

Acalanes Union High School District



Educational Technology Plan

2017-2020

We Educate Every Student to Excel and Contribute in a
Global Society

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Introduction

The Acalanes Union High School District is located in Contra Costa County. The family-oriented communities of Canyon, Moraga, Lafayette, Orinda and Walnut Creek are within the Acalanes Union High School District attendance area. We serve students in grades 9-12 and have an extensive adult education program. The area is ethnically, culturally and politically diverse with each of our four communities having a strong local identity that fosters positive interactions among adults and students. The communities provide a wealth of cultural, entertainment and recreational opportunities.

The Acalanes Union High School District is considered one of the highest performing school districts in California. Parent participation and support are provided through volunteer hours and fund-raising by parents and boosters organizations, and foundations. The community passed bond elections in 1988, 1997, 2002, and 2008 to improve District facilities; and passed parcel taxes in 1991, 1995, 2001, 2005, 2009, 2010, and 2014 to maintain or expand educational opportunities for the students of the District.

Acalanes Union High School District 2016-2017 School Data				
	Acalanes	Campolindo	Las Lomas	Miramonte
Enrollment	1360	1309	1530	1277
Full-Time Teachers	72	69	81	69
Pupil-Teacher Ratio	18.9	19	18.9	18.5
Graduation Rate	97.9%	100%	99.7%	97.8%

Students by Ethnicity									
	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Acalanes	1.0%	0.0%	10.1 %	1.6%	7.6%	0.2%	72.6%	6.7%	0.2%
Campolindo	0.8%	0.1%	15%	1.8%	8.6%	0.1%	63.2%	8.8%	1.5%
Las Lomas	2.5%	0.3%	13.6 %	3.9%	11.6%	0.4%	65.0%	2.5%	0.3%
Miramonte	2.4%	0.2%	14.5 %	1.2%	8.6%	0.4%	62.5%	9.2%	1.0%

Overview

The Acalanes Union High School District is dedicated to integrating technology appropriately into all areas of the curriculum. Successful integration does not happen without the strong support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of district and school site curriculum and technology leaders.

Specifically our role is to:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding updated and manage the technology budgets.
- Make certain that infrastructure, hardware, and software are up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that improve accountable differences in instruction, assessment, management of students, and improve communication and collaboration.

Our Education Technology Plan serves as a guide for technology related decision making and also as a tool to monitor and evaluate progress, goals and objectives. We continue the ongoing process of assessing the district technology needs and resources and implement revisions to the Educational Technology Plan as necessary. This evaluation process guides the development of our new technology mission, vision, values and goals and influences our implementation activities. The Educational Technology Plan's goals and objectives are established to identify the needs of integrating technology to improve student learning, provide equitable technology access and support, provide secure timely information flow between home, school, and community, and provide coordinated, ongoing high quality educational technology related professional development.

The District Educational Technology Team collaboratively developed the Mission, Vision, Values and Goals that will guide us now and in the future. By utilizing these Professional Learning Community building blocks, the team of teachers, librarians, techs and administrators shall outline the purpose, target, activities and checkpoints to create and maintain an appropriate Educational Technology Plan:

The Educational Technology Team shall work in collaboration with all sites to guide and improve the Acalanes Union High School's use of educational technology for the next three years.

Mission - *Clarifies Properties and Sharpens Focus*

Purpose

- To ensure ALL students are prepared to use technology effectively to support their learning
- Facilitate conversations around instructional strategies and technology infusion.
- Give teachers access to colleagues' expertise/experience in instructional strategies that enhance student learning.
- To build a culture of seamless technology integration with the curriculum. Eliminating the notion that technology is an addition and not part of the curriculum.

Vision - *Gives Direction*

We Must:

- Become a consistent, vibrant, adaptable, collaborative team
- Help to facilitate collaborative environments for individuals to share ideas and help solve common problems
- Educate teachers on skills we expect our students to have, how to integrate those skills into the curriculum
- Have consistency across grade levels and departments to ensure that all students are exposed to those skills.
- Facilitate a culture of innovation.
- Focus on effective instructional practices and their implementation in the block schedule
- Provide PD to define and incorporate effective instructional strategy skills into the curriculum

Values - *Guides Behavior*

How must we behave to achieve our vision?

- Showcase success stories and provide support
- Continue to encourage teachers to try new things without fear of failure
- Model the team's vision at the school sites
- Prioritize student learning and transferable skills
- Communicate that ALL students can learn and provide strategies to support that value
- Celebrate success!

Goals - *Establishes Priorities*

How will we mark our progress?

- Increase teacher involvement and collaboration in planning and implementing instructional strategies.

- Establish a baseline for the instructional strategies currently utilized, demonstrating how they are affecting student learning
- Set benchmarks to compare and track progress
- Establish a curriculum map for digital citizenship / media literacy throughout district core courses at each grade level.
- Establish long term and short term targets to:
 - Improve student learning
 - Improve teacher knowledge about technology integration
 - Improve teacher knowledge about the brain and learning

Curriculum Component

Teachers design learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. [\(ISTE 5b\)](#).

Utilizing digital tools, teachers also:

- Collect and analyze student data
- Implement and evaluate classroom activities
- Implement new assessment strategies
- Communicate with parents and students
- Collaborate with colleagues

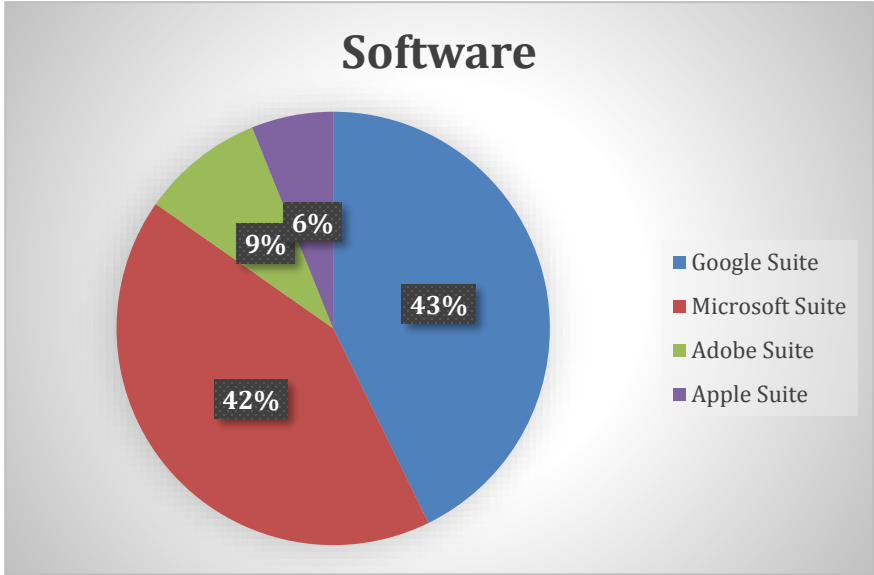
Current Technology Available to All Teachers

Classroom curriculum and instruction is supported, enhanced and augmented by a variety of strategies and tools that utilize digital components.

- All classrooms have a desktop computer that utilizes the Extron presentation system to provide visual instruction and promote rich collaborative student engagement. This system allows teachers and students to present and share content, information and student projects.
- Teachers have access to laptops, Chromebooks and/or iPads for mobile networking to develop curriculum, collaborate with colleagues and assess student work.

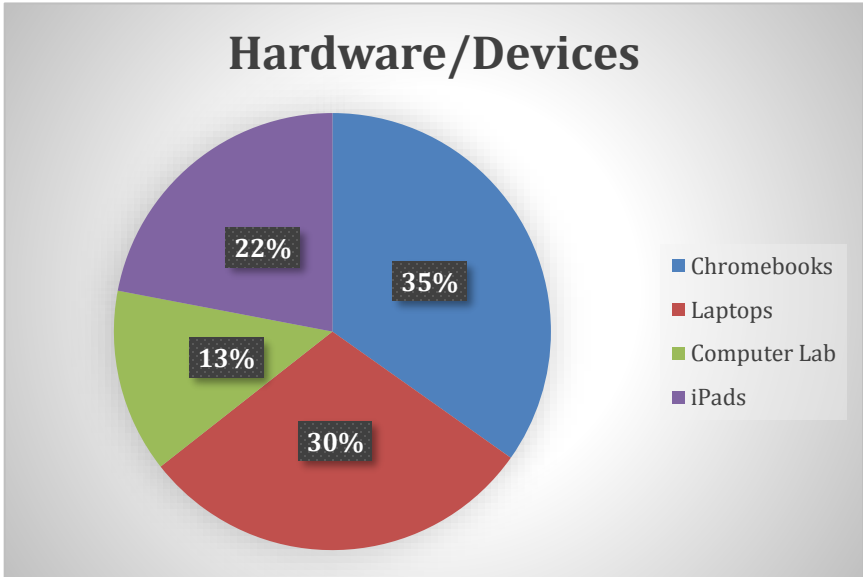
Survey results from teachers: Hardware, software and online resources currently being utilized in classrooms.

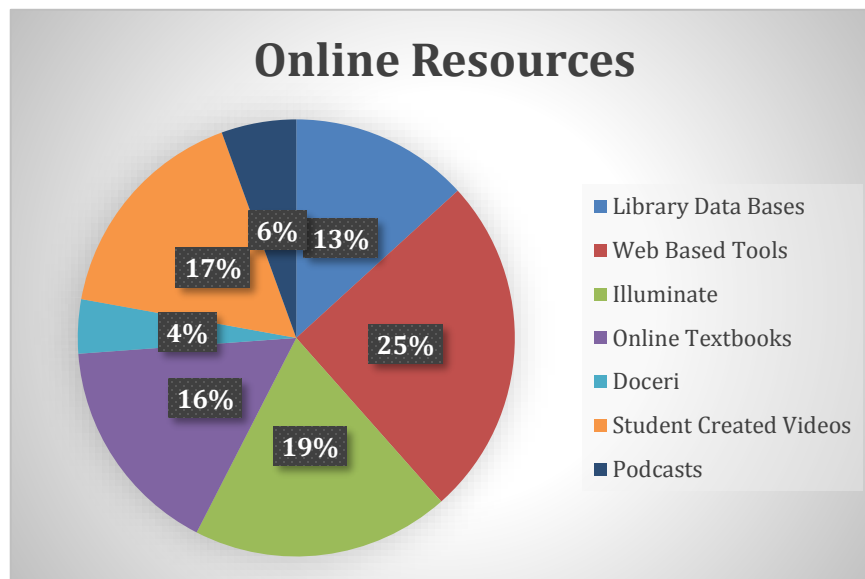
One hundred and forty teachers responded to the Classroom Hardware/Software survey that was administered in April 2017.



Teachers from all departments were surveyed in order to determine what hardware, software and online resources were currently being utilized in the classrooms across the district.

By surveying the teachers we will be able to better to support them with appropriate and effective professional development.





Technology is used by teachers and administrators to promote effective classroom instruction and school management.

School and classroom management and communication are enhanced by access to online systems that assist teachers and administrative staff with attendance and grading reports. Various communication tools are used to inform parents and students about student progress and school activities.

To facilitate strong communication between home and school, parents (and students) can access updated information, school calendars and alerts through the AUHSD and school websites, Twitter accounts, Constant Contact email blasts, and InTouch notification service. Parents and students can also voicemail or email AUHSD administrative, teaching and counseling staff.

Data is available to teachers and principals that allow them to can make informed decisions to meet individual student academic needs. Technology assists teachers and principals with their administrative tasks, attendance, assessment and grading. School Loop, Aeries and Illuminate are all valuable tools currently utilized by teachers and administrators to evaluate student learning and address the academic needs of the students.

- Aeries - Student data management system used for attendance, grade reporting, transcripts and student demographics.
- School Loop - Utilized to record, post and track grades. It serves as a communication vehicle to parents on student progress. School loop provides students with information on projects, due dates and grades. Its integration component with Google Classroom is useful to many teachers.

- Teachmore - Software tracks students during Academy periods (two 50 periods a week). Students can “tag” a teacher for help and teachers can “tag” students to come for help. Teachmore allows for targeted intervention for students falling below standards, homework help, test makeup, and curriculum enhancement.
- Google Classroom – Cloud computing utilized by some teachers. Classroom helps teachers create classes, distribute assignments, offer feedback, all in one place. Students collaborate and engage with other students. Google Classroom integrates with School loop for communication and grading.
- Google Suite for Education - Staff and students have auhdschools.org email accounts for communication and access to the suite of tools, which include Drive, Sites, Meet and more.
- Illuminate - Teachers give assessments directly in Illuminate or answer sheets and scan the assessment data into Illuminate. This is a powerful tool that helps teachers and administrators make data-informed decisions that positively impact student success.
- Aeries – Teachers and administrators monitor attendance.

Technology is used to provide powerful learning opportunities for Special Education students and students who require additional resources to improve academic performance.

All Special Education classes across the district have iPads, Laptops and/or Chromebooks. The students access devices that accommodate learner differences including accessibility software and hardware.

Digital technology available to learners include:

- Speech to Text
- Text to Speech
- BookShare Audio Books
- Google Suite for Education
- Eye Tracking Technology (iGaze)
- Alternative Communication Devices
- Technology to Enlarge Text
- Video Board to Enlarge Whiteboard for Student
- FaceTime w/ASL

Staff continues to track student progress toward meeting all content standards, improving California Assessment of Student Performance and Progress (CAASPP) scores.

This ensures equitable technology access for all students. Staff will continue to use formative and summative student assessments to accommodate learner needs, provide feedback and inform instruction. This goal is supported by appropriately utilizing online tools. ([ISTE 7b](#))

Improving progress on content standards, teams of teachers in Professional Learning Communities work together collaboratively to create common assessments based on those standards.

Teachers use collaborative online writing tools and spreadsheets to record the outcomes and to communicate their goals. Departments across the district create common assessments in order to provide timely feedback to allow teachers to transform instruction to monitor and improve instruction. Informed by data, teachers and administrators use online software to make decisions to meet individual student academic needs and improve learning.

- Illuminate – Build assessments, access pre-built reports and analyze data quickly and easily to inform instruction.
- Online tools and web-based activities - Kahoot, Socrative, Quizlet, Padlet, Nearpod, Doceri
- Video or presentation software for visual presentation and performance tasks
- G Suite - Google Docs for writing, Sheets for spreadsheet analysis and Slides for a collaborative presentation tools
- CAASPP Interim assessment blocks help teachers check where students are in their learning and help teachers determine where students might need additional instruction.

The question of how we can best prepare our students for the future is of paramount importance and “Today’s students must be prepared to thrive in a constantly evolving technological landscape.” (*ISTE*). To meet this challenge a variety of tools including mobile and stationary labs are available to all students for appropriate academic access. For the past several years AUHSD has focused on moving forward with the goal of providing students with a 1:1 device. This has been an ongoing project. The district has created an educational technology environment by providing iPad/Chromebook carts to classroom and departments, which are utilized on a daily basis. The students are encouraged to be part of the BYOD program and bring a device of their choosing from home. For those students who cannot bring a device from home, a Chromebook is provided for them for the entire school year. We are moving forward with a BYOD model because replacing devices for all students is not a feasible option. We are regularly assess and determine how many devices we need to purchase to guarantee all of our students who are unable to bring a device can have one available

Scaling up access to digital age learning, implementation of a blended Bring Your Own Device (BYOD) policy provides students with devices across grade levels and classes and encourages students to bring devices from home. Several years ago the district developed the [AUHSD Mobile Device Handbook](#) with valuable input from teachers, librarians, administrators and the technology department. The team who worked on the Handbook also developed this list of [Frequently Asked Questions](#). The handbook includes:

- Overview and Mission
- Guidelines for Student Use
- Guidelines for parent Support
- BYOD Policy
- District Provided Device policy

- 1:1 Student and Family Agreement.

To promote student communication, collaboration, and access to instructional materials, all students have a G Suite Education account that provides an email account, along with the Google Suite of Tools. Students can email their teachers, counselor or librarian at any time and receive a timely response when they have questions or concerns. Using G Suite tools students are able to collaborate off campus with fellow students and work at a time that is best for them. They can also get timely feedback from teachers as they work on projects whether that be a document, presentation, spreadsheet or website

Libraries include desktop and mobile devices that provide students with extended access to networked tools and digital resources. The Libraries are open from 7:30 to 5:30 across the district, giving students access to all library resources. The extended library hours address the issue of student who do not have access to the Internet at home. There is a full time library media teacher available to students during the school day and a library assistant available during all open library hours. The library media teacher is not only there as a resource, but they provide instruction and work collaboratively with the teachers. In addition, the school library resources with online database access are available 24/7 online. The College/Career Centers across the district have a College/Career counselor who provides instruction and facilitates workshops for students to access online College and Career information. Students have accounts in the online Naviance system for college searches, guidance and applications. In addition there are Elective Labs on each high school campus. All students have the opportunity to enroll in electives that utilize computer-based programs.

- Digital Photography
- Digital Design
- Architectural Design
- Computer Applications
- Introduction to Computer Programming
- Introduction to Computer Science
- AP Computer Science
- AP Computer Science Principles
- Video production
- Engineering Drawing

Professional Development

Educational Technology professional learning is embedded throughout professional development activities. Teachers collaborate via technology and in face to face meetings, workshops and conferences. They have the opportunity to learn technology skills and create learning activities that leverage technology in the following venues:

- Summer Institute

- Curricular Pull-out Days
- Course Refresh Development
- Personal Learning Communities
- NGSS Coaching
- Curricular Summer Camps
- Wednesday Before School Workshops
- Staff Professional Development Days
- Outside Conferences and Workshops
- Online Courses

Teachers and staff will continually utilize technology to improve efficiency and professional practice. They will use technology resources to engage in ongoing relevant professional development. The district will continually reflect and evaluate on our professional practices and make informed decisions regarding our professional development regarding the use of technology to support student learning. Teachers and staff will utilize technology to communicate and collaborate with peers, parents, and the community at large. The Professional Development Committee will work collaboratively to provide ongoing professional development training in appropriately using instructional technology tools and strategies for delivering technology based curriculum.

Teachers have identified several needs for professional development in surveys at both the site and district levels:

- Google Suite – Beginning and Intermediate
- Student Group Collaboration Strategies
- Workflow – Google Classroom
- Innovative Tech Tools for Student Learning
- Teaching in a BYOD classroom
- Creating Media Rich Lessons
- Video for Class Projects

Administrators have a choice of Professional Development opportunities at the beginning of the school year, but are also surveyed to determine what their professional development needs are:

- Illuminate
- Budgets – Munis
- Evaluat'd - Online Evaluations
- Resource Management Database – Destiny
- G Suite
- Ellevation – Software to support EL students
- Aeries – Student Information System

We will regularly assess teachers' and administrators' technology proficiency skills and provide support for those who need it. The district and the sites survey the teachers, parents, staff and students to evaluate and assess the educational technology integration into the standards-based curriculum on a systematic basis. Utilizing the data from both site and district surveys helps to provide appropriate professional development that is both timely and relevant.

Goals – Internet Safety and Appropriate Ethical Use of Technology in the Classroom

Students are using online communication technologies including but not limited to social networking and email messaging in the following ways:

- Gmail
- Blogs
- Websites
- G Suite Applications
- Video Creation
- Podcasts
- Twitter
- Instagram

The district has implemented a Freshmen Seminar for the ninth-grade students as well as a Human Social Development class for tenth grade students. As part of the curriculum, teachers in those classes instruct students about Internet safety, including how to use technologies to protect themselves and their privacy online. Students learn how about the implications of legal/illegal file sharing. In addition, the library media teachers collaborate with teachers to imbed the digital citizenship curriculum into their courses and assignments. The library media teachers are augmenting the resources that explain and illustrate examples of the concept and purpose of copyright, fair use and other rights. We have a filter on all campuses to ensure the appropriate educational online resources are available and that students are not exposed to dangerous content. These resources will be readily available to all staff and students. As part of site professional development, they will facilitate workshops for the teachers and administrators. Teachers are being trained to deliver Internet safety and ethical use content. As part of the plan the student and employee AUP policies will be updated during the next school year.

Infrastructure, Hardware, Technical Support, Software and Asset Management

In order to facilitate strong communication between home and school AUHSD utilize school email accounts, School Loop, site and district web pages, voicemail, social media and constant contact announcements. Parents can choose to communicate with the teachers, counselors and administrators with whatever system works best for them. Most parents prefer to use Loop Mail which is a component of SchoolLoop. The teacher receives the email in two ways because it goes through SchoolLoop and the district Gmail accounts. This makes communication very stress-free and easy to use.

AUHSD has an asset management system, Follett's Destiny, which helps us to keep track of textbooks, library books and technology hardware. Since we check out many devices to both teachers and students this resource is a valuable tool to keep track of the district resources. We have a Life Cycle Replacement plan that depends on accurate records so we can account for the whereabouts of all the hardware and devices on all campuses. The Destiny software allows the district to run reports and to accurately delete, surplus and add technology with confidence. The main electronic learning resources (software, online resources, courseware or productivity software currently being used for instruction and student assessment are:

- Illuminate – Build assessments, access pre-built reports and analyze data quickly and easily to inform instruction.
- Online tools and web-based activities - Kahoot, Socrative, Quizlet, Padlet, Nearpod, Doceri
- Video or presentation software for visual presentation and performance tasks
- G Suite - Google Docs for writing, Sheets for spreadsheet analysis and Slides for a collaborative presentation tools
- CAASPP Interim assessment blocks help teachers to check where students are in their learning and help teachers to determine where students might need additional instruction.
- Microsoft Office Suite
- Ellevation – Software specifically designed for EL educators
- Aeries – Student Information System
- Naviance – College/Career Software
- Evaluat'd
- Online Interactive Textbooks
 - WebAssign
 - Cengage
 - Vista Higher Learning
 - Big Ideas Math
 - Houghton Mifflin Harcourt

All classrooms have a desktop computer that utilizes the Extron presentation system to provide visual instruction and to promote rich collaborative student engagement. This allows teachers as well as students to present and share content, information and student projects. Teachers and students have access to laptops, Chromebooks and/or iPads for mobile networking to develop curriculum, collaborate with colleagues and assess student work.

Goals and Improvement Plan

Our curriculum and technology goals align with [LCAP](#) through the following goals:

- Goal 2: Provide Facilities and Learning Environments Conducive to 21 Century Learning Opportunities.
 - Measure E Technology life cycle replacement plan
 - An asset management system, Follett's Destiny, helps keep track of hardware and Life Cycle Replacement
 - Establish baseline measure of wireless functionality and 1:1 device implementation efforts. (Access points and network infrastructure equipment were upgraded and expanded to better support 1:1 & BYOD initiatives.) Monitored technology help requests related to WiFi functionality and the data showed a marked improvement
 - Furniture modernizations (for ease of use during digital collaboration and group and team projects)
 - Redesign learning spaces to support LEA curricular goals
 - LLHS and AHS library
 - Computer Science Classrooms
 - Math Classroom
 - World Language Classroom
- Goal 3: Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness.
 - Increase the student and parent use of Naviance (college/career guidance program)
- Enhance Integration AUHSD Priorities for Sustained Excellence
 - Provide facilities and technological resources to support 21st Century Learning
 - Use technology that will create more powerful learning experience to improve student academic achievement
 - Support communication and connectivity among all community stakeholders.

Curricular goals and needs influence the technology goals, and technology will be used to create more powerful learning experiences to improve student academic achievement. We are currently in the process of redesigning learning spaces to support the LEA curricular goals. Each year the district has purchased new table/chairs in order to facilitate higher student engagement and collaboration in the classroom. After analyzing data and developing technology goals, technology will support the academic needs of our significant subgroups as we monitor and evaluate data of student performance for those subgroups. PLCs are being utilized to ensure the quality and implementation of the plan.

We will continue to assess teacher and administrator personal technology proficiency skills and provide timely help and Professional Development for those in need of it. Continuing to assess teachers' ability to utilize classroom management strategies and educational technology in standards-based curriculum is vital to the success of this plan and will be consistently monitored with built in support for teachers. It is important that our administrators are able to support teachers with the integration of educational technology into the daily curriculum of a teacher's classroom. Teachers and administrators will consider the following as meet the needs for professional development:

- Professional Development to ensure teachers and administrators will be able to effectively accomplish curricular goals for students.
- Ongoing support in effective integration of educational technology into the curriculum utilizing the Substitution Augmentation Modification Redefinition Model (SAMR)
- Professional learning will be available so teachers and administrators can make informed decisions using data to meet individual student academic needs
- Professional learning will be available so teachers and administrators can effectively use tech to assist with student assessment (Interim Assessment Blocks, Illuminate)

Technology can no longer be viewed as a separate subject; technology is an integral part of student learning and must be integrated throughout the curriculum. Teachers and students should be equipped with up to date current technology. All students and staff will have access to technology and will receive support in the use of that technology through continuous ongoing training. Staff should have appropriate tools for teaching. Technology should be easily accessible and in working order

The integration of technology into all academic areas advances the development of skills critical to college and career readiness (success) while encouraging students to be lifelong learners. The dynamic (evolving) nature of technology requires that the school's technology vision be consistently monitored and updated to maximize its effectiveness. A comprehensive Educational Technology Plan created and administered by a district technology committee is critical to the effective utilization of technology on all campuses.

******It's important to have a dynamic and flexible plan that provides guidance for decision-makers and sites without overwhelming stakeholders with too many details because technology can become obsolete and change within a few months*