Technology Plan Goals

Goal 1:

In general, the use of instructional technology should be geared toward increasing student achievement in all core content areas.

Students will demonstrate proficiency with grade level skills defined by the California Content Standards and the district Challenge 21 standards.

Objective: By June 2021, 85% of students will demonstrate proficiency of grade level standards as measured by CAASPP data.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teams will be provided with collaboration time for planning for the instruction of specific standards and skills defined for each grade level.	2018-2021	Teachers Principals	Monitored through collaboration time agendas.
Students in grades 3-8 will be assessed at the end of the year using the CAASPP.	2018-2021	Teachers Principals Students	Monitored by the collection and analysis of student data.
Evaluation Instrument(s) — Data To Be Collected: Student Performance Data Parent and Staff District Surveys Agendas			

Goal 2:

In accordance with the Children's Internet Protection Act (CIPA), and Board Policy 6163.4, the Eureka Union School District has a Student Technology Acceptable Use Agreement in place, and distributes the Agreement as part of our Annual Parent Notification, which is signed each year by parents and students. The policy is also reviewed with students annually. The district also utilizes internet filtering software to prevent student access to unsafe content.

Students will learn and utilize skills related to Internet safety, specifically how to be good digital citizens. (See Appendix B.)

Objective: By June 2021, 100% of students in all grades will demonstrate digital citizenship as assessed by adherence to the Acceptable Use Agreement.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Teachers will review the district Acceptable Use Agreement with all students at the beginning of each	2018-2021	Teachers Principals	Monitored by school sites.

school year. The Agreement criteria will be reviewed throughout the school year as needed.			
Teachers will be provided with resources for teaching Internet safety skills.	2018-2021	District	Monitored by district curriculum department.
Evaluation Instrument(s) — Data To Be Collected: Acceptable Use Agreement Student discipline data			

Goal 3:

All district staff will maintain proficiency in the use of classroom technology and resources to teach, assess and communicate about student learning related to the California Content Standards and the district Challenge 21 standards.

Objective 1: Within the first two years after district adoption 100% of classroom teachers will demonstrate proficiency with the use of digital components of the adopted instructional materials.

Objective 2: 100% of classroom teachers will demonstrate proficiency with the effective implementation of student electronic learning tools.

Objective 3: 100% of technology technicians will demonstrate proficiency in the maintenance and implementation of district software and hardware.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
All staff will be surveyed at the beginning of each school year and training will be provided for the effective use of classroom technology tools.	2018-2021	District	Staff Survey Data
Annual analysis of staff technology survey data by the district technology committee for the planning of staff development offerings.	September 30th - Annually	C&I Committees District Admin.	Monitored using staff technology survey data and technology committee agendas.
Continue to provide summer team collaboration time and regular collaboration time during the school year for certificated planning for the implementation of technology tools and instructional materials.	2018-2021	District Principals Teachers	Monitored using summer team collaboration time proposals, collaboration time agendas, and data from annual surveys.

Staff development funds will be allocated to support relevant workshops and conferences for classified technology staff.	2018-2021	District Technology Staff	Participation in training
Evaluation Instrument(s) — Data To Be Collected: Data from Staff Technology surveys Annual district parent and staff survey data Agendas			

Goal 4:

The Eureka Union School District will continue to research and develop best practices for the implementation and use of educational technology.

Objective 1: By December 2018 the district will convene a cadre of teachers to engage in research related to current best practice and future trends for teaching and learning.

Objective 2: By June 2021, the Challenge 21 standards will be revised and updated to reflect research-based best practices for teaching and learning.

Implementation Plan:			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Request applications for volunteers for the R&D Cadre	Fall 2018	District Teachers	Completion of applications and selection of cadre members.
Devise a plan and calendar for research and development activities	Winter 2018-19	District Cadre	Calendar and Action Plan
Any new technology tools being considered for implementation will be reviewed by district technology staff for compatibility and feasibility.	2019-2021	Cadre Technicians	Implementation Plan
Revise and update Challenge 21 standards and define district expectations	2019-2021	Cadre/Teachers District/ Principals	Updated standards and communication plan
Updated standards and district expectations will be clarified and communicated to all certificated, classified and administrative staff.	2019-2021	All district staff	Expectations and Next Steps
Evaluation Instrument(s) — Data To Be Collected: Applications Calendar and Action Plan Updated Challenge 21 Standards and Rubrics Communication Plan			

Budget and Technology Support

Existing Hardware:

District provides central location for services that support access to wireless and the Internet. There are HP/Aruba switches, Ruckus wireless, Dell ESXi server with network storage.

The chart below details the classroom standard for hardware. The identified needs are represented below.

Equipment	Classroom Standards	Funding Source *
Audio Enhancement	1 per classroom	District
Interactive Display System and Computer	1 per classroom	District
Teacher Device	1 per teacher	District
Document Camera	1 per classroom	District
Network Printer Access	1:3 classrooms (avg)	District/Site
Classroom Printers	discretionary	Site
Scanner	1 per classroom	Site
Student Devices	TK-1: 1:2 students 2-8: 1 per student	District/Site

*District funding source represents Classroom Technology Replacement budget allocated directly to sites for these purposes.

Site funding source represents any local resources, e.g., site budgets, staff accounts, PTC grants, ESF grants, or other local grants.

Existing Internet Access:

All schools have access to the Internet through the District office and share 500Mbps through PCOE and 250Mbps CCI.

Existing Technical Support:

The District IT department consists of a Network Coordinator and 4 FTE site technicians who provide technical support for all site and district technology. Each campus has an onsite technician for at least 20 hours per week who provide a wide range of application and hardware support for classrooms and student labs. Support calls are prioritized and responded to as priority dictates

generally within two business days depending on the service needed.

The district will maintain support and review industry (education/school/district) standards and align to the needs of increasing technology demands as needed. Technology support needs will be reviewed annually.

Budget:

Current estimated cost for maintaining the identified standard could range from \$200,000 - \$250,000 not including necessary student devices.

Through the LCAP funding process technology support has been identified as a high priority funding expenditure, and the Classroom Technology Replacement budget has been established. We also believe it is important to plan for training for both certificated and classified staff members who work with and support classroom technology. Recognizing that curriculum is shifting from print materials to digital resources and that the district has limited resources, our funding will be reviewed and determined annually through the LCAP process.

The district will continue to participate in the E-rate Category 2 Equipment funding process with the district's consultant.

The district will continue to allocate the Classroom Technology Replacement funds directly to sites to use in combination with other site resources (I.e. PTC, site budgets, staff accounts, and ESF site grants, etc.)

The district will also explore grant opportunities for funding or new equipment.

The district will allocate adequate funds for necessary district-wide replacement of basic infrastructure such as wireless access points, servers, switches, routers, security and backup devices.