Technology Plan

Moreno Valley Unified

July 1, 2014 - June 30, 2017

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The Moreno Valley Unified School District (MVUSD) serves an area of 77 square miles in western Riverside County, CA that includes the city of Moreno Valley and adjacent rural areas. The 2014 fall enrollment is projected to be approximately 34,000 students in grades K-12. MVUSD operates 23 elementary, six middle, and five high schools. The district also operates two alternative schools, a K-12 special education school and independent study at the elementary and secondary levels. MVUSD operates its own Special Education Local Planning Area (SELPA). The demographics of the district include 65% Hispanic, 10% White and 18% African American students. Approximately 24 % of the students are identified as English Language Learners while 82% of the students are on free and reduced lunches.

1. Plan Duration

July 1, 2014 - June 30, 2017

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Harold Accord	President MVEA	Riverside Moreno Valley Unified
Jessica Ax	District Administrator	Riverside Moreno Valley Unified
Aaron Barnett	District Administrator	Riverside Moreno Valley Unified
Stan Brown	District Administrator	Riverside Moreno Valley Unified
Sue Buster Ed.D.	District Administrator	Riverside Moreno Valley Unified
Kim Hendricks	District Administrator	Riverside Moreno Valley Unified
Mays Kakish	Chief Business Official	Riverside Moreno Valley Unified
Martinrex Kedziora Ed.D.	Assistant Superintendent, Educational Services	Riverside Moreno Valley Unified
Maribel Mattox	District Administrator	Riverside Moreno Valley Unified
Jolynn Neal	President CSEA	Riverside Moreno Valley Unified
Oscar Valdapena	Corporate/Non-Profit	Moreno Valley Chamber of Commerce
Judy White Ed.D.	Superintendent	Riverside Moreno Valley Unified
	Corporate/Non-Profit	Moreno Valley Noon Rotary
	Corporate/Non-Profit	Moreno Valley Optimists
	Corporate/Non-Profit	Moreno Valley Unified PTA
	STAC (Student Technology Advisory Committee)	Riverside Moreno Valley Unified
	District Technology Committee	Riverside Moreno Valley Unified
	MVUSD Teachers	Riverside Moreno Valley Unified

Planning Process:

- The monthly meetings of the District Technology Committee were the primary source of input for district and site staff. This committee consists of school site representatives, representatives of the Information Systems Department, Educational Services

Department, and Professional Development Department. Each component of the plan was reviewed and revised; changes were drafted and approved by this committee.
- Surveyed community groups including Moreno Valley Noon Rotary, Moreno Valley Chamber of Commerce, and MVUSD PTA.

The planning team consisted of MVUSD's cabinet, Coordinator of Accountability and Assessment, Director of Information Systems Technology, Directors of Elementary and Secondary Education, Director of Accountability and Assessment, Student Technology Advisory Committee, and Moreno Valley Educators Association (MVEA). A variety of stakeholders throughout the district and the community were involved in the planning process by participating in the following:

- district and community meetings designed for the purpose of garnering input regarding the plan
- committee meetings
- writing and editing the plan
- reviewing the written plan
- Web based surveys

Stakeholders' roles as representatives has been to solicit input, review data, provide feedback, evaluate drafts and assist in monitoring and evaluating the effectiveness of the plan writing process.

Resulting from the stakeholder participation, the Technology Plan has been revised to further develop infrastructure and connectivity to support both Professional Development and the delivery of California Standards based curriculum. A broad group of stakeholders has provided general oversight and review of the final product. Stakeholders represent various facets of the MVUSD community. Care has been taken to include the users of the technology, those who administer the instructional program and staff development, as well as those who are responsible to support and maintain the system. The role of stakeholders is based upon special knowledge of technology's impact in the education of students.

In the fall of 2013 technology surveys were submitted to stakeholders for input and feedback. A writing team was designated to gather information on the current status of technology integration, review plan goals and objectives, and recommend plan revisions. The writing team consisted of the Coordinator of Accountability and Assessment and the Director of Information Systems Technology. In addition, the Network Manager and Systems Administrators provided input as needed to complete the plan.

3. Curriculum

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

Technology tools are currently available to teachers, students and parents both during the school day and outside of school hours. The tools consist of computers with internet access, online educational and intervention software and video streaming. Students are given email and electronic lockers with the ability to store and share files. All classrooms in the district have access to at least one multimedia computer for student use. All of the twenty two elementary schools are wired for Internet connectivity. All secondary classrooms are wired and have at least one Internet capable computer. All school libraries are wired for Internet connectivity and have between 2 and 70 Internet connected computers for student use before, during, and after school. All high schools and middle schools have at least one computer lab for student use and whole-class instruction. Typically, library computers are available for student walk-ins 30 minutes before school and one hour after school at the elementary sites. The library labs are available 2 hours after school at the some secondary schools. There has been a marked increase in the use of mobile laptop computers as schools begin to replace obsolete computers with wireless technology. Moreno Valley Unified provides computers and Internet services for all students, including special education, Gifted and Talented Education (GATE), Adult Education, and English Language Learners (ELL).

Students at our school site have access to technology

Source: MVUSD 2013-14 Teacher Technology Plan Survey

If I assign classwork or homework that includes technology related skills*, students have access to technology tools in my classroom

Bar chart showing Percentage:
- before school: 27.26%
- during class: 68.69%
- after school: 27.81%
- no access: 25.97%

Legend: before school, during class, after school, no access
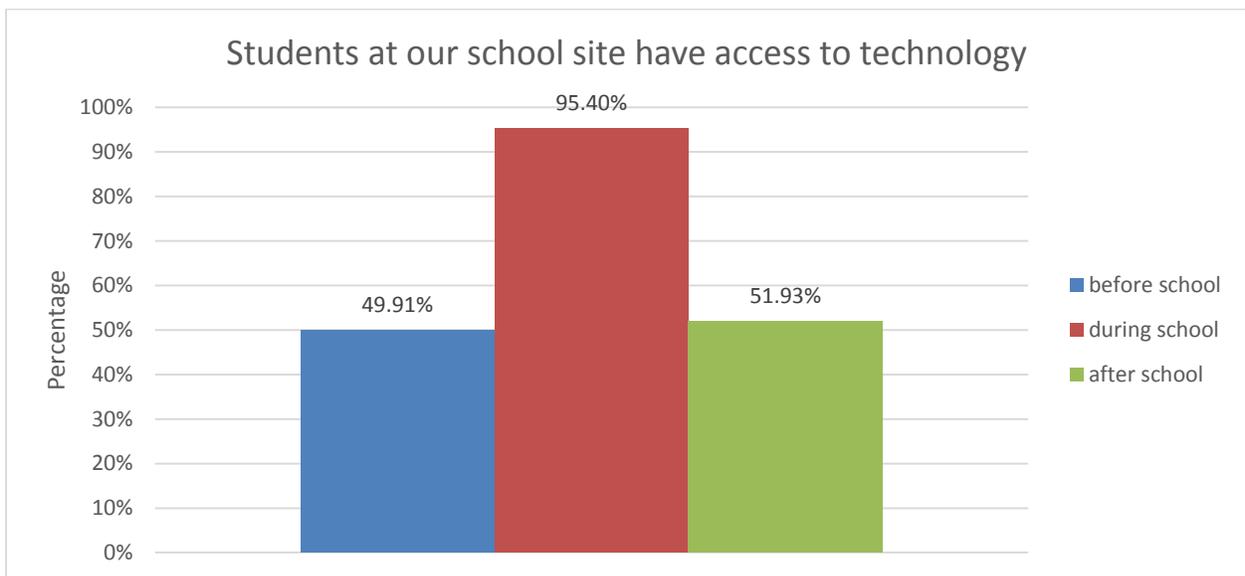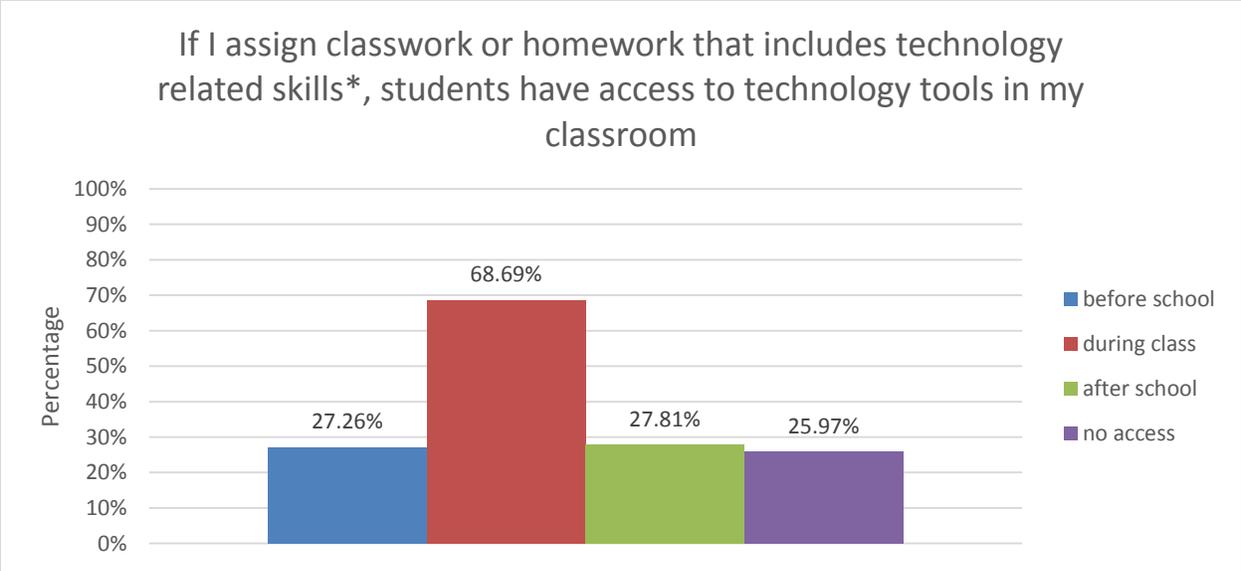
*i.e., word processing, Internet research, presentation development

Source: MVUSD 2013-14 Teacher Technology Plan Survey

Technology tools are available after school hours for students to use at my school site

Pie chart:
- until 30 minutes after the school day: 23.94%
- until 1 hour after the school day: 16.39%
- more than 1 hour after the school day: 6.26%
- not available: 32.60%
- No answer: 20.81%
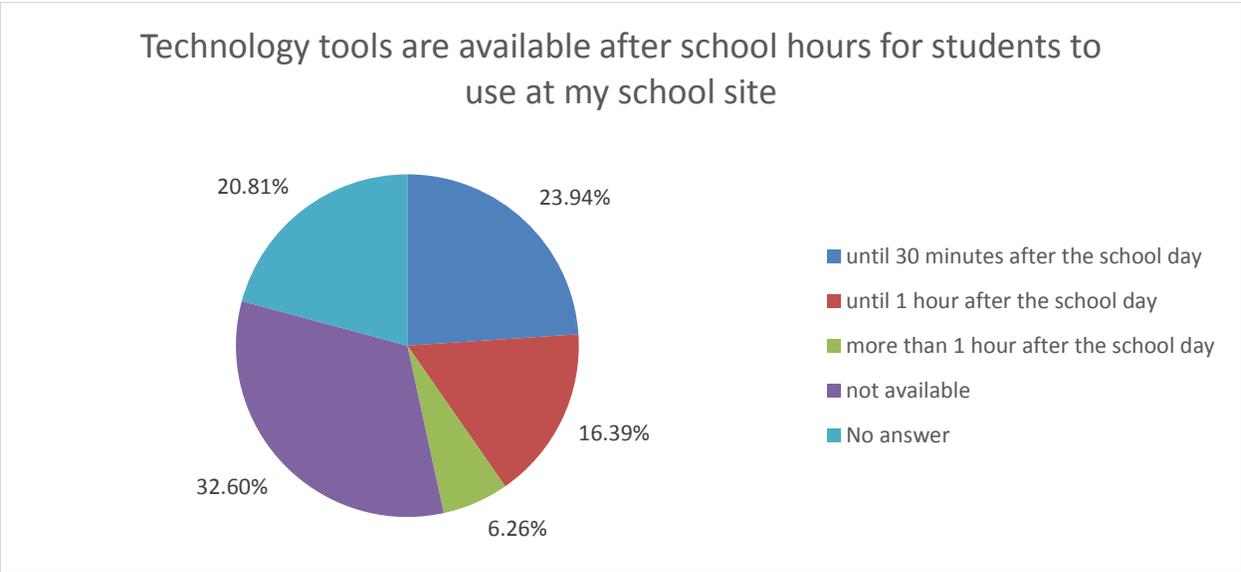
Source: MVUSD 2013-14 Teacher Technology Plan Survey

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

The district's current use of hardware consists of desktop and laptop computers, tablets, projectors, document cameras, interactive white boards, student response systems and wireless slates to support teaching and learning at all grade and content levels.

The district's current use of software to support teaching and learning at all grade and content levels consists of targeted intervention software, collaboration and social networking software, assessment and accountability software, interactive presentation software, and online curriculum resources. Shared digital lockers, virtual classrooms and web based technology tools are also used throughout the district. The district also uses a web-based student information system in which teachers, support staff and administrators can access and create ad hoc reports.

Powerful learning opportunities are provided for special needs students and students requiring additional resources to improve English Language Arts proficiency through Scholastic Read 180® intervention. Scholastic Read 180® integrates computer-based instruction through a multi-media approach with small-group instruction within targeted grades 4 through 12.

Every library media center has computers and software to promote student research with online curricular resources.

All Middle and high schools have dedicated computer labs.

Elementary schools typically have four to six computers in a classroom depending on grade level.

Teachers and administrators use the Student Information Systems to develop master schedules, maintain student information, and identify trends.

In my classroom, I personally use technology to...

- Create instructional materials — 93.55%
- Communicate with colleagues — 97.24%
- Manage student grades/attendance — 94.84%
- Deliver classroom instruction — 85.45%
- Communicate with parents/students — 89.50%
- Gather information for planning lessons — 92.63%

Source: MVUSD 2013-14 Teacher Technology Plan Survey

In my classroom, I my students use technology for...

Legend:
- Word processing
- Reinforcement and practice
- Research
- Creating reports or projects
- Demonstrations or simulations
- Correspondence with experts, authors, students from other schools via email/internet
- Solving problems or analyzing data
- Graphically presenting information

Values shown:
- 53.59%
- 64.09%
- 59.67%
- 52.85%
- 30.02%
- 7.92%
- 26.34%
- 24.86%

Source: MVUSD 2013-14 Teacher Technology Plan Survey

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

Moreno Valley Unified School District's mission is to prepare all students academically and socially to become productive members of society.

Excellence on Purpose

- ***Student Achievement*** *- Ensure all students demonstrate academic proficiency by meeting or exceeding standards*
  - Ensure that each and every student has added value
  - One band growth for every student each year, one CELDT level for EL students, and maintenance of advanced proficiency for higher performing students
  - Provide opportunities for all students to prepare for the Common Core State Standards
  - Increase the academic achievement of all students through Direct Interactive Instruction, Instructional Rounds, effective questioning strategies and student engagement

- Incorporate challenging and engaging curriculum and aligned assessments and transition to Common Core State Standards
- Prepare all students to be college and career ready by transitioning to the Common Core State Standards
- Ensure that all systems are culturally and linguistically responsive to the need of our students and their families.

- *Learning Environment - Maintain a safe and effective learning environment*
  - Reduce Suspension and Expulsion rates and engage offenders in service learning projects and Ambassadors of Compassion
  - Maintain high standards of behavior and social responsibility for all students

- *Collaboration - Build collaborative partnerships in which all members share responsibility supporting excellence in student achievement*
  - Support functioning School Site Councils, District English Learner Advisory Councils, Gifted and Talented Parent Associations, Parent Teacher Associations, African American Parent Advisory Councils and Adopt a School Programs
  - Fully implement Professional Learning Communities as they prepare students for the rigor of the Common Core State Standards
  - Establish partnerships with our families and community to support graduation from high school for all students

- *Resource Management - manage all district resources to maximize student achievement*
  - Provide Professional Development and Customer Service Training to all employees
  - Participate in the Local Control Funding Formula planning team and support representatives to the Strategic Plan
  - Generate and equitably allocate resources for projects and services that prepare all students for the demands of the Common Core State Standards and ensure that all students are college and career ready

8 LCAP priority areas

1. Student Achievement
2. Student Engagement
3. Parental Involvement
4. Basic Services
5. Implementation of Common Core State Standards (CCSS)
6. Course Access
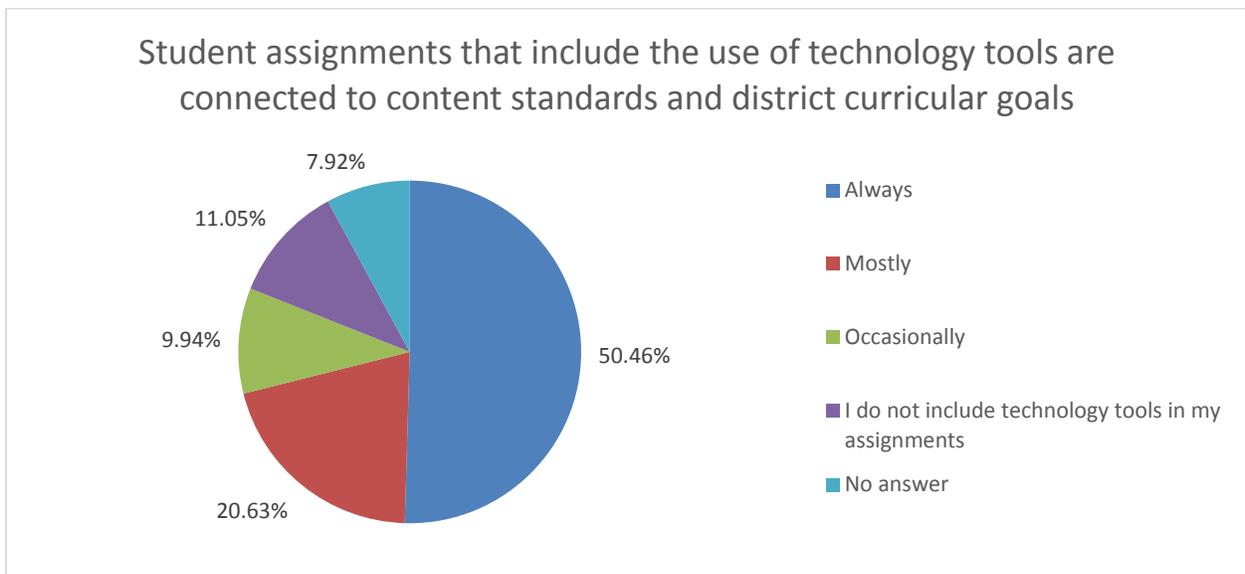7. School Climate
8. Other Student Outcomes

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.

Student use of technology in meaningful ways is critical to ensuring college and career readiness. Moreno Valley USD will focus on increasing student use of technology in support of rigorous and relevant instruction throughout the content areas. A specific focus on the use of technology to support writing will target a critical area of need.

Technology is integral to the writing process, from research to publication. The Common Core Standards require students to use technology in writing at all grade levels and across content areas.

- Anchor standard 6 requires students to "use technology, including the Internet, to produce and publish writing and to interact and collaborate with others."
- Anchor standard 7 requires students to "conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation."
- Anchor Standard 8 requires students to "gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Over the next three years, Moreno Valley USD will focus on integrating technology in writing at all grade levels to improve student achievement and ensure students are college and career ready. Leveraging technology in this manner will support current reform efforts including development of district writing assessments, and implementation of 6+1 Traits of Writing and Step Up To Writing. Technology will become a vital tool embedded in the writing program for Moreno Valley's students.

Student assignments that include the use of technology tools are connected to content standards and district curricular goals

- Always 50.46%
- Mostly 20.63%
- Occasionally 9.94%
- I do not include technology tools in my assignments 11.05%
- No answer 7.92%

Source: MVUSD 2013-14 Teacher Technology Plan Survey

I am aware of the technology requirments in the new Common Core State Standards

13.44%

21.36%

65.19%

- True
- False
- No answer
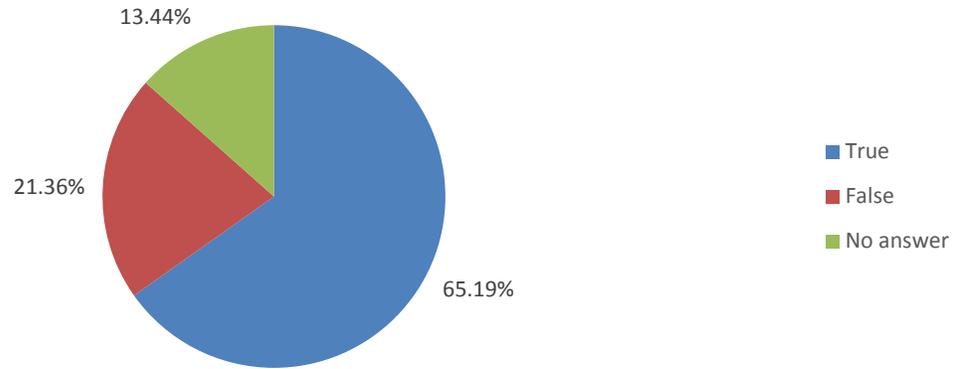
Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3d.1: Improve student use of technology as a learning tool in preparation for college and career readiness.

Objective 3d.1.1: By June 2015, 85% of students in grades 3 - 11 will be able to select and apply the appropriate technology tool to enhance and extend learning in math, reading, writing, science, and social studies.

Benchmarks:

- Year 1: By June 2015, 50% of students in grades 3 - 11 will be able to select and apply the appropriate technology tool to enhance and extend learning in math, reading, writing, science, and social studies.
- Year 2: By June 2016, 65% of students in grades 3 - 11 will be able to select and apply the appropriate technology tool to enhance and extend learning in math, reading, writing, science, and social studies.
- Year 3: By June 2017, 85% of students in grades 3 - 11 will be able to select and apply the appropriate technology tool to enhance and extend learning in math, reading, writing, science, and social studies.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Integrate technology applications into core content area Standards Schedules and Playlists at each grade level.	July 2014 - June 2017	Directors of Elementary and Secondary Education and Accountability & Assessment.	Curriculum committees will develop technology components for Standards Schedules and Playlists and revise based on feedback at the end of each quarter.	Core Content Area Standards Schedules and Playlists
Collect and share exemplars and best practices demonstrating integration of technology within the core content areas. Publish within Playlists on Activate Instruction for teachers to retrieve resources.	July 2014 - June 2017	Professional Development Center Staff, Directors of Elementary and Secondary Education, Director of Accountability & Assessment, Curriculum committees, teachers	Curriculum Committees will review collection of resources and provide feedback. Usage statistics will indicate frequency of use. Teacher review statistics will indicate instructional value.	Usage statistics from Activate Instruction.
Deliver professional development opportunities online and face-to-face for teachers to build technical and pedagogical skills necessary for integrating student use of available technologies in standards-based instruction.	August 2014 - June 2017	Professional Development, Information Systems, Accountability & Assessment, Teachers That Teach Technology (T3)	Curriculum Committees will review professional development offerings and alignment to technology integration tasks identified on Playlists.	Schedule and evaluations of Professional Development services; List of online tutorials/courses and usage statistics.

Implement technology components of the Standards Schedule requiring student application of technology in the content areas.	August 2014 - June 2017	Teachers, Site Administrators	Site administrators and teachers will review implementation of Standards Schedule technology components monthly during site level PLCs. Directors and curriculum committees will review implementation and revise Standards Schedule technology components on a yearly basis during Standards Schedule revision/review.	Classroom observations, student work samples
Increase student access to technologies supporting content area learning.	August 2014 - June 2017	Director of Information Systems, Principals	The Instructional Technology inventory will be updated by the Information Systems Department and school sites annually in October, indicating the student-to-computer ratio and level of access to other devices, software, and subscriptions.	Instructional Technology Inventory by Site
Discuss implementation of Standards Schedule, Playlist activities, and innovative strategies at site level PLCs and district curriculum committee meetings.	August 2014 - June 2017	Site administrators, Directors of Elementary and Secondary Education	Site administrators will review minutes of grade/department PLCs. Site lead teachers/department chairs will share information at district curriculum committee meetings.	Site PLC minutes, District Curriculum Committee meeting minutes.
Increase students' opportunities to participate in online learning through virtual courses and blended learning experiences.	August 2014 - June 2017	Directors of Elementary and Secondary Education, Alternative site Principals, Principals	Site principals and district administrators will review opportunities provided to students on an annual basis.	Virtual course enrollment and completion statistics.

Goal 3d.2: Improve students' writing skills across the curriculum through the integration of teacher and student technologies.

Objective 3d.2.1: By June 2017, 85% of students will create at least 3 technology-based writing products that demonstrate application of grade level Common Core Writing Standard 6, 7 and 8.

Benchmarks:
- Year 1: By June 2015, 50% of students will create at least 3 technology-based writing products that demonstrate application of grade level Common Core Writing Standard 6, 7 and 8.
- Year 2: By June 2016, 65% of students will create at least 3 technology-based writing products that demonstrate application of grade level Common Core Writing Standard 6, 7 and 8.
- Year 3: By June 2017, 85% of students will create at least 3 technology-based writing products that demonstrate application of grade level Common Core Writing Standard 6, 7 and 8.

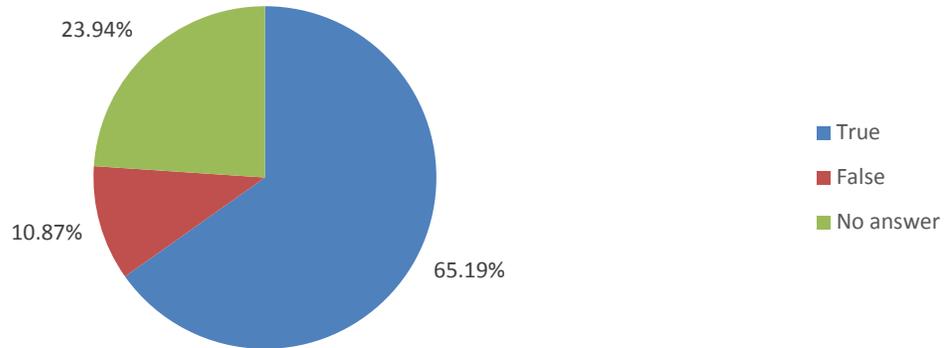| Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Identify grade level technology-based writing activities aligned to the Common Core Standards 6, 7, and 8. Revise and update annually.	August to September 2014, 2015, 2016	Directors of Elementary and Secondary Education	Publication of Activate Instruction Playlist, integration into grade level Standards Schedule.	Standards Schedule outlining grade level expectations, grade level Activate Instruction Playlists.
Publish exemplars of grade level tasks for all stakeholders to access.	September 2014 - June 2017	Directors of Elementary and Secondary Education, Professional Development Staff	Annual review of resources made available on Activate Instruction Playlists.	Activate Instruction Playlists
Provide ongoing teacher training and in-class coaching to support implementation of grade level tasks.	July 2014 - June 2017	Professional Development Center Staff	Teacher attendance and services provided will be monitored through an annual Professional Development Report.	Training evaluations, attendance reports
Provide teacher training and in-class lessons on effective research and citation of sources. Include training on use of district-funded research databases.	August 2014 - June 2017	Media Technicians, Professional Development Center Staff	Student writing reflects use of quality sources and correct citation.	Library Media Tech's calendars, student work samples.
Update software on student and teacher computers as needed to match grade level tasks.	August - October 2014	Director of Information Systems	Information Systems Department will use network management software to monitor installation of software.	Infosys Helpdesk service logs

Increase student 1:1 access to technologies needed for grade level writing	August 2014 - June 2017	Site Principals, Director of Information Systems	Information Systems Department will proved student computer inventory annually in October.	Inventory of student computers with student-to-computer ratio
Teach students in grades 4-12 to use an online learning environment for file storage, assignment submission, student-to-student collaboration, student-to-teacher collaboration, and publication.	August 2014- June 2017	Teachers, Principals	Principals will monitor usage statistics and seek feedback from teachers on effectiveness of the system.	Usage reports from Activate Instruction, Illuminate, and other learning management systems.
Increase students' keyboarding skills in grades 3-6 to address Common Core Writing Standard 6 expectations.	August 2014 - June 2017	Teachers in grades 3-6, Site Administration	Teachers will monitor students' words per minute reports from the keyboarding software.	Usage and performance reports from keyboarding software.
Incorporate student use of technology into site level PLC discussions on a regular basis to increase exchange of ideas, address implementation issues, and monitor effectiveness of technology integration.	September 2014 - June 2017	Site Principals	Site Principals will monitor PLC agendas and discussion outcomes and respond to identified needs.	PLC agendas, staff meeting minutes

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.

Using the technology-based learning activities embedded in the content area Standards Schedule K-12, Moreno Valley USD will establish a progression of technology and information literacy skills that ensures college and career readiness for all students. These experiences will provide students rich and varied opportunities to select appropriate technological tools and blend the use of these tools effectively in support of academic and real-world tasks.

Additionally, Moreno Valley USD will strengthen the Career and Technical Education program in support of the California Career Readiness Initiative and the Blueprint for Great Schools from the California Department of Education. Research has shown that students participating in career and technical education courses have a lower dropout rate and higher college-going rate.* To ensure this impact in Moreno Valley USD, the CTE course pathways will be updated to reflect current trends in the targeted industry sectors as well as current workforce demands.

When I assign work to my students with technology requirements, I include instruction on those technology tools.

23.94%

10.87%

65.19%

- ■ True
- ■ False
- ■ No answer

I typically assign work with technology requirements...

14.73%

23.20%

10.13%

13.44%

25.41%

13.08%

- ■ More often than once a week.
- ■ About once a week.
- ■ More often than once a month.
- ■ About once a month.
- ■ About once per term.
- ■ No answer
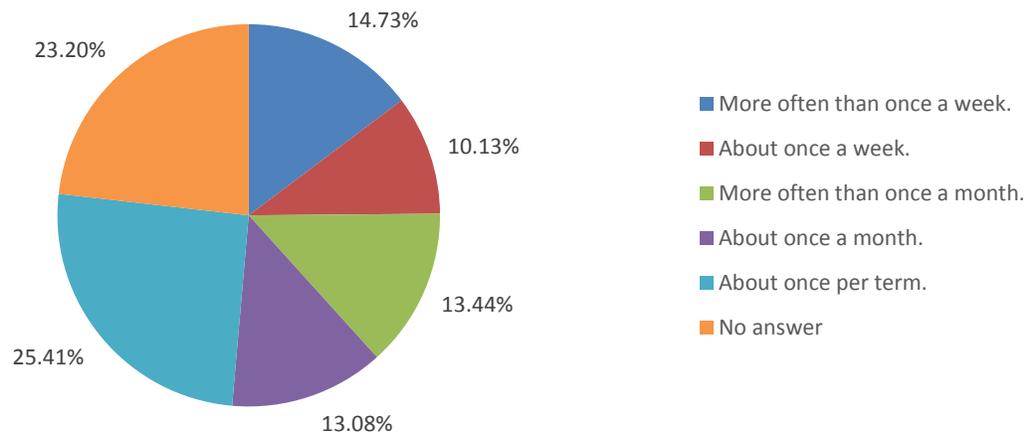
Students in my class have the following technology skills...

16.39%	■ None, I have to teach them everything new.
60.04%	■ Some, I only need to teach skills specific to my assignments.
9.58%	■ I work with the computer lab teacher for teaching skills the students need.
10.68%	■ The computer lab teacher teaches them everything.
1.10%	■ My assignments do not require technology skills.
2.21%	■ No answer
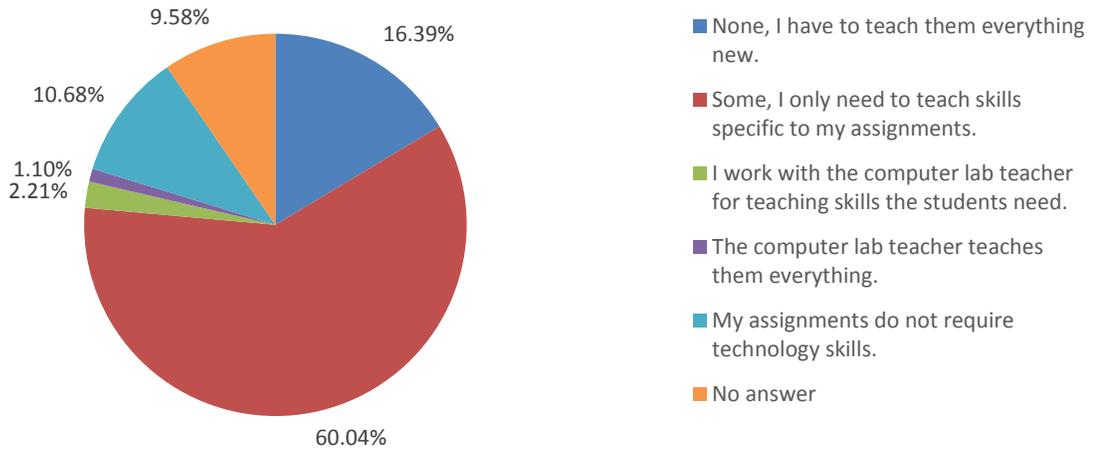
Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3e.1: Students will become proficient in selecting and applying technologies appropriate to daily academic and real-world tasks.

Objective 3e.1.1: By June 2017, 85% of students will be able to select and apply technologies appropriate to daily academic and real-world tasks.

Benchmarks:
- Year 1: By June 2015, 50% of students will be able to select and apply technologies appropriate to daily academic and real-world tasks.
- Year 2: By June 2016, 65% of students will be able to select and apply technologies appropriate to daily academic and real-world tasks.
- Year 3: By June 2017, 85% of students will be able to select and apply technologies appropriate to daily academic and real-world tasks.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Integrate technology-based activities into content area Activate Instruction Playlists. Design activities to support gradual release of responsibility such that students will self-select an appropriate technology for the task by the end of the school year.	July 2014 - August 2014	Directors of Elementary and Secondary Education	Comprehensive Student Achievement System (CSAS) Team will develop technology components for Activate Instruction Playlists and revise based on feedback at the end of each quarter.	Core Content Area Activate Instruction Playlists, teacher feedback
Design course of study for middle school computer class to build students' proficiency in selecting and applying technologies	July 2014 - June 2014	Director of Secondary Education, Computer Class Teachers, Technology Teachers on Assignment	New course of study will be published. Computer class teachers will meet quarterly to review implementation and make modifications.	Course of Study for Middle School Computer class.
Provide professional development opportunities for teachers to support implementation of technology activities available in the Activate Instruction Playlists.	July 2014 - June 2017	Professional Development Center Staff, , Comprehensive Student Achievement System (CSAS) Team, Technology Teachers on Assignment	Comprehensive Student Achievement System (CSAS) Team will review PD offerings and alignment to pacing guide activities. Director of PDC will monitor evaluations of PD services for teacher satisfaction.	Schedule and evaluations of PD services; list of online tutorials/courses and usage statistics.

Increase student access to varied technologies that support academic and real-world tasks.	August 2014 - June 2017	Director of Information Systems, Principals	The Instructional Technology Inventory will be updated by the Information Systems Department and school sites annually.	Instructional Technology Inventory by Site
Implement technology components of the Standards Schedule requiring student self-selection and application of technology to academic and real-world tasks.	August 2014 - June 2017	Teachers, Site Administrators	Site administrator and teachers will review implementation of the Standards Schedule activities in the Activate Instruction Playlist monthly during site level PLCs. Comprehensive Student Achievement System (CSAS) Team will review implementation and revise Standards Schedule and Activate Instruction Playlists on a quarterly basis.	Classroom observations, lesson plans, student work samples.
Utilize business partnerships and CTE advisories to provide input in up-to-date industry technology and real-world applications.	August 2014 - June 2017	Director of Secondary Education (CTE)	Director of Secondary Education will coordinate and monitor advisory activities.	Advisory minutes per industry sector, Annual CTE Advisory Meeting Minutes
CTE teachers will provide information and suggestions to core content area teachers on real-world task design and implementation.	August 2014 - June 2017	Site Principals	Site Principals will review department and leadership meeting minutes, seek feedback from site CTE teachers and core content teachers.	Site department meetings, student work products

Goal 3e.2: Students will become proficient at locating, accessing, and evaluating information and resources (including online reference databases) on the Internet.

Objective 3e.2.1: By June 2017, 85% of students in grades 3-12 will demonstrate grade level proficiency in accessing, evaluating, and citing information from high-quality research databases.

Benchmarks:

- Year 1: By June 2015, 50% of students in grades 3-12 will demonstrate grade level proficiency in accessing, evaluating, and citing information from high-quality research databases.
- Year 2: By June 2016, 65% of students in grades 3-12 will demonstrate grade level proficiency in accessing, evaluating, and citing information from high-quality research databases.

- Year 3: By June 2017, 85% of students in grades 3-12 will demonstrate grade level proficiency in accessing, evaluating, and citing information from high-quality research databases.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Integrate technology-based activities into content area Activate Instruction Playlists based on the Standards Schedules. Design activities to build proficiency in the selection and use of information from quality sources.	August 2014 - October 2014, update annually as needed	Directors of Elementary and Secondary Education, Comprehensive Student Achievement System (CSAS)Team	Comprehensive Student Achievement System (CSAS) Team will develop technology components for Activate Instruction Playlists and revise based on feedback at the end of each quarter.	Content area Standards Schedules, teacher feedback
Develop and deliver teacher training (online and face-to-face) in the use of research databases	August 2014 - October 2014, update annually as needed	Teachers That Teach Technology (T3), Professional Development	Coordinator of Professional Development will provide a summary of training efforts to the Elementary and Secondary District Technology Committees for review in October 2014	Training completion report from PD system
Increase access to high-quality research databases	August 2014 - June 2017	Assistant Superintendent of Educational Services		Purchase Orders
Provide parent training in the use of high-quality research databases	August 2014 - June 2017	Teachers That Teach Technology (T3)	Parents will be surveyed annually in October to assess awareness level of available resources	Training sign-in sheets, Parent Technology Survey
Increase student proficiency in the use of research databases.	August 2014 - June 2015	Coordinator of Professional Development, Librarians and Library Techs	The Elementary and Secondary District Technology Committees will review usage statistics quarterly and provide feedback from site level PLCs.	Usage statistics by school from database system

Goal 3e.3: Students will become proficient in the use of technologies for publishing and collaborating with others, incorporating collaborative writing, data analysis, and multimedia presentation tools to support academic and real-world tasks.

Objective 3e.3.1: By June 2017, 85% of students will demonstrate grade-level proficiency in collaborating on and publishing multimedia products that integrate writing, data analysis and media presentation tools.

Benchmarks:

- Year 1: By June 2015, 50% of students will demonstrate grade-level proficiency in collaborating on and publishing multimedia products that integrate writing, data analysis and media presentation tools.
- Year 2: By June 2016, 65% of students will demonstrate grade-level proficiency in collaborating on and publishing multimedia products that integrate writing, data analysis and media presentation tools.
- Year 3: By June 2017, 85% of students will demonstrate grade-level proficiency in collaborating on and publishing multimedia products that integrate writing, data analysis and media presentation tools.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Integrate technology-based activities into content area Activate Instruction Playlists which require students to collaborate on and publish writing through various web-based and multi-media technologies.	January 2014 - August 2015	Directors of Elementary and Secondary Education	Comprehensive Student Achievement System (CSAS) Team will develop technology components for Activate Instruction Playlists and revised based on feedback at the end of each quarter.	Core content area Standards Schedules, Activate Instruction Playlists, teacher feedback
Increase teacher awareness of and proficiency with various collaboration and publishing technologies available, such as blogs, secure social media tools, and web-based software.	August 2014 - June 2017	Professional Development Center Staff, Teachers That Teach Technology (T3)		List of training and resources, usage statistics
Increase student access to technologies that support collaboration and publication of writing while addressing security and safety requirements.	August 2014 - June 2017	Director of Information Systems		Instructional Technology Inventory, list of approved technologies

Goal 3e.4: Promote and increase the use of Career and Technical Education Programs as a viable pathway to career readiness. (Objective 4 of the CDE Career Readiness Campaign)

Objective 3e.4.1: By June 2017, the number of high school students completing a 2 year CTE course sequence will increase 10%.

Benchmarks:

- Year 1: By June 2015, outline a progression of technology and information literacy skills K 8 that builds foundational skills for success in high school academic and CTE courses.
- Year 2: By June 2016, CTE teachers will work with core content area teachers to design opportunities for integration of Career Technical Anchor Standards with the Common Core Anchor Standards.
- Year 3: By June 2017, the number of high school students completing a 2 year CTE course sequence will increase 10%.
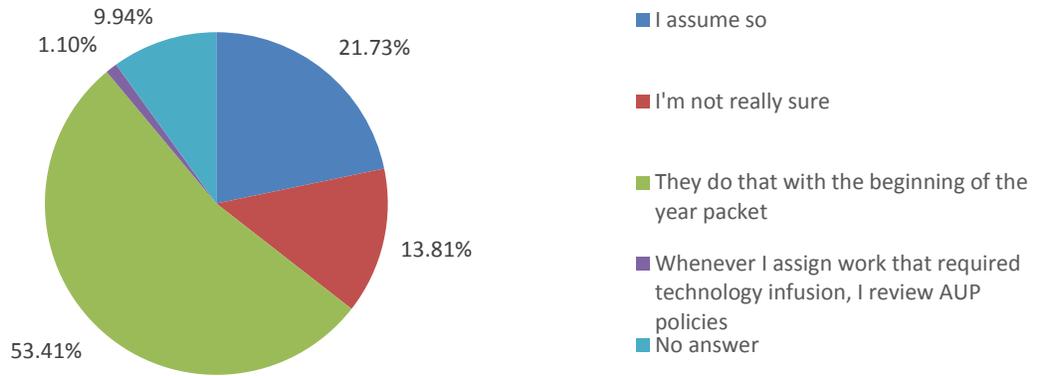
Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Using the technology based pacing guide activities, map the progression of technology and information literacy skills K 8 to ensure students will have the foundational skills necessary for success in high school academic and CTE courses.	July 2014 - December 2014	Directors of Elementary and Secondary Education, Teachers That Teach Technology (T3), Elementary and Secondary District Technology Committees	Comprehensive Student Achievement System (CSAS) Team will review Standards Schedule and Activate Instruction Playlists on an annual basis.	Technology and Information Literacy Skills Sequence based on Activate Instruction Playlist activities.
Design course of study for middle school computer class to build students' proficiency in selecting and applying technologies.	July 2014 - August 2014	Director of Secondary Education, Computer Class Teachers, Teachers That Teach Technology (T3)	New course of study will be published. Computer class teachers will meet quarterly to review implementation and make modifications.	Course of Study for Middle School Computer class.
Provide professional development resources and opportunities for teachers targeted to successful implementation of the Standards Schedule and Activate Instruction Playlist activities and related technology and information literacy skills.	August 2014 - ongoing	Professional Development Center Staff, Directors of Elementary and Secondary Education	Educational Services Department will review the Professional Development Catalog of offerings and services annually at the Professional Development Advisory Council meetings.	Professional Development Catalog
Provide collaboration opportunities for CTE and core content area teachers to develop lessons/activities integrating CTE Standards with the Common Core Standards.	January 2015 - December 2015	High School Principals	Educational Services Department will review PLC Meeting minutes	PLC meeting minutes, collaborative lesson plans

Implement lessons in core content classes and CTE courses that integrate CTE and Common Core Standards to model real world applications of content and technology.	January 2016 - ongoing	High School Principals, High School Teachers	Principal/Teacher observations and PLC Discussions	PLC Meeting documentation/notes
Update CTE course pathways at all high schools to reflect current industry trends and workforce demands.	August 2014 - ongoing	High School Principals, Director of Secondary Education	Completed Course Guides for High Schools	CTE course offerings
Increase the number of CTE courses meeting A-G requirements for college bound students.	August 2014 - ongoing	Director of Secondary Education	Completed Course Guides for High Schools	Approved course of study
Increase student and parent awareness of CTE course opportunities and their support of college and career readiness goals.	August 2014 - ongoing	High School Principals, High School Counselors	Enrollment reports for CTE courses on Infinite Campus	enrollment in CTE courses
Increase access to technologies that reflect real world application of Common Core and Career Technical Education Standards.	January 2015 - ongoing	High School Principals, Director of Secondary Education, Director of Information Systems	Utilize district technology reports and surveys to determine access totals	District technology reports/surveys

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 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

Moreno Valley USD understands that it is vital that we train our students and staff to be responsible and ethical users of the Internet and its vast resources. In the past we used filtering as our primary tool to prevent misuse and will continue to do so but will also explore ways to provide less restrictive access as our users demonstrate understanding of what responsible and ethical use is. This is critical in our endeavor to teacher our students beyond the time in our classrooms. Simply filtering access while at school will not prevent students from finding ways around those filters and more importantly many students already carry technology with them that is unfiltered.

My students have returned a signed Acceptable Use Policy (AUP) for our school

9.94%
1.10%
21.73%
13.81%
53.41%

- ■ I assume so
- ■ I'm not really sure
- ■ They do that with the beginning of the year packet
- ■ Whenever I assign work that required technology infusion, I review AUP policies
- ■ No answer

Source: MVUSD 2013-14 Teacher Technology Plan Survey

To what degree are you knowledgeable about Copyright and Fair Use?

8.10%
28.55%
27.62%
14.18%
21.55%

- ■ I cover Copyright and Fair Use with all assignments.
- ■ I cover Copyright and Fair Use issues with applicable assignments.
- ■ Students turn in an Acceptable Use Policy (AUP) that covers Copyright and Fair Use.
- ■ I am not aware of Copyright and Fair Use issues and how they apply to the classroom.
- ■ No answer
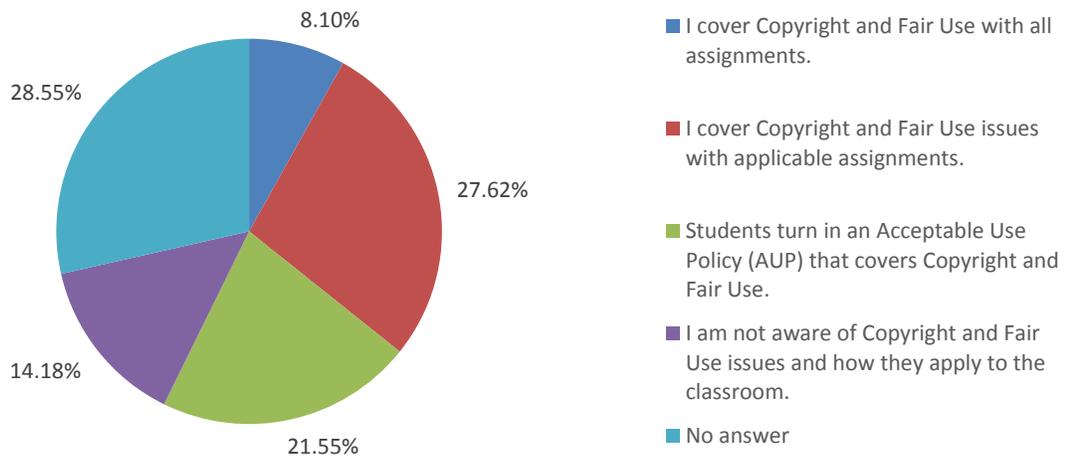
Source: MVUSD 2013-14 Teacher Technology Plan Survey

Someone else at our school site covers the following issues with students: 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)

- True
- False
- Not sure who is responsible for covering these topics.
- As a classroom teacher, I am responsible for covering these topics.
- No answer

7.55%
10.87%
17.50%
29.47%
34.62%
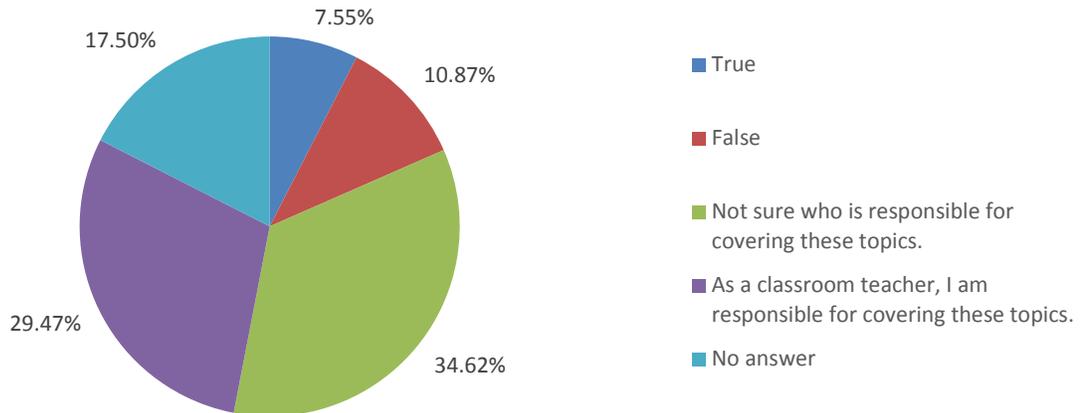
Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3f.1: All students in our district will be able to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer to peer file sharing; and avoiding plagiarism.

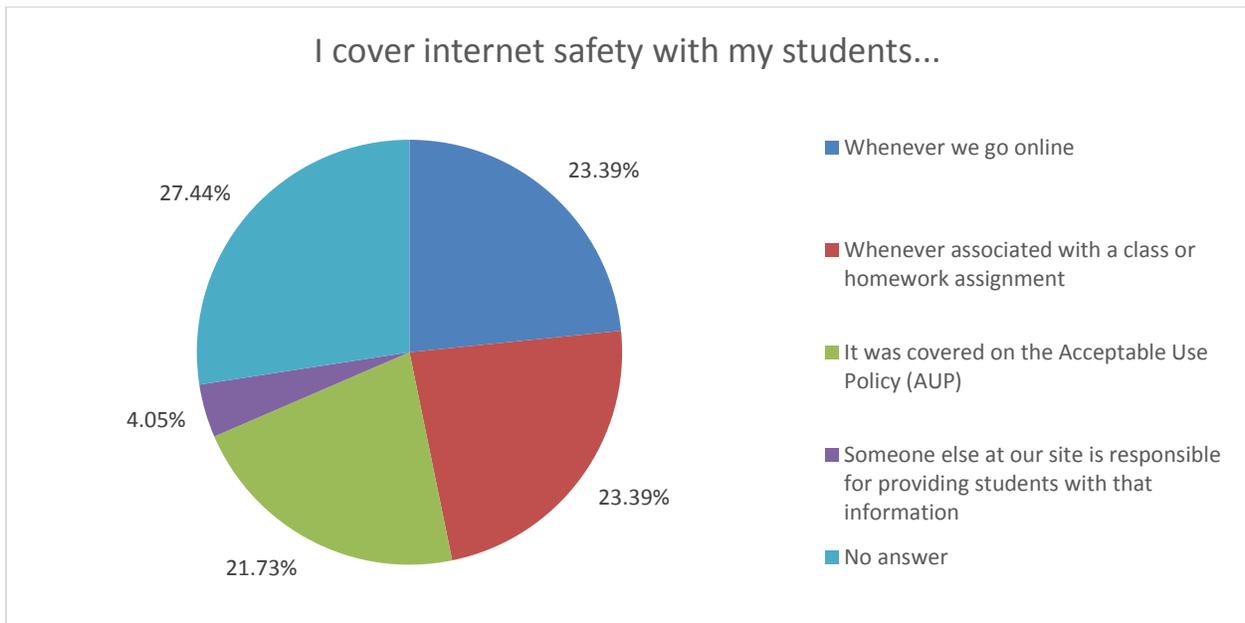| Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Select keystone lessons from Common Sense Media and iSAFE curriculum to address appropriate and ethical use in grades 3 12.	July 2014 - Oct 2014	Elementary and Secondary District Technology Committees, Information Systems, Child Welfare and Attendance	Published list of recommended lessons for each grade level	Review of published list
Review and update Acceptable Use Policy as needed to clarify district policies on ethical use.	yearly in February	Elementary and Secondary District Technology Committees	Ed Tech Committee will review the AUP on an annual basis	AUP, Elementary and Secondary DTC meeting minutes

Require all teachers and administrators to complete the Copyright Infringement and online safety online training in the Keenan SafeSchools system.	August 2014, within 2 months of employment for new hires	Director of Risk Management, Site Principals	Site principals will monitor completion status reports from the Keenan SafeSchool system.	Course Completion Report from Keenan SafeSchools system
Provide training and information for teachers on appropriate and ethical use issues, including information on recent trends.	July - August each year	Coordinator of Professional Development, Teachers That Teach Technology (T3)	Elementary and Secondary District Technology Committee (DTC) will review progress and provide feedback on teachers' needs in this area.	Communication logs, training reports, Elementary and Secondary DTC minutes
Teachers in grades 3 12 will implement Common Sense Media and/or iSafe lesson plans to address ethical use.	yearly in August	Teachers, Site Principals	Principals will monitor lesson plans, teachers will monitor student work products for evidence of appropriate use and citation	Student work products
Students create technology based work products and use file sharing technologies appropriately and ethically.	August 2014 - June 2017	Teachers	Teachers will monitor student work and use of file sharing technologies for evidence of appropriate use.	Student work
Increase parent awareness of ethical use issues through training and online resources.	fall and spring each year	Parent Center Staff, Teachers That Teach Technology (T3)		Training attendance, number of visits to online resources

3g. 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)

Use of the Internet is an integral part of everyday life in the 21st Century. Although the Internet is an incredibly useful tool, it can also be dangerous if it is not used with caution. Unsuspecting and naïve Internet users can easily become victims to those who take this tool and turn it into a weapon. This is done by violating online privacy, cyberbullying others and targeting people for their advantage or ill intent on social networks. Students and teachers need to be well-informed in order to remain safe when online. To this end, Moreno Valley USD will train teachers addressing online safety and security in order to provide instruction for students.
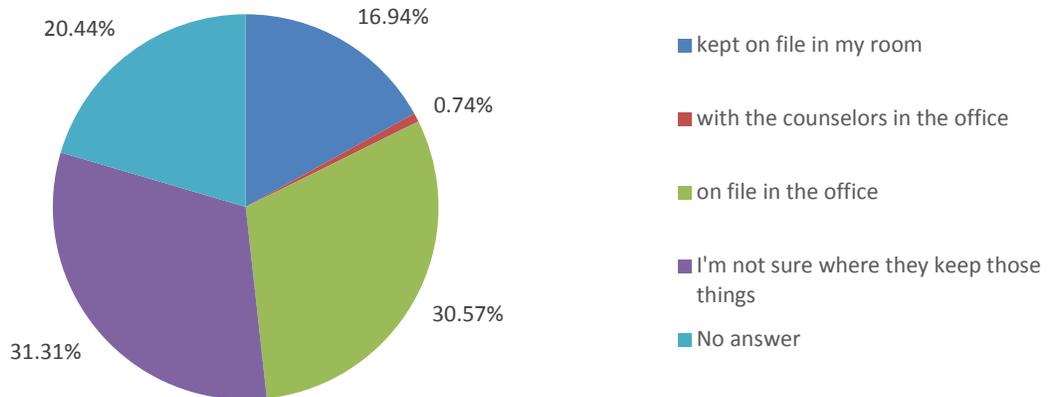
Along with communicating to students and teachers the dangers of cyberbullying, parents will be provided training on what to look for and how to protect their students while online. These parent workshops will include information on reporting these issues to their home school and local authorities, as well as how to report issues to the companies that are part hosting the system.

To coincide with Safer Internet Day on Tuesday, Feb 10, 2015, Moreno Valley Unified will designate February as Internet Safety Month. To kick off the month, student leaders known as the STAC (Student Technology Advisory Committee) will present Internet Safety assemblies at their schools (after attending training earlier in the school year to prepare). This will be followed with lessons in the classroom and home-school communications including the Family Internet Safety Pledge incorporated into the Student Acceptable Use Policy that all students and parents must sign. Parent workshops will be offered through the district Parent Center and all schools' websites will provide a link to NetSmartz activities designed to reinforce the concepts of Internet safety. Teachers will incorporate lessons on Internet safety throughout the year, selected from Common Sense Media.

I cover internet safety with my students...

- 23.39% Whenever we go online
- 23.39% Whenever associated with a class or homework assignment
- 21.73% It was covered on the Acceptable Use Policy (AUP)
- 4.05% Someone else at our site is responsible for providing students with that information
- 27.44% No answer

Source: MVUSD 2013-14 Teacher Technology Plan Survey

Since my assignments include student use of the Internet, a copy of their Acceptable Use Policy (AUP) is...

16.94%	■ kept on file in my room
0.74%	■ with the counselors in the office
30.57%	■ on file in the office
31.31%	■ I'm not sure where they keep those things
20.44%	■ No answer

Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3g.1: All students will be knowledgeable of Internet safety issues including cyberbullying, avoiding online predators, and maintaining online privacy.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Select keystone lessons from Common Sense Media curriculum to address Internet safety issues at each grade level.	August 2014	Elementary and Secondary District Technology Committee members	Published list of recommended lessons for each grade level.	Site Reports
Require all teachers and administrators to complete one of the four Online Safety courses in the Keenan SafeSchools system each year.	August 2014	CWA, Information Systems, Educational Services, Risk Management	Reports from safety courses.	Site reports

Provide student leadership opportunities by having students present NetSmartz Internet safety assemblies to their peers. Selected students will participate in a Web Safety Task Force training earlier in the year to prepare for the assemblies, then deliver the assemblies in the month of February.	Annually	Director of Information Systems, Site Principals, Teachers That Teach Technology (T3), Public Information Officer	Site principals will monitor implementation and provide feedback to the Teachers That Teach Technology (T3). Presenting students will also provide feedback on their experience and identify ways to improve the program.	Principal and student feedback
Provide training and updated information for teachers on Internet Safety issues.	Yearly in August, ongoing as new issues arise	Director of Information Systems, Teachers That Teach Technology (T3)	Elementary and Secondary District Technology Committee will review services and information provided and identify areas of need.	Training and communication logs
Teachers in grades PreK-12 will implement grade appropriate lessons addressing the topics of Internet Safety.	Annually in August	Teachers, Site Principals	Teachers will administer a short test following the lesson series to assess students' understanding of the issues presented.	Student test results
Provide parent training on Internet safety issues.	Each semester as part of the Parent Technology Class	Teachers That Teach Technology (T3), Parent Center staff, PTA, DELAC, Public Information Officer	Coordinators of Professional Development and Categorical Programs will review offerings and attendance annually.	Parent class attendance reports, Parent Technology Survey
Review and update Acceptable Use Policy as needed to clarify district policies on Internet safety including cyberbullying and online privacy.	Yearly in February	Elementary and Secondary District Technology Committee, Director of Information Systems	Elementary and Secondary District Technology Committee will review AUP on an annual basis.	AUP, DTC Meeting Minutes

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

Moreno Valley USD strives to provide rich and equitable access to technology for all students during and beyond the instructional day.

- Extending Learning Opportunities: Learning resources are available on all schools' websites providing access to the school library catalog, online textbook resources, test preparation, and research databases. All students in grades 4-12 have online accounts for storing and retrieving their electronic work, emailing teachers, and accessing teacher class pages.

- Online courses are offered through Moreno Valley Online Academy (MVOA), Graduation Opportunities (GO), as well as at all comprehensive High Schools for students who wish to extend their educational program or recover credits for failed courses.
- Equity for All Students: School administrators maintain equitable student-to-computer ratios in all classrooms and establish policies for shared use technologies (i.e. laptop carts) that are equitable across Special Education, English Learner, and regular education classes.
- Addressing Special Needs: Students with special needs are provided assistive technologies based on recommendations in their Individual Education Plans (IEP). The district pursues opportunities to enhance the special education program with technologies targeted to meet these students' needs. Currently, SMART Tables are being for preschool and kindergarten students, iPads, and other assistive devices are used throughout the district. The Special Education Department works with school sites to identify funding for expansion as appropriate to the needs of the students.
- The Director of English Learner Programs works with School Principals to identify technologies that target the needs of English Learners and provide equitable access within EL classrooms. Likewise, the EL Programs office and Professional Development Center recommend ways to tailor the use of existing technologies to meet the needs of English Learners.
- The Gifted and Talented Education Program also pursues opportunities to address the unique needs of GATE students with technology that addresses the icons of depth, complexity, acceleration, and novelty.
- Appropriate Use: The District Technology Committee reviews the Acceptable Use Policies annually, updating as necessary. An elementary and secondary version of the student AUPs improve student understanding of expected behaviors.
- Access to the Internet is filtered to limit the risk of students accessing inappropriate content. Teachers are encouraged to use a class webpage to provide students with links to appropriate resources for use during and beyond the school day.
- Equity Through Standardization: Hardware & Software: The Information Systems Department establishes and updates computer specification standards to ensure purchases support district wide programs. Likewise, the department evaluates new programs to determine their compatibility with existing systems.
- Network: The Information Systems Department updates school networks as funding allows to maintain equity of access and speed.
- Building: Every classroom has a minimum of 8 network ports and power outlets and/or wireless access.

Equipment: While funding limitations often create discrepancies between schools and/or classrooms, the Coordinator of Categorical Programs works closely with School Principals to address these issues. For example, grants are pursued to initiate and expand pilot programs; school expenditures are reviewed in comparison with the Instructional Technology Inventory to ensure adequate dedication of site funds; and district funds may be used to fill a gap when a school cannot provide access equitable to other schools in the district.

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 and supportive of teachers' efforts to meet individual student academic needs.

Currently, teachers use three systems to manage recordkeeping and assessment: Illuminate for assessments, Infinite Campus for attendance, and school-licensed or self-purchased gradebook software (K-5) or Infinite Campus (Grades 6-12). Moreno Valley USD will work over the next three years to streamline systems, increase the efficiency of teachers' recordkeeping, and enable timely sharing of this information with parents. Additionally, Moreno Valley USD will prepare for online assessments anticipated for the Common Core Standards in the 2014-2015 school year.
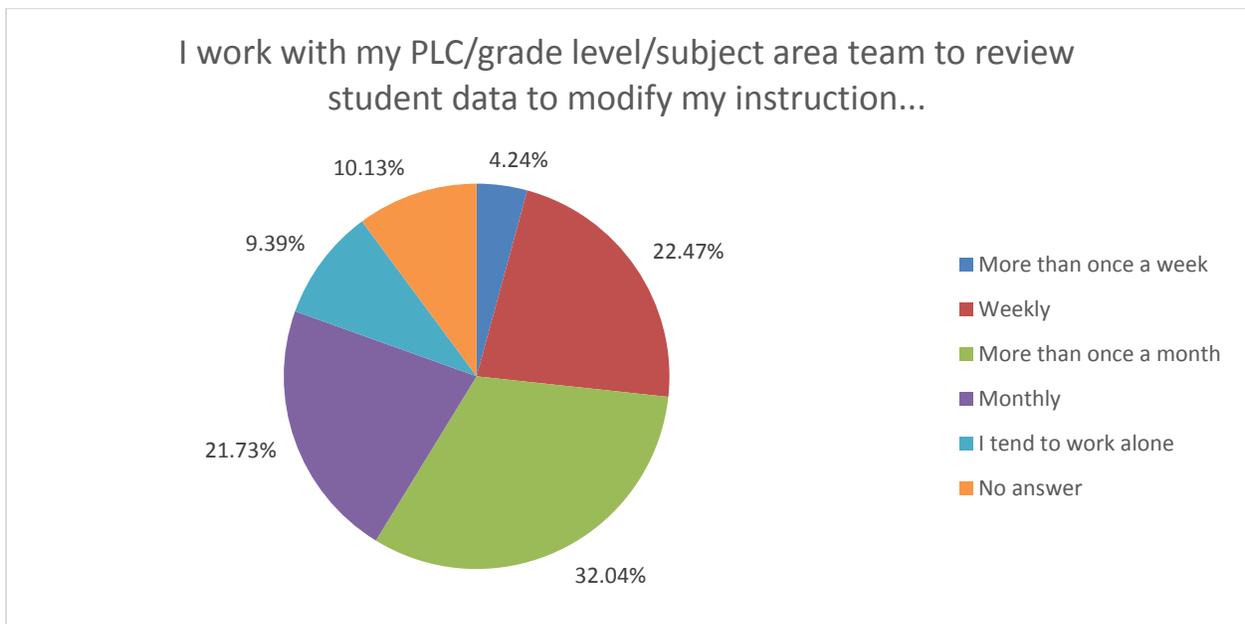
Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3i.1: Implement a standardized gradebook system that allows teachers to record, analyze, and communicate student academic progress with administrators and parents.

Objective 3i.1.1: By June 2017, all teachers will use a standardized gradebook system to record, analyze, and communicate student academic progress with administrators and parents.

Benchmarks:
- Year 1: By June 2015, 50% of teachers will use a standardized gradebook system to record, analyze, and communicate student academic progress with administrators and parents.

- Year 2: By June 2016, 75% of teachers will use a standardized gradebook system to record, analyze, and communicate student academic progress with administrators and parents.
- Year 3: By June 2017, all teachers will use a standardized gradebook system to record, analyze, and communicate student academic progress with administrators and parents.

		Implementation Plan		
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Review and select a gradebook system that will be used districtwide.	July 2014 - June 2015	Directors of Elementary Education, Director of Accountability & Assessment, Director of Information Systems, District Technology Committee, MVEA	Selection of gradebook software for elementary grades	RFI & Surveys
Develop system integration so student enrollment is reflected daily in teachers' gradebooks.	August 2014 - September 2014	Director of Information Systems, Director of Accountability & Assessment	Enrollment reports from both systems will match	Enrollment reports
Provide professional development for teachers on the use of the gradebook system for recording, analyzing, and sharing student academic progress.	August 2014 - June 2017	Director of Accountability and Assessment, Coordinator of Accountability and Assessment	The Director and Coordinator of Accountability and Assessment will schedule trainings based on teacher requests and work with School Principals to monitor site level implementation.	Sign in sheets, evaluation forms, usage statistics of gradebook system
Train parents on how to access student grades online.	January 2015 - June 2017	Director of Accountability & Assessment, Coordinator of Accountability & Assessment, Parent Education Center, Teachers That Teach Technology (T3)	The Director and Coordinator of Accountability & Assessment and School Principals will monitor parent usage statistics and modify training opportunities as needed.	Usage statistics of parent logins to the gradebook system

Goal 3i.2: Implement an integrated solution with a Student Information System.

Objective 3i.2.1: By June 2017, fully implemented SIS

Benchmarks:

- Year 1: By June 2015, make a Student Information System selection.
- Year 2: By June 2016, complete conversion and implementation process.
- Year 3: By June 2017, Fully implemented SIS.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Review and select a Student Information System that will be used districtwide.	August 2014 - June 2015	Director of Information Systems, District Technology Committee, Moreno Valley Educators Association (MVEA), California Schools Employee Association (CSEA)	Selection of SIS	RFI & Surveys
Conversion of student data from existing SIS to new SIS ensuring all data migrates accurately.	July 2015 - June 2016	Director of Information Systems, Director of Accountability & Assessment	SQL Reports developed to check data accuracy	SQL Reports
Provide professional development for all stakeholders to implement the new Student Information System.	July 2015 - June 2017	Director of Information Systems, Director of Accountability and Assessment, Teachers That Teach Technology (T3)	The Director of Information Systems will schedule trainings based on requests and work with all departments to monitor implementation	Sign-in sheets, evaluation forms, usage statistics
Train students and parents on how to access Student/Parent Portal in SIS.	August 2016 - June 2017	Director of Information Systems, Parent Resource Center, Teachers That Teach Technology (T3)	The Director of Information Systems will monitor parent usage statistics and modify training opportunities as needed.	Usage statistics of student and parent logins to the portal.

Goal 3i.3: Teachers will use the Illuminate data system to create, conduct, and analyze formative and summative assessments in order to design instruction that meets individual student academic needs.

Objective 3i.3.1: By June 2017, all teachers will be able to use the Illuminate data system to create, conduct, and analyze formative and summative assessments in order to design instruction that meets individual student academic needs.

Benchmarks:
- Year 1: By June 2015, 75% of teachers will be able to use the Illuminate data system to create, conduct, and analyze formative and summative assessments in order to design instruction that meets individual student academic needs.
- Year 2: By June 2016, 85% of teachers will be able to use the Illuminate data system to create, conduct, and analyze formative and summative assessments in order to design instruction that meets individual student academic needs.
- Year 3: By June 2017, all teachers will be able to use the Illuminate data system to create, conduct, and analyze formative and summative assessments in order to design instruction that meets individual student academic needs.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide teacher training in the use of Illuminate for formative and summative assessment data collection and analysis.	July 2014 - June 2017	Director of Accountability and Assessment, Coordinator of Accountability and Assessment	Director of Accountability and Assessment will develop a training schedule and review attendance data and evaluations regularly.	Training schedule and attendance, training evaluations, Illuminate system usage statistics
Support teachers in the design and use of assessments to monitor and refine effective instructional practices.	August 2014 - June 2017	Professional Development Center Staff, Director of Accountability and Assessment	Site principals will monitor teacher use of assessments and provide feedback to PDC staff	Number of teacher designed assessments created in Illuminate
Develop online assessment functionality to expedite monitoring of student progress and model state testing conditions.	January 2014 - June 2014	Director of Accountability and Assessment, Coordinator of Accountability and Assessment	Director and Coordinator of Accountability and Assessment will work with Illuminate company to design and implement online assessment functionality	Number of students completing online district assessments

Goal 3i.4: Implement online assessment in the core content areas.

Objective 3i.4.1: By June 2017, all students in grades 3-11 will engage in online assessments in English Language Arts and Mathematics.
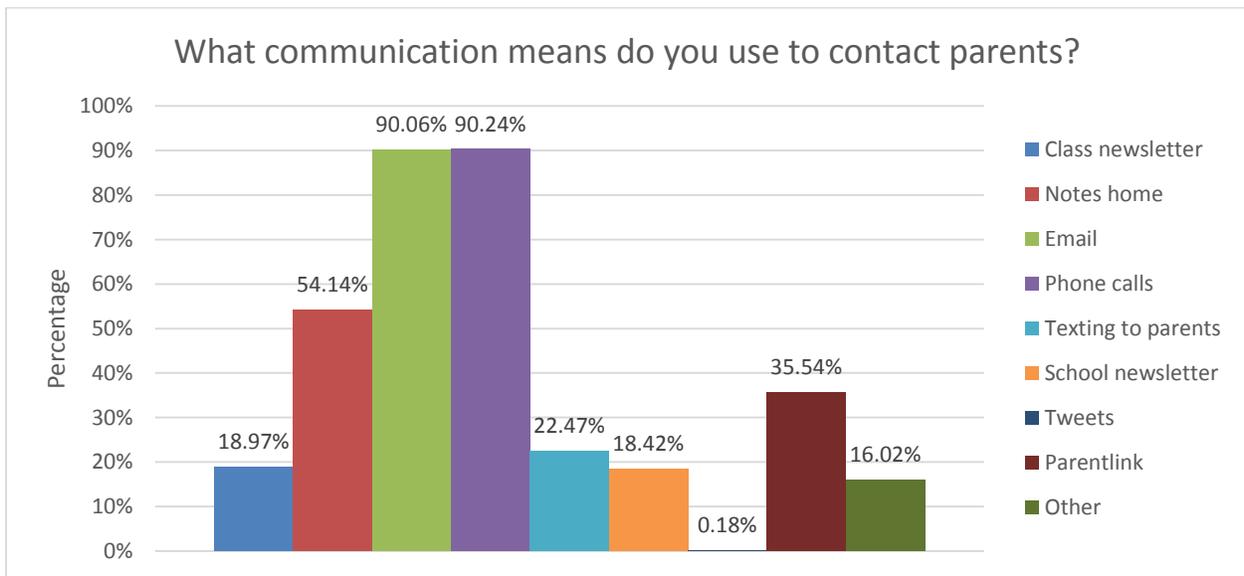
Benchmarks:

- Year 1: By June 2015, 75% of students in grade 3-11 will engage in online assessments in English Language Arts and Mathematics.
- Year 2: By June 2016, 85% of students in grade 3-11 will engage in online assessments in English Language Arts and Mathematics.
- Year 3: By June 2017, all students in grades 3-11 will engage in online assessments in English Language Arts and Mathematics.

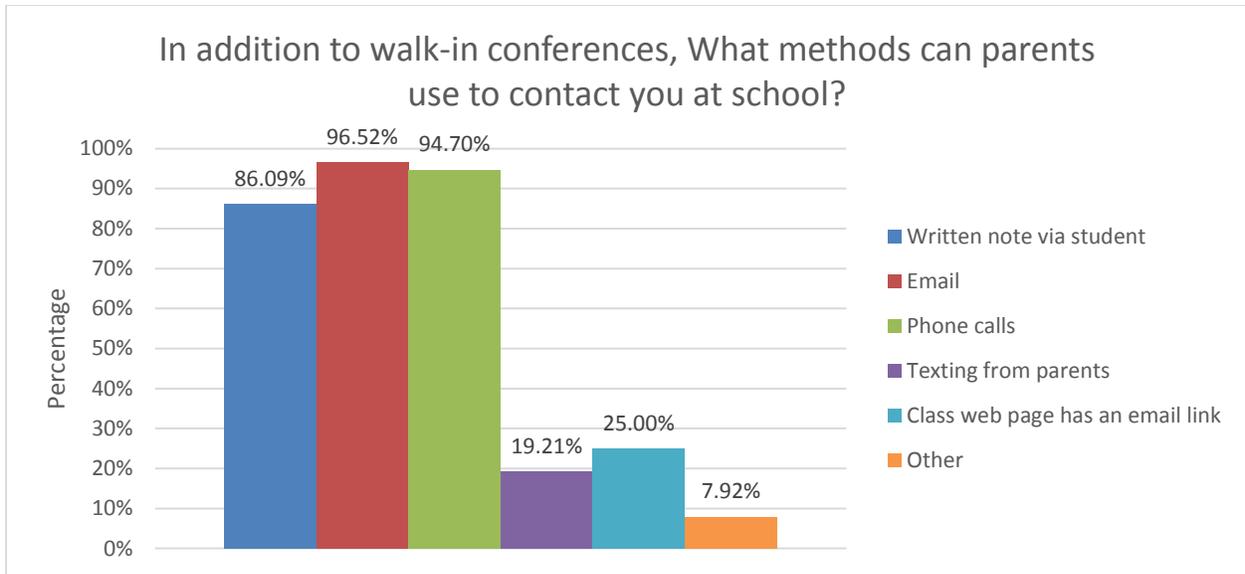| Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Acquire necessary infrastructure, hardware, and software identified in site implementation plans.	ongoing	School Principals, Director of Informations Systems, Coordinator of Categorical Programs	Principals and School Site Councils will review progress on their plan bi-annually.	School Instructional Technology Inventory, purchase orders, School Site Council Minutes

Provide training for teachers on the use of technologies purchased (i.e. laptop carts).	ongoing	Teachers That Teach Technology (T3), Professional Development Center staff, Principals, Director of Accountability & Assessment	Site principals will monitor teacher implementation of technologies	Training attendance reports from PD System
Provide training for teachers and administrators in the use of the online assessment system (i.e. SMARTER Balanced).	August 2014 - May 2015	Director of Accountability & Assessment, Teachers That Teach Technology (T3)	Director of Accountability & Assessment will develop a training calendar	Training attendance reports from PD System

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.

Moreno Valley USD has placed a heavy emphasis on actively engaging parents in their child's education. Technology has been leveraged in various ways to support this effort and will continue to play a significant role in supporting the relationship between home and school.

What communication means do you use to contact parents?

- Class newsletter: 18.97%
- Notes home: 54.14%
- Email: 90.06%
- Phone calls: 90.24%
- Texting to parents: 22.47%
- School newsletter: 18.42%
- Tweets: 0.18%
- Parentlink: 35.54%
- Other: 16.02%

Source: MVUSD 2013-14 Teacher Technology Plan Survey

In addition to walk-in conferences, What methods can parents use to contact you at school?

- Written note via student
- Email
- Phone calls
- Texting from parents
- Class web page has an email link
- Other

Source: MVUSD 2013-14 Teacher Technology Plan Survey

Goal 3j.1: Moreno Valley USD will provide a secure parent portal, promoting timely two way communication between home and school related to the student academic program.

Objective 3j.1.1: By June 2017, Moreno Valley USD will make student academic information (which may include grades, attendance, assignments, standards being taught, transcripts, graduation progress, discipline) available through a secure parent portal, promoting timely communication between home and school.

Benchmarks:

- Year 1: By June 2015, Moreno Valley USD will make benchmark and state test scores available through Illuminate Parent Portal.
- Year 2: By June 2016, Moreno Valley USD will make grades and assignments available through a secure parent portal.
- Year 3: By June 2017, Moreno Valley USD will make student academic information (which may include grades, attendance, assignments, standards being taught, transcripts, graduation progress, discipline) available through a secure parent portal, promoting timely communication between home and school.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide parent training and support in the use of available Parent Portals and information.	January 2015 - June 2015	Parent Resource Center staff, Professional Development Center staff, Teachers That Teach Technology (T3)	District Technology Committee will review usage statistics and parent feedback annually.	Usage statistics of Parent Portal

Implement a single sign on Parent Portal that allows parents to access information from multiple systems through one secure logon.	June 2014 - August 2015	Director of Information Systems	Director of Information Systems will establish a timeline for Parent Portal implementation	Operable portal, login statistics

Goal 3j.2: Implement the use of social media tools to increase parent awareness and participation in school and district level activities.

Objective 3j.2.1: By June 2017, schools and the district will use social media tools to increase parent awareness and participation in school and district level activities.

Benchmarks:

- Year 1: By June 2015, the district will use social media tools to increase two way communication between home and school.
- Year 2: By June 2016, schools will use social media tools to increase two way communication between home and school.
- Year 3: By June 2017, schools and the district will use social media tools to increase parent awareness and participation in school and district level activities.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Develop administrative regulations for use of social media tools.	July 2014 - August 2014	Assistant Superintendent of Educational Services, Director of Information Systems		Completed regulations
Submit administrative regulations and board policy updates to The School Board of Education.	September 2014	Assistant Superintendent of Educational Services		Board minutes
Configure district filtering system to allow administrators access to social media tools.	October 2014	Director of Information Systems		Logs
Develop district presence on social sites.	October 2014 - December 2014	Public Information Officer		Social network presence
Market use of the district's social media sites via existing communication avenues.	January 2015	Public Information Officer		Logs of communication channels

Train school administrators in the use of social media tools to communicate school activities.	July 2015	Public Information Officer, Teachers That Teach Technology (T3)		Training logs
Market use of the schools' social media sites via existing communication avenues.	January 2016	School Principals, Public Information Officer		Communication logs

3k. 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.

Process	Person Responsible	Timeline	Goals
Administer student technology survey in grades 4, 7 and 11 to identify technologies utilized, self-assessed proficiency and level of access during and beyond the school day.	Teachers That Teach Technology (T3)	Annually in May	3d1-2, 3e1-3
Complete the annual MVUSD Teacher Technology Survey to indicate their level of proficiency, personal use, student use, and level of integration in the curriculum.	Principals, Teachers That Teach Technology (T3), Teachers	Annually in September	3d1-2
Review implementation and feedback on technology-based activities identified in core content area pacing guides. Modify lessons and professional development based on analysis.	Directors of Elementary and Secondary Education	Quarterly	3d1-2
Analyze attendance and evaluations of professional development services and usage statistics of online resources.	Director of Professional Development	Quarterly	All
Analyze student achievement data on state and district assessments.	Director of Research, Testing, and Accountability	Ongoing	3d1-2

|			
Monitor student, teacher, and parent usage statistics of online learning environment.	Principals, Directors of Elementary and Secondary Education	Bi-annually	3d2, 3e1&3
Monitor usage statistics of research database subscriptions.	Principals, Director of Teacher Resource Center	Quarterly	3e2
Monitor student test scores on Internet Safety and appropriate use lessons to verify successful implementation of grade level lessons.	Principals, Teachers That Teach Technology (T3)	Quarterly	3f1, 3g1
Analyze usage statistics for gradebook and assessment system.	Director of Research, Testing, and Accountability	Bi-annually	3i1-3, 3j1
Monitor course offerings and enrollment in Career and Technical Education courses.	High School Principals, Director of Alternative Education	Annually in March	3e4
Assess parent awareness and use of available communication tools through usage statistics and annual parent technology survey.	Teachers That Teach Technology (T3), Assistant Superintendent of Educational Services	October and May each year	3j1&2

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

Certificated teachers completed a survey of their Professional Development needs in fall 2013. Results are as follows:
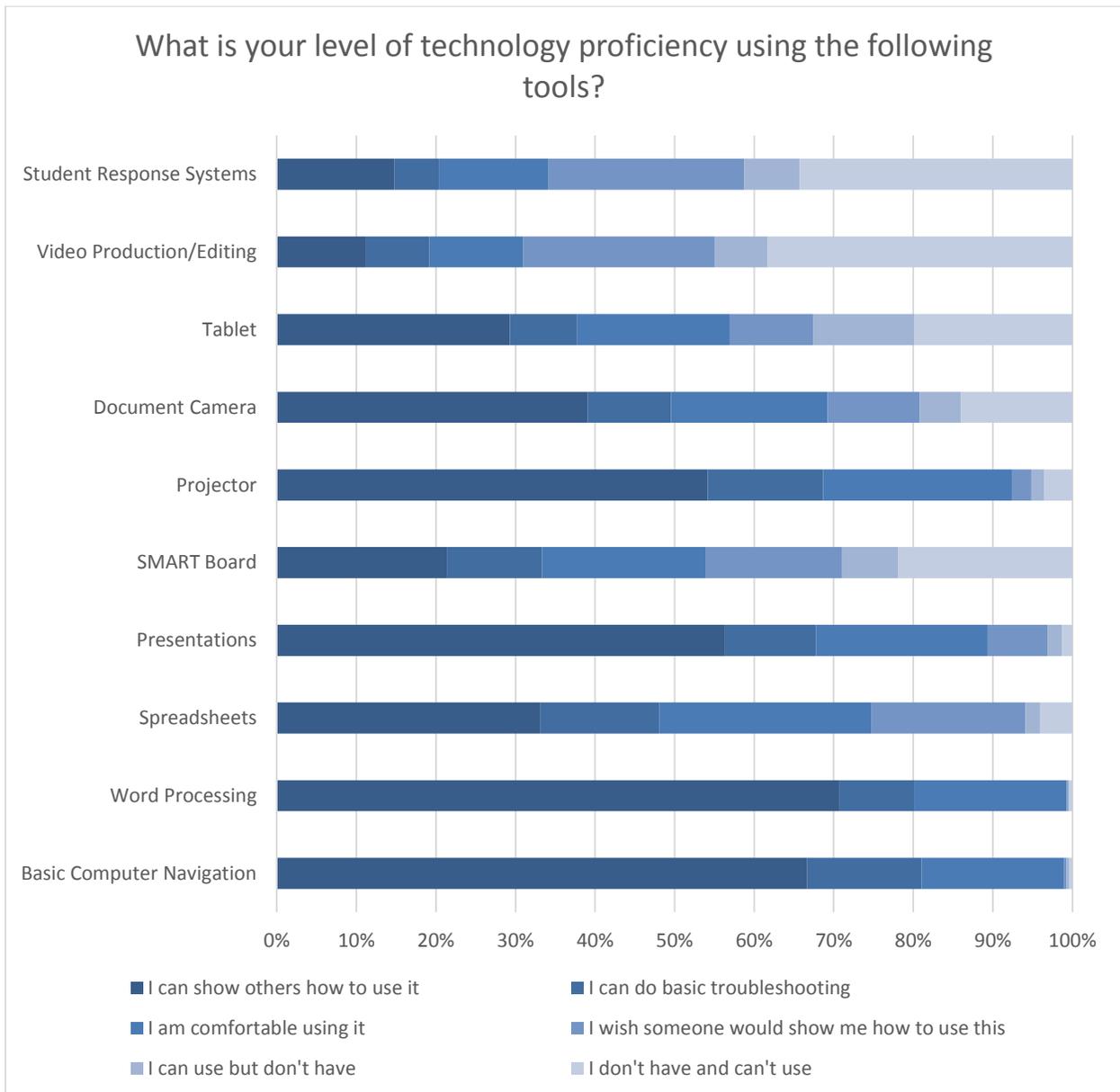
How do you rank yourself, level wise, with each of these tools?

Pro | Intermediate | Beginner | No Experience
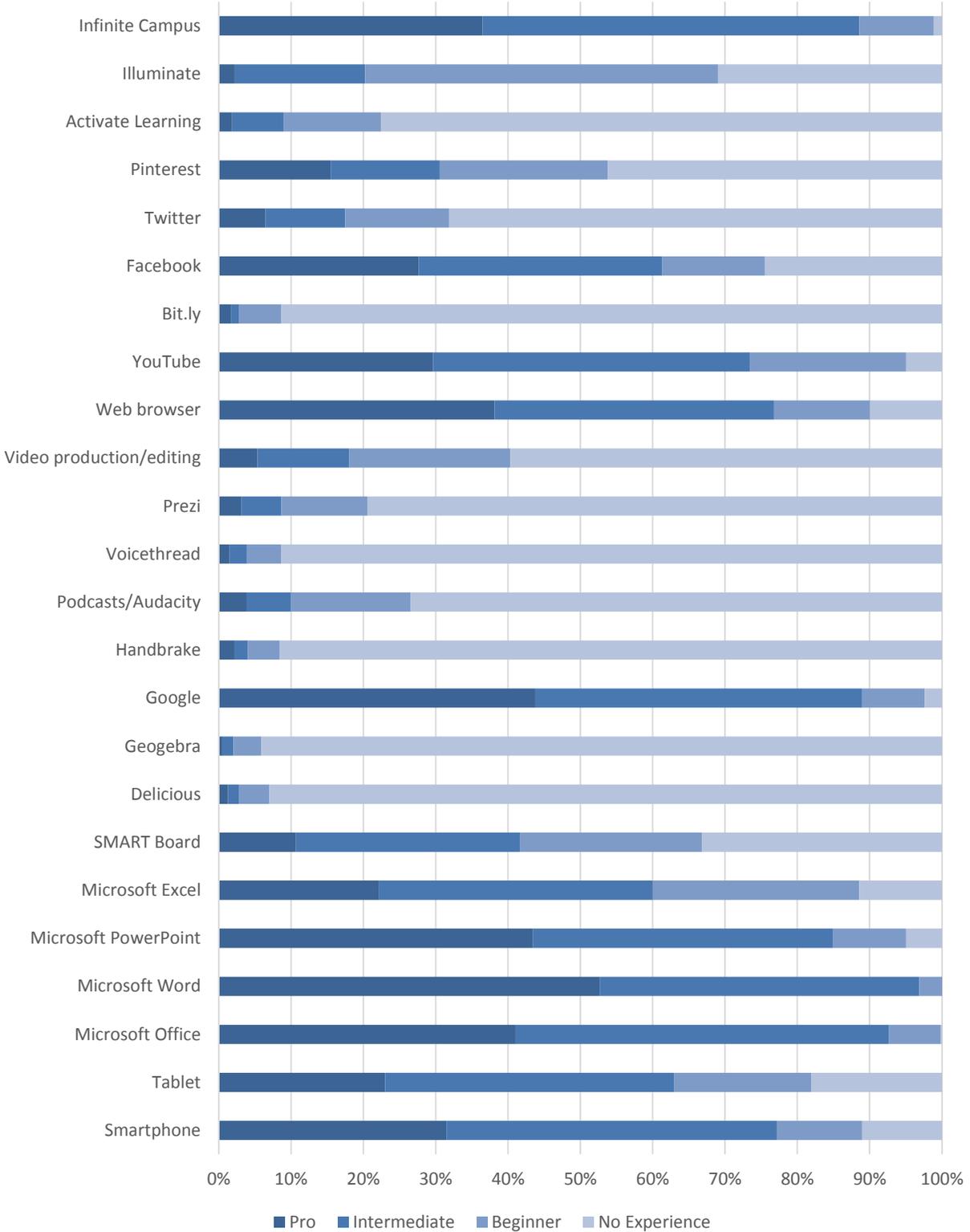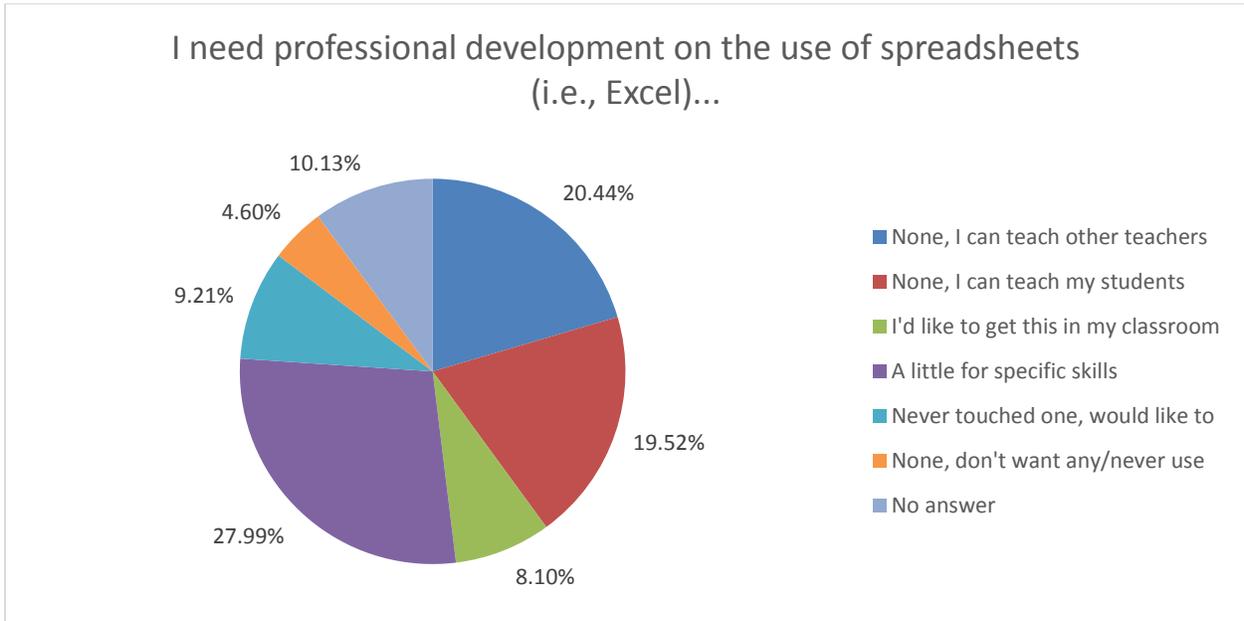
Professional Development Needs

Based on this data, Moreno Valley USD's teachers have diverse professional development needs, from basic computer skills to strategies that support student learning. These needs are currently addressed through various learning opportunities including after-school training, out-of-class training, in-class coaching, and online tutorials.
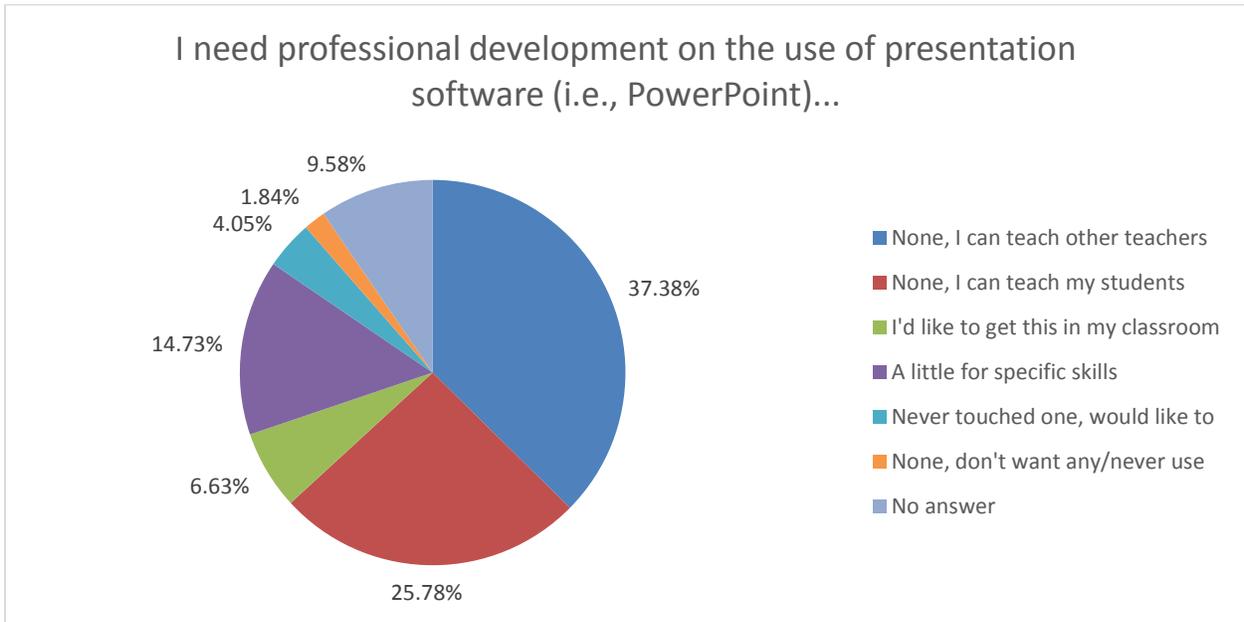
4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Implementing the rigorous, technology-rich curricular program previously described requires high-quality, ongoing professional development designed to meet the diverse needs of Moreno Valley's teachers. Moreno Valley USD is committed to supporting educators and building leadership capacity within the district. The MVUSD Professional Development Center coordinates, designs and delivers district and site level trainings aligned to district priorities. This provides opportunities for districtwide collaboration, customization to meet the needs of teachers, and in-class coaching follow-up. Staffed with Professional Development Specialists and a Coordinator, the PDC provides a team of experienced teachers and administrators to support district and site-level reform efforts. In addition, the Information Systems and Accountability & Assessment Departments will support Teachers That Teach Technology (T3) to assist with technology integration. This team will support development of teachers' and administrators' technical and instructional skills through various delivery models including district and site level face-to-face trainings, in-class coaching, facilitated learning communities, and online resources.

I need professional development on the use of word processing software (i.e., Word)...

- 0.74%
- 9.76%
- 1.10%
- 12.52%
- 3.68%
- 43.09%
- 29.10%

- ■ None, I can teach other teachers
- ■ None, I can teach my students
- ■ I'd like to get this in my classroom
- ■ A little for specific skills
- ■ Never touched one, would like to
- ■ None, don't want any/never use
- ■ No answer

I need professional development on the use of spreadsheets (i.e., Excel)...

10.13%
4.60%
9.21%
27.99%
8.10%
19.52%
20.44%

- None, I can teach other teachers
- None, I can teach my students
- I'd like to get this in my classroom
- A little for specific skills
- Never touched one, would like to
- None, don't want any/never use
- No answer

I need professional development on the use of presentation software (i.e., PowerPoint)...

9.58%
1.84%
4.05%
14.73%
6.63%
25.78%
37.38%

- None, I can teach other teachers
- None, I can teach my students
- I'd like to get this in my classroom
- A little for specific skills
- Never touched one, would like to
- None, don't want any/never use
- No answer

I need professional development on the use of SMART Boards...

8.47%
4.97%
13.63%
16.76%
14.92%
19.89%
21.36%

- None, I can teach other teachers
- None, I can teach my students
- I'd like to get this in my classroom
- A little for specific skills
- Never touched one, would like to
- None, don't want any/never use
- No answer

I need professional development on the use of projectors...

11.60%
2.03%
2.76%
12.15%
3.50%
38.67%
29.28%

- None, I can teach other teachers
- None, I can teach my students
- I'd like to get this in my classroom
- A little for specific skills
- Never touched one, would like to
- None, don't want any/never use
- No answer

I need professional development on the use of document cameras...
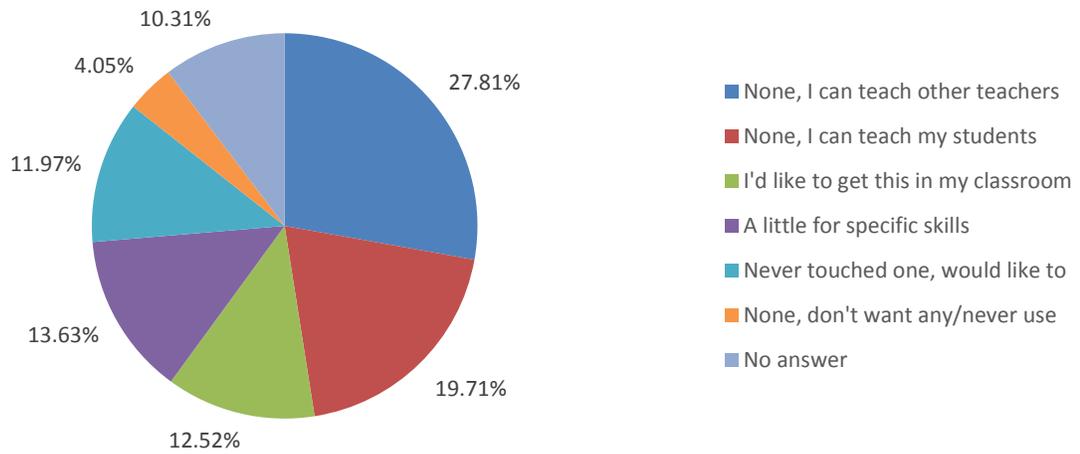
- 27.81% — None, I can teach other teachers
- 19.71% — None, I can teach my students
- 12.52% — I'd like to get this in my classroom
- 13.63% — A little for specific skills
- 11.97% — Never touched one, would like to
- 4.05% — None, don't want any/never use
- 10.31% — No answer

I need professional development on the use of Tablets (i.e., iPad)...

- 18.23% — None, I can teach other teachers
- 14.55% — None, I can teach my students
- 27.62% — I'd like to get this in my classroom
- 14.92% — A little for specific skills
- 11.60% — Never touched one, would like to
- 3.31% — None, don't want any/never use
- 9.76% — No answer
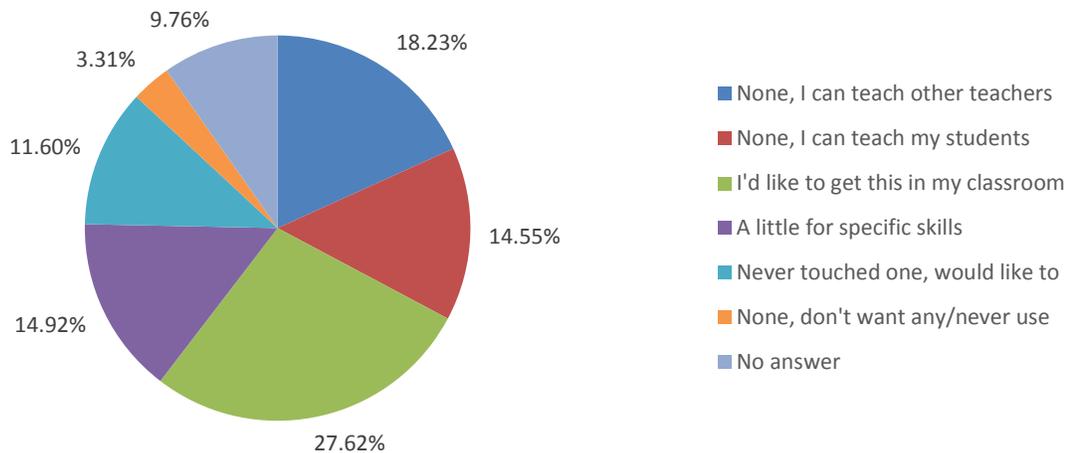
Goal 4b.1: All instructional staff will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan through various delivery models including online, face to face, coaching, and collaboration.

Objective 4b.1.1: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the technology based learning activities identified in the core content Standards Schedules and Instructional Playlists.

Benchmarks:

- Year 1: By June 2015, 50% of instructional staff will participate in professional development to support implementation of the technology based learning activities identified in the core content Standards Schedules and Instructional Playlists.
- Year 2: By June 2016, 65% of instructional staff will participate in professional development to support implementation of the technology based learning activities identified in the core content Standards Schedules and Instructional Playlists.
- Year 3: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the technology based learning activities identified in the core content Standards Schedules and Instructional Playlists.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Site Technology Lead Teachers will help direct and support the district and site level vision of technology. This will include piloting new technologies, supporting colleagues in implementation, and assisting principals in determining next steps for the school site.	July 2014 - ongoing	Principals, Assistant Superintendent of Educational Services	Principals will select Technology Lead Teachers and support their site based activities.	Meeting sign ins, collaborative activities, evidence of pacing guide implementation
Provide professional development in support of activities identified in the Standards Schedule and Instructional Playlists.	August 2014 - ongoing	Professional Development Center Staff, Directors of Elementary and Secondary Education	Principals will monitor participation of teachers in professional development activities.	Attendance reports from Professional Development System
Curriculum committees will monitor implementation of technology based learning activities outlined in the Instructional Playlists.	October 2014 - ongoing	Directors of Elementary and Secondary Education	Committees will review student work samples and teacher feedback at quarterly meetings and make recommendations for revising professional development services.	Meeting minutes
Increase teacher access to "just in time" online tutorials to address technical skills instruction.	January 2015 - ongoing	Teachers That Teach Technology (T3)	List of available online resources	Usage statistics from online PD resources

Objective 4b.1.2: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the record keeping and assessment components of this plan.

Benchmarks:

- Year 1: By June 2015, 50% of instructional staff will participate in professional development to support implementation of the record keeping and assessment components of this plan.
- Year 2: By June 2016, 65% of instructional staff will participate in professional development to support implementation of the record keeping and assessment components of this plan.
- Year 3: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the record keeping and assessment components of this plan.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide teacher and administrator training in the use of Illuminate for formative and summative assessment data collection and analysis	July 2014 - June 2017	Director of Accountability & Assessment	Director of Accountability & Assessment will publish a training calendar on an annual basis.	Attendance reports from Professional Development System, training evaluations, Illuminate system usage statistics
Support teachers in the design and use of assessments to monitor and refine effective instructional practices.	August 2014 - June 2017	Director of Accountability & Assessment, Teachers That Teach Technology (T3), Professional Development Center	Annual professional development needs survey will elicit interest and comfort level in the design and use of assessments to improve instruction.	Professional Development attendance reports and support logs
Provide teacher training in the use of the online assessment system (SMARTER Balanced) for Common Core State Standards Assessment.	August 2014 - May 2015	Directors of Accountability & Assessment, Directors of Elementary and Secondary Education, Professional Development Center Staff	Directors will publish a training calendar for online assessment	Training attendance reports from Professional Development System.

Objective 4b.1.3: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the two way communication goals identified in this plan.

Benchmarks:

- Year 1: By June 2015, 50% of instructional staff will participate in professional development to support implementation of the two way communication goals identified in this plan.
- Year 2: By June 2016, 65% of instructional staff will participate in professional development to support implementation of the two way communication goals identified in this plan.
- Year 3: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the two way communication goals identified in this plan.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide teacher training in the use of online system(s) for posting assignments, attendance, grades, and class resources for parents to access anytime, anywhere.	ongoing	Teachers That Teach Technology (T3), Director of Accountability & Assessment	Principals will review site level usage statistics quarterly.	Usage statistics from gradebook system and online learning management system
Train school administrators in the use of social media tools to communicate school activities.	July 2014	Public Information Officer, Teachers That Teach Technology (T3)	District administrators will review principals' use of social media tools as part of their annual evaluation.	School webpages/posts, number of subscribers/visitors
Provide parent training in the use of online communication tools and educational learning resources.	ongoing	Parent Center staff, Technology Teacher on Special Assignment	District Technology Committee will review usage statistics and parent feedback annually in October.	Usage statistics of parent portal/systems, Parent Technology Survey

Objective 4b.1.4: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the ethical use and Internet safety components of this plan.

Benchmarks:

- Year 1: By June 2015, 85% of instructional staff will participate in professional development on the use of keystone lessons selected to address safe and ethical use in grades 3-12.
- Year 2: By June 2016, 85% of instructional staff will participate in professional development to support implementation of the ethical use and Internet safety components of this plan.
- Year 3: By June 2017, 85% of instructional staff will participate in professional development to support implementation of the ethical use and Internet safety components of this plan.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
All teachers and administrators will complete online Copyright Infringement training.	August 2014, within 2 months of employment for new hires	Site Principals, Director of Risk Management	Site principals will monitor completion reports	Online Professional Development System reports
Provide online training and information for teachers on ethical use issues, including information on recent trends.	yearly in August, ongoing as new issues arise	Coordinator of Professional Development, Teachers That Teach Technology (T3)	District Technology Committee will review progress and provide feedback on teachers' needs.	Training reports, communication logs, DTC minutes
Provide online training and updated information for teachers and administrators on Internet safety issues.	yearly in August, ongoing as new issues arise	Director of Risk Management, Teachers That Teach Technology (T3)	District Technology Committee will review services and information provided and identify areas of need.	Training and communication logs
Provide professional development opportunities for teachers on the use of online research databases, strategies for validating sources, and citation tools.	ongoing	Coordinator Professional Development, Teachers That Teach Technology (T3), Librarians	Site grade level teams will review student work products for evidence of quality resources and appropriate citations.	Training attendance reports, usage statistics for online trainings, usage statistics for research databases

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

The Coordinator of Professional Development will be the primary person responsible for monitoring the Professional Development component of this plan, in collaboration with the Assistant Superintendent of Educational Services, Directors of Elementary and Secondary Education, Director of Accountability & Assessment. Results of a bi-annual analysis in November and April each year will be used to modify the program and improve professional development resources. The district's progress on this component of the plan will be shared with stakeholders through an annual report to the Board of Education in May/June each year.

Process	**Person Responsible**	**Timeline**
Teachers and administrators will complete the MVUSD Annual Technology Survey indicating their technical and instructional skill level for various technologies and topics.	Site Principals, Teachers That Teach Technology (T3)	Annually in March/April

Review training attendance/completion reports from the Professional Development System, disaggregated by goal and school site.	Site Principals, Director of Professional Development	Bi-annually in October and February
Conduct Professional Development Needs Survey to elicit feedback and modify professional development opportunities and resources to meet teachers' needs.	Director of Professional Development Center	Annually in August
Provide in-depth feedback on professional development needs.	Educational Technology Committee, Principals' Council	Ongoing

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 of the plan.

5b. Describe the technology hardware, electronic learning resources, 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.

NETWORK INFRASTRUCTURE

Wide Area Network

5a. The Moreno Valley Unified School District's uses a high speed fiber optic network provided by Sunesys to connect all school sites back to the District Office. Each fiber connection provides bandwidth of at least 1Gbps. Both data and telephone communication services share the connection.

5b. The Moreno Valley Unified School District is looking to support additional bandwidth requirements needed for Common Core (CCSS), Smarter balanced, cloud based systems, centralized backup/disaster recovery, and IP video distribution to share the fiber connection from the District office to all schools. Additional bandwidth up to 10Gbps will be needed to support the additional bandwidth requirements.

5a. A Dedicated 1Gbps ISP circuit is located at the central district office (CEC) allowing Internet access for the all school and administrative sites. All web based Internet requests are filtered at the central office according to District policy and fulfilled by a web proxy server, thus leaving a record of all web traffic. All other Internet and non-local intranet traffic is also routed back to the central office where centralized network and technology-based curricular resources reside.

5b. The District goal is to increase bandwidth of the ISP connection to 10 Gbps.

LOCAL AREA NETWORK

5a. The Moreno Valley Unified School District uses switched Ethernet, Fast Ethernet, and Gigabit at each of its sites to provide network connectivity to educational and business resources. All sites use TCP/IP as their primary LAN protocol. All of the schools are using a Gigabit backbone to interconnect switching devices, and a few locations are connecting via 100 Mbps fiber connection. All connections are configured to the districts standard VLAN, subnet, DHCP and layer-three switching plan.

5b. The District goal is to provide 10 Gbps between all switched devices and to upgrade the switching devices currently in place so that we may offer Gigabit access to Gigabit capable desktop computers, wireless access-points, and Power-Over-Ethernet (POE).

WIRELESS LOCAL AREA NETWORK

5a. District has implemented a new wireless network to support the Common Core classroom, Smarter Balanced, and Bring Your Own Device (BYOD) initiative. The wireless network supports the density and security in which every student in every classroom has an Internet connected device. BYOD allows students and staff to bring their own laptops, tablets, and other mobile devices and connect them to a secured, filtered network provided by the District. The new network supports the newest 802.11ac wireless technologies also known as "Gigabit Wireless." This allows classes full of students with wireless devices to stream High Definition videos, access online resources, and most importantly, take the new Smarter Balanced Assessments which are administered completely on electronic devices. All wireless access are controlled and secured by the District using Wireless LAN Controllers (WLCs) and Network Access Controllers (NACs). This allows the District to apply requirements to devices connecting to the network making sure they have the most up to date Virus definitions and checking to see if they have any malicious software.

5b. Future plans for the wireless network are to expand wireless coverage to all internal rooms and offices and to provide access to the wireless network outside in commons and stadium areas.

DISTRICT PHONE SYSTEM

5a. Moreno Valley USD has implemented and standardized in a centralized Mitel telephone communication system throughout the district. Each site has a Mitel 3300 PBX/voice mail system. High speed fiber connection joins each school site with the District office that contains three centralized Mitel 3300 PBX switches. All outgoing calls are routed to PRI's located at the central office. The Mitel 3300 are all capable of running voice over IP.

5b.The District goal will be to implement VOIP handsets to replace the analog and digital phones and to integrate voice-mail with email for all school sites. The District will integrate the Mitel Voicemail with Office 365 email system.

NETWORK SERVERS AND APPLICATIONS

5a. In order to better integrate the management of our network clients and resources, Information Systems has implemented a Microsoft Windows 2008 Active Directory network operating system. This system allows us to create and manage users and their respective network privileges in a centralized and logical manner that is both intuitive and extensible. Each district has several domain controllers and directory data is replicated though-out the enterprise. User and computer accounts created in Active Directory contain general user/computer information, provide for the

creation of a Microsoft Exchange mailbox, and allow for the linking groups of computers and/or users to specific security and management policies. Through the use of Group Policies, individual users and computer settings are manipulated so that the user experience is simplified and the management of clients is streamlined. The system administration of user accounts and computer accounts is now easily managed through the use of scripting technologies such as WMI, ADSI, and VBScript.

5b. The District's goal is to add more Active Directory servers to our environment to support our growing environment. By the 2014-2015 school year, the District plans on upgrading to an Active Directory 2012 environment.

NETWORK SECURITY

5a. Information Systems/Technology has made it a priority to provide secure Internet access and network services to all staff and students within the school. Network security is provided through the creation of staff and student Internet accounts, Active Directory and group policies, web filtering and monitoring, and next generation firewalls. Information Systems/Technology uses a next generation firewall to provide secure Internet access. This next generation firewall monitors all traffic both into and out of our network and provides us with granular control of what applications are allowed to communicate out to the Internet. This firewall also monitors traffic to protect our network from malicious software, phishing sites, known attackers, and other unwanted traffic both inbound and outbound. To keep with the rapid growth of the Internet, the district uses an enterprise level web filter which has categories of websites updated in real-time as they are categorized by our web filtering vendor. Email spam filters are used to monitor and control spam email from the Internet.

Information Systems has implemented an enterprise Intrusion Prevention System to improve network security. This system will protect the district electronic resources by monitoring data traffic and protecting network resources and infrastructure against the entire spectrum of known, zero-day, and hacking attacks.

5b. The District goal will be to upgrade the existing security and filtering systems to meet the speeds needed in a high speed fiber network for both the District Intranet and Internet.

DISTRICT STAFF E-MAIL COMMUNICATION SYSTEM

5a. Information Systems/technology was responsible for the deployment and maintenance of a district-wide Exchange E-mail system. This is providing electronic mail services to over 4000 district employees and the number of accounts will continue to grow. The District uses Exchange 2007 to provide services such as a global address list, shared calendars, Internet Email, and public folders. Information Systems is providing training to all district employees in the use of these features. Moreno Valley Unified School District is using Microsoft Outlook as the Email client. E-mail can also be accessed using a common Web browser like Microsoft Explorer. Information Systems provides the software and have performed routine upgrades.

5b. The District will be migrating staff email accounts from on-premise Exchange 2007 to the Microsoft Cloud Service known as Microsoft Office 365. This will greatly increase the per-user mailbox size by allowing each staff member to maintain mailbox sizes up to 50 GB.

CLOUD COMPUTING FOR STUDENTS (STUDENT EMAIL & STORAGE)

5a. The District provides students in grades 3-12 with their own email account in a Microsoft Office 365 cloud environment. This provides the students with a safe, controlled environment to communicate with their peers and with their teachers. The Office 365 environment allows the students upwards of 50GB of storage for their email. In addition to their email, students are offered a SkyDrive Pro account which allows them to store an additional 25GB of files. SkyDrive Pro also provide the students with an online version of Microsoft Office called Office Web Apps. This allows students to create Microsoft Word, Excel, and PowerPoint documents in their web browser without the need of an installed Microsoft Office instance.

5b. The District goal is to expand the use of student email and digital lockers with all students and to increase usage for all staff and students in electronic document collaboration.

WEB SERVER AND SERVICES

5a. Information Systems/technology continues to realize the importance of delivering information on the Internet through the use of Web technology. The District uses Edlio content management ASP solution to provide web services for the district and community. The District also provides its own secure web server to extend its web services.

Information Systems/Technology has provided an Intranet web site and SharePoint site expanding the district capabilities to exchange electronic information between staff members. These web sites have increased efficiency and provided cost savings to the district by providing an alternative solution to high printing costs. Electronic information will be accessible quickly and efficiently from any location in the district that has network access. Departments, teachers, and administrators have been able to share curricular information.

Moreno Valley USD hosts a web server version of Moodle which is available to all K-12 sites. With these powerful tools, teachers can create online courses, post announcements, calendars, tasks, grades, and store important curricular documents. Students can access information in their profile from any Internet connected computer and take tests and quizzes, upload electronic documents, view PowerPoint presentations or video clips shared by the teacher. Recognizing the powerful curricular advantages of these tools, MVUSD will promote its use throughout the district. Both curriculum and technical mentors will be recruited to create grade-level specific content to be shared among peers.

Web Resources**:** MVUSD acknowledges the need to have strong school to home communication and technology's important role in this communication in order to support the k-12 learner. A vast array of information is available on the District's web page, www.mvusd.net, to help parents and

the public keep informed and to make contact with the right persons. Such information includes: district and site maps, bell schedules, links to school websites, testing data, Accountability Assessment and School Report Card, registration procedure and information, adult education, and school board contact information. The web page also includes access to district email, teacher and student generated web pages, and an increase in the number of listed curriculum links. School teachers participating in the Digital Math Program are posting curriculum-based web pages with additional resources for student research, school and classroom activities and parent/school communication tools.

5b. The District goal is to continue supporting and upgrading these web services. The District will be upgrading to SharePoint 2013. The District will be expanding online virtual classrooms to help with AP classes, credit recovery, and other online curriculum.

INTERNET ACCOUNTS

5a. Information Systems/Technology is providing Internet access to all students to improve student learning and increase student achievement. Before Internet accounts are granted, students and parents must sign the District's Internet Acceptable Use Policy form. Information Systems/Technology has developed a batch file program to create and move the individualized accounts and passwords for all students grades 3 through 12 as they are added and moved in the Student Information System. The District currently has over 26,000 student Internet accounts. Information Systems/Technology uses the Student Information System to track records of all students having completed the Acceptable Use Policy form. Students in grades K-2 are provided Internet access in a controlled environment using a class account.

Information Systems/Technology also provides Internet accounts for MVUSD employees. The District currently has over 3,000 staff District Internet accounts. All staff sign District employee Acceptable use Policy form before they are granted an internet account.

5b. The District's current goal is to update the account creation process to use more effective and efficient technologies and programming languages.

Accountability and Assessment Software

5a. Monitoring student achievement has been enhanced through the establishment of a web-based data warehouse called Illuminate. The database stores student background information and assessment information for all district students. The system is being expanded to include local assessment and benchmark information. Trainers and school staff have been trained in the use of the web-based interface to retrieve student assessment information. This system has rapidly altered the way that teachers are able to access and use assessment information to inform instruction. Teachers are using Activate instruction web site to post and share Common Core lesson plan and activities.

5b. MVUSD will be increasing the use of Illuminate and online testing assessment through increased training with teachers and staff. Internet connected devices will be used for online testing

for student assessment to integrate directly into Illuminate. This will act as a replacement to the current webcam test scanning system.

CHILDREN INTERNET PROTECTION ACT

5a. The recently adopted federal legislation called the Child Internet Protection Act (CIPA) has required school districts receiving federal E-Rate grant funds to become CIPA compliant. The certification of CIPA compliance involved adopting an Internet safety policy; installing an Internet filtering system; and monitoring online computer usage by minors. CIPA has established a mandatory timetable for the adoption of this Internet safety policy and the submission of a certification of compliance to the Federal Communications Commission (FCC).

In order to become compliant with CIPA, the District has done the following steps

- Developed an Internet protection policy which includes the installation of Internet filtering system and monitor online computer usage.
- Held a public hearing at which the public is given the opportunity to discuss the proposed policy.
- Submitted a certification to the FCC indicating that the District has adopted an Internet safety policy and is in compliance with the CIPA.
- Updated the district's Acceptable Use Policy to meet CIPA compliance.

5b. Continue to update district Internet safety and Acceptable Use Policies

DISTRICT WIDE BACKUP STRATEGY TO ENSURE DATA INTEGRITY

5a. Information Systems has installed the CommVault QiNetix network backup solution to provide backup and disaster recovery for the District's most important data. The system utilizes a centralized management and control server to orchestrate communications between district servers and a 46 TB disk storage array located remotely at La Jolla Elementary School. Backups are archived on a weekly basis, and older data is over-written when space is required for new backups. Volume Shadow Services are also used on all file storage servers to allow users to restore their files.

5b. The District goal is to replace the existing backup and remote storage systems with a system that is able to leverage compression and deduplication technologies, more rapid and efficient backup strategies and larger remote site storage and recovery hardware.

STUDENT INFORMATIONS SYSTEM (SIS)

5a. Moreno Valley USD maintains a comprehensive, centralized database of student information which is managed and supported through the Information Systems/Technology department. Infinite Campus is completely web based and includes a parent portal. Student records are stored and transferred electronically within the District as they progress through the K-12 environment. Student grades and report cards are electronically maintained by teacher's at all comprehensive high schools and middle schools.

5b. The District goal will be to implement an electronic grade book and report card that Common Core standards for elementary schools in Infinite Campus. The District will look at other SIS options to ensure the best system is selected for staff and students. The District is considering doing an RFP for SIS in 2014-2015. If another system is selected, an implementation process will occur during 2015-2016.

ANTI-VIRUS SOLUTION

5a. Information Systems has implemented Kaspersky Antivirus protection software on student computers, administrative workstations, and network fileservers. The software performs regular scans of system resources as well as files accessed at the workstation from any outside sources. This software helps to protect district systems from computer viruses and help to insure the computers are available for educational purposes. A centralized antivirus software management system called Kaspersky Admin kit which downloads and distributes antivirus updates to each of the client workstations on a regular basis. This centralized system also provides auditing and reporting features to assess virus detections and corrective actions that were taken to prevent virus outbreaks.

5b. The District goal will be moving to Microsoft Forefront Antivirus system and will be supporting and improving the District antivirus system as needed.

ELECTRONIC RECORD ARCHIVE

5a. Moreno Valley USD has implemented an electronic database system to store and retrieve an extensive variety of records formerly kept by paper filing systems. The LaserFiche application system allows various departments within the district to optically scan documents into a SQL database and eliminate the need to store bulky paper copies of the documents. The database includes functionality that allows staff to quickly query the database and retrieve specific records based on desired search criteria.

5b. The District goal is to expand Laserfiche to scan student records and cumulative folders at the school sites.

Parent Notification System
5a. MVUSD uses Parentlink to facilitate the communication between parents, teachers, students, staff, and community. Parentlink has the ability to mass dial and call thousands of numbers within minutes. The District uses the system for attendance dialing, emergency notifications, teacher-to-parent communication, and school-to-home communications. The system helps the District improve parental outreach efforts and enjoy the benefits of increased parental involvement.

5b. MVUSD will implement the Parentlink attendance module to utilize historical student attendance reporting for communication to parents based on student's attendance thresholds.

ENERGY MANAGEMENT SYSTEM

5a. The district has implemented an Energy Management System (EMS) that will effectively reduce energy consumption, control heating and cooling temperature levels, and shut off units when school sites are not in session. The EMS also provides a centralized method in diagnosing problems and correcting them. The district has implemented and standardized in the Automated Logic system. The EMS uses ARCNET infrastructure to connect all the air conditioning units. The EMS uses TCP/IP and the district data network to communicate back with the WebCTRL management server.

5b. The District goal is to upgrade the remaining 2 high schools to the EMS WebCTRL system.

FINANCIAL SYSTEM

5a. Moreno Valley Unified School District is fiscally independent and uses a financial system called "QSS/OASIS" provided by Quintessential School Systems (QSS.)   QSS/OASIS runs on an HPe3000 minicomputer. Fiscal Services currently accesses this financial system through a terminal emulator called "Minisoft WS92" and through a Windows-based client called "QSS Control Center" (QCC.) Information Systems directly supports the financial system software with the assistance of QSS. Information Systems provides technology support for the Fiscal Services Department.

5b. Future plans call for the migration of QSS/OASIS to the Linux platform, running on commodity hardware; and the exclusive use of QCC for accessing the financial system..

Special Education System

5a. The district is using SEIS centralized web based special education database. It handles all aspects of the special education program, from referral to delivery of services, and tracks all data to ensure that the school district is adhering to all legal requirements and timelines. It significantly reduces paperwork, checks compliance issues for each student, ensures that any missing information or timeline violations are identified, and tracks all eligible students to make sure that full funding is obtained for each. SEIS solutions enable services to be properly documented and summarized, in order to obtain reimbursement from the Medicaid program.

5b. The District will be improving the use of the SEIS centralized web base system through continued professional development.

FOLLETT DESTINY

5a. All school site libraries use Follett Destiny to manage the distribution of library materials. This system runs on centralized Windows 64 bit 2008 servers which can be accessed via a web browser by the client. Student and staff data is imported directly from the District's student information system, and library material information is provided by its respective vendor. Textbook information is also managed by Follett software. The textbook tracker module provides a means

of distributing and tracking textbooks via classes at each school site. The District is using SQL to connect Infinite Campus and Destiny to transfer student information.

5b. District will continue to support and improve the Destiny system through monitoring and continued staff development.

SERVERS

5a. MVUSD uses high-end servers to provide the following network services for staff and students: Infinite Campus, Financial systems, Curricular Software, Email, web services, Active Directory, print and file services, network management and monitoring services, DNS, network security devices, and other network resources. Windows 2012 server is currently being used as the standard server operating system. MVUSD also uses Linux operating systems to provide specific networking management tools. Information Systems has over 150 servers deployed district-wide.

The minimum-purchasing standard as of 2013-14 for high-end servers is the following:
- Dell PowerEdge Server, Dual Intel® Xeon™ E5-2640 2.5Ghz, 64 GB memory, 2x 300 GB 15K SAS HDDs

The following chart displays the district's high-end servers and application standards:

Operating System	Software Server Application
Windows 2008 Server	Active Directory Domain Controller
Windows 2008 Server	Infinite Campus Database
Windows 2008 Server	Exchange 2007
Windows 2012 Server	Staff File Server
Windows 2008 Server	Student File Server
Windows 2008 Server	Laserfiche Scanning File Server
Windows 2003 Server	Antivirus Server
Windows 2003 Server	Sharepoint 2007
Windows 2008 Server	Energy Management Server
Windows 2003 Server	OpsmanagerTelephone Management
Linux	Read 180 Server
Linux	DNS
Linux	Moodle
HP3000	QSS Financial Software

Servers Standard at each school site

High Schools and Middle Schools
- Altiris Server
- Staff application server

- Student application server

Elementary Schools
- Altiris Server
- Staff and student application server

5b. The District will continue to provide support and software upgrades on file servers at the various schools and at the district office. The District currently uses a clustered Dell solution to provide centralized file storage, and will complete the task of relocating all staff files to this storage array. The District has implemented server virtualization using VMWare and Vmotion to virtualize multiple servers. This VMWare environment will be utilized to perform necessary virtual server operating system upgrades and future virtual server creation to the extent that the VMWare environment will efficiently support.

DESKTOP COMPUTERS

5a. MVUSD has provided age appropriate technology to all students to access, process, and communicate information in accordance with California State Curriculum Standards. All students in k-12 core curriculum classrooms have Internet access and Internet capable computers at a ratio of one computer to four students.

DESKTOP STANDARDS
Information Systems has worked with all sites and the Purchasing department to standardize district computer and technology hardware systems. This will improve the district's position to provide technology support and computer deployment in an efficient and cost-effective method.

The minimum-purchasing standard as of 2014 for district PCs is the following:

- Desktop – to Lenovo ThinkCentre M72E I3-3220 processor, 500GB Hard Drive, 4GB RAM, with a 22" LED monitor

- Laptop – ThinkPad E431 Laptop 14" Screen I3-3120M processor, 320GB Hard Drive,4GB RAM, 14" screen

- Student devices – Windows 8 tablet device running Intel processors with hard wired keyboard, Chromebook device, iPads, and Android devices.

- Refurbished student computer – Intel i-3 processor with 4GB RAM, 500GB Hard drive, 19" monitor

These technology standards will be reviewed and revised yearly or as technical advances warrant. Currently desktop and laptop computers are purchased with a three year warranty. Depending on technological advancement, and available funds, obsolete equipment will be replaced and minimum supported hardware will be raised with review. Computers that cannot run the district

standard software will be considered obsolete. The hardware budget table in section 6.c. estimates the total number of computers needed to meet the district computer to student ratio with district standard desktops. The ability to attain this ratio is contingent on availability of district and site funds.

5b. The district will be looking to implement one-to-one computing to support Common Core/Smarter balanced and bringing interactive digital text books to the students. The District has implemented a robust wireless network to support one-to-one computing in all the classrooms. The district is evaluating various tablet/pad computing devices for students. The District will be at 1:1 student to computer ratio. The District will be looking at moving technology services to cloud computing. This could include Desktop operating system, educational applications, email services, and file storage. The district will be implementing Virtual Desktop Infrastructure (VDI) where staff and students will be able to access their desktop applications from any network computing device from the Intranet and Internet.

District Public Access Television Channel
5a. Moreno Valley USD shares a public access channel with Val Verde Unified and has established its Automated Master Control Playback System for "MVEd-TV" channel 16 on Adelphia cable and Verizon FIOS channel 38 which serve Moreno Valley & Perris. The district goal is to provide educational and informational programming in English and Spanish, and provide an opportunity for our students to learn and work in a professional "broadcast" environment, and create programs for community viewing, exemplifying their technical and creative skills.

5b. MVUSD will increase programming and student involvement on the district public access channel to improve communication with the Moreno Valley community.

SOFTWARE STANDARDS
5a. To increase efficiency, standardized software and operating system images have been developed by Information Systems, the site technology representatives, and the computer vendors. By following the district educational software standards, site-specific loads are created to ensure that staff and students have access to secure computers that enhance the educational process. These standards increase Information Systems/Technology ability to provide technology support and troubleshoot any software and hardware related problems.

MVUSD school district has deployed over 13,000 desktop computers over the last several years. Given the large number of systems in the district and the ages associated with them, MVUSD has a wide range of software installed. Current standards for desktop software and applications in the district are listed in the following table.

Operating Systems	Applications	Web Subscription
Windows 8 Pro	Infinite Campus	Ticket to Read
Windows 7 Pro	Read 180	Illuminate
	Microsoft Office 2010/2013	netTrekker

	Filemaker Pro	Discovery Learning
	Imagine Learning	Envision Math
	Adobe Professional/Photoshop	Encyclopedia Britannica
	CCC Successmaker	Accelerated Reader/Math
	Inspiration	SEIS
	QSS	Apex
	Moodle	K12/Aventa (Fuel for Education)
	ESGI	Edmodo
		Study Island

5b. MVUSD will expand the use of ELR as a tool to improve student learning; e.g., Digital Curriculum, Edmodo, Read 180, Imagine Learning, Discovery Streaming, Encyclopedia Britannica, netTrekker, Accelerated Reader, Accelerated Math, Plato, SuccessMaker, Scholastic, and graphic organizers. The District is looking to centralize all electronic resources using web based technology to help support learning at all school sites.

Nutrition Services Systems
5a. The Nutrition Services software package is eTrition by Harris Software Solutions. This system is a web-based hosted subscription service maintained by Harris Software Solutions. .

5b. MVUSD will be expanding the use of the eTrition system through increased professional development and system upgrades.

Security Camera System
5a. The District currently has analog based security cameras at several locations. Each system is driven by a DVR and are not centralized.

5b. The District is in the process of implementing a centralized security camera system using IP technology to increase safety student safety at all our high school campuses. MVUSD will deploy IP digital cameras, centralized storage devices to store captured videos, and centralized IP security camera management software.

Virtual Classrooms
5a. The District has an Online Academy School called Moreno Valley Online Academy (MVOA). The school serves students through the grades of K-12. Moreno Valley Online School provides supportive and nurturing instruction that empowers students to be socially responsible individuals and career-oriented learners both academically and technologically. Students are encouraged by a dedicated staff to acknowledge the rights, responsibilities, and respect of self and others.

The district is offering online classes for credit recovery at all high schools. The District is using Fuel for Education (K12/Aventa) and Apex.

5b. MVUSD will be expanding virtual classrooms to students for credit recovery, AP classes, and other online curriculum. These virtual classrooms will be used to increase the learning opportunities for students.

Online forms
5a. The District currently uses Formatta and SharePoint for online forms to move to a paperless environment.

5b. The District is planning on increasing the capabilities of online forms technology and expanding the move to a paperless environment. MVUSD will be increasing its abilities with SharePoint Services, Laserfiche forms, the online board agenda, requisition routing for purchasing, and other online technologies. This will improve and streamline the educational and business practices of the District, allow quicker access to electronic information, and provide cost savings in printing.

Digital Classrooms
5a. The District uses 21st century digital classroom tools in the classrooms for student engagement. These tools include projectors, document cameras, SMART Boards, Internet connected devices, SMART student responders, tablet devices, and wireless slates. The District has currently over 600 digital classrooms.

5b. MVUSD will be increasing the number of digital classrooms.

IP Video streaming and Video Conferencing
5a. The District currently uses various analog based video distribution system at the schools. This system is typically located in the library data closet.

5b. The District will be implementing a VBrick IP based video distribution and streaming system and a Cisco Telepresence (video conferencing) that will allow schools to broadcast and receive educational and communicative videos into the classrooms using the IP network. The system will tie in with the local television cable system and allow streaming of television broadcasts. The Cisco video conference system will allow staff and students to collaborate and communicate in a collaborative global environment.

Technology Support for School Sites
5a. Information Systems/Technology currently has 13 technology technicians and 1 Audio\Video Technician, technicians dedicated to providing on site technology support for teachers, students, and administrative staff. One technician has been allocated to each comprehensive high school to address the increasing educational technology requests. The other technicians handle technology work order requests at the sites in the order that they are submitted into the district technology work order system. Information Systems also provides dedicated SIS support with specialized trained technical staff. Two technology clerical staff provide technical helpdesk support, web development, user account creation and maintenance, providing acceptable use policy support, SIS support, and financial system check processing. The Network Manager and Systems Administrators handle upper level network administration, Wide Area Network, network security,

and high-end server incidents. Information Systems is under the auspices of the Director of Technology.

Technical support at the school sites will be managed through an improved help desk, SCCM, and on-site support. Additional staff will be added as necessary and as funds are made available. Computer to Technician ratio is currently 846:1.

5b. As the district continues to grow and new school sites are built, additional staff will be added as needed. The District is looking at adding an additional 6 IT analysts and two Teachers That Teach Technology (T3).

Technical Support Help Desk
5a. Information Systems/Technology is currently using an open source web based database system GLPI to track work order requests received from the various schools and support sites. The helpdesk system uses a web interface that allows sites to search and see details and status of work orders. The system integrates with the email server and allows work orders to be submitted via email. GLPI is integrated with OCS inventory NG for asset management of computers, network electronics, and SMART technologies.

5b. Information system will upgrade the system and increase functionality as needed for growth.

5c.   List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Projects	Projected Completion update	Estimated Cost
Wide Area Network ISP upgrade to 10 Gb	Year two (July 2015)	Monthly $3,800
Local Area Network Infrastructure	Year one (June 2015)	$300,000
Cloud Computing for students	Year one (June 2015)	$0
Web Services (SharePoint)	Year one (June 2015)	$0
Wireless LAN Infrastructure	Year one (June 2015)	$300,000
Cabling Infrastructure	Year one (June 2015)	$300,000
District-wide Backup Strategy/Servers	Year one (Aug 2014)	$560,000
Student Information System	Year one (June 2015)	$0
Student Information System	Year two (June 2016)	$500,000
Student Information System	Year three (June 2017)	$280,000
Anti-Virus Solution	Year one (Sept 2014)	$0
Electronic Record Archive	Year one (June 2015)	$500,000
Energy Management System	Year one (June 2015)	$300,000
Energy Management System	Year two (June 2016)	$300,000
IP video distribution services	Year one (June 2015)	$5,000
IP video distribution services	Year two (June 2016)	$2,700
IP video distribution services	Year three (July 2017)	$2,700
District Financial System	Year one (June 2015)	$30,000
District Financial System	Year two (June 2016)	$30,000
Security Cameras	Year one (June 2015)	$600,000
Security Cameras	Year two (June 2016)	$600,000
Security Cameras	Year three (June 2017)	$600,000
Blended Online Learning	Year one (June 2015)	$100,000
Online Forms	Year one (June 2015)	$60,000

Digital Classrooms	Year one (June 2015)	$600,000
Digital Classrooms	Year two (June 2016)	$600,000
Digital Classrooms	Year three (June 2017)	$600,000
IP Video Streaming and Video Conferencing	Year one (June 2015)	$100,000
IP Video Streaming and Video Conferencing	Year two (June 2016)	$100,000
PBX upgrade	Year one (June 2015)	$70,000
Gradebook/report card for elementary	Year one (August 2015)	N/A
Implementation of 1:1student computers/tablets for CCSS	Year one (June 2015)	$6,000,000
Implementation of 1:1student computers/tablets for CCSS	Year two (June 2016)	$6,000,000
Implementation of 1:1student computers/tablets for CCSS	Year three (June 2017)	$6,000,000

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Information Systems/Technology Department works closely with the Educational Services Division to support implementation of infrastructure, hardware, technical support, and software in support of teaching and learning. The department administrators will continue to meet regularly to discuss progress and modify plans as needed. The inventory of Instructional Technology (computers, peripherals, software) will be updated in October each year by InfoSys Department and school administrators, then shared with the Educational Technology Committee, Principals, and Extended Cabinet. The Director of Information Systems/Technology will report progress to Superintendent's Extended Cabinet and Principals' Council on a bi annual basis. Stakeholders will also be informed through presentations at School Board meetings regarding the district investments and outcomes in educational technology.

6a. List of established and potential funding sources.

General Fund

General Fund supports the plan through salaries of certificated and classified employees, hardware and software purchases and technical support.

E-Rate

The Educational Rate, or E-Rate, Program is a program under the auspices of the Federal Communications Commission (FCC), which provides special discounts to K-12 educational entities for the development of networks and classroom connectivity. When approved, discounted rates are applied to telephone service, Internet access, cabling, wiring and certain communications hardware, software and services required providing this connectivity. Educational entities seeking funds are required to apply for funding annually. E-Rate Supplemental Technology Plans will be completed prior to submission of form 470 each year and retained for five years following delivery of services.

California TeleConnect Program Fund

The California TeleConnect program is a California state program which provides discounts to K-12 education similar to the federal E-Rate program.   It provides discounted telecommunications services for qualifying schools, libraries, hospitals, and community-based organization

Federal Categorical

Each school site submits a technology use plan in its site plan that defines its Professional Development, technical support, maintenance, software, and hardware acquisition. All plans must comply with and support the District Technology Plan.

Local Accountability Funding Formula (LCFF)

The 2013–14 budget package replaces the previous K–12 finance system with a new Local Control Funding Formula (LCFF). LCFF creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012–13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA equivalent to $7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Provides an adjustment of 10.4 percent on the base grant amount for kindergarten through grade three (K–3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 percent on the base grant amount for grades nine through twelve.
- Provides a supplemental grant equal to 20 percent of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007–08 state funding levels (adjusted for inflation) and also guarantees a minimum amount of state aid to LEAs.

Common Core State Standards (CCSS) Implementation Funds

The District received 6.8 million in new state funding to support the shift to the Common Core academic standards. These funds will be used to train teachers, buy new materials, and purchase technology to help schools adapt to the new Common Core State Standards (CCSS) and the Smarter Balanced Assessment Consortium (SBAC), which are designed to provide all students with the deeper learning, critical thinking, and other skills they need to prepare for college and a career. The SBAC is developing a system of online, computer adaptive summative assessments, optional interim assessments, formative resources and tools, professional development resources, and an online reporting system that will allow educators to readily access information regarding student progress toward the standards. SBAC assessments will assess all students except those with significant cognitive disabilities. These funds will help implement the integration of Common Core Standards through technology-based instruction including devices and infrastructure. Also, devices and infrastructure to support computer-based assessments.

Microsoft K-12 Voucher Funds

There will be a next round of Microsoft K-12 Voucher Funds starting in March 2014. The vouchers are made available through the Settlement Agreement and will be used to assist the District with implementing and supporting education technology that fosters effective teaching and promotes student achievement in the eligible schools that serve students in grades kindergarten through twelfth grade.

The district will provide ongoing support and services to eligible sites to assist them in achieving their objectives as set forth in the district technology plans. Support and services will include standards in the proper redemption of eligible products and services, professional development and technical support.

Volume Hardware Purchasing Discounts

MVUSD secures volume discounts through Dell Computers, Inc. and Insight Systems.

Volume Software Purchasing Discounts

MVUSD secures volume discounts through Microsoft, CDWG, Dell, and Lenovo and through the services of C-SMART.

6b.   Estimate annual implementation costs for the term of the plan.

Budget Code	Year 1	Year 2	Year 3	Justification for Expenses
1000 *Certificated employees*	206,917	206,917	206,917	LCCF and CCSS funds will be used for certificated employees in technology staff development for technology needed in Common
2000 *Classified employees*	1,838,515	1,838,515	1,838,515	Information Systems/Technology Classified, Administrative, and Clerical Staff.
3000 *Employee Benefits*	718,675	718,675	718,675	
4000 *Materials & Supplies*	2,552,949	2,552,949	2,552,949	LCFF and CCSS fund software manuals, office Supplies, training materials, minor repairs to equipment, forms, software packages, and instructional supplies. Microsoft K12 voucher funds are for SCA approved software subscriptions, hardware and software.
4000 *1:1 Device program for students*	4,800,000	4,800,000	4,000,000	LCFF and CCSS funds will be used to implement a 1:1 device program for students.
5000 *Other Services & Operating Expenses*	1,101,174	1,683,060	1,501,000	LCFF reflect projected E-Rate rebate, phone and telecommunications services, matching funds, maintenance contracts, software licensing, and other operating expenditures. Microsoft K-12 voucher funds are used for SCA approved contracted services and web-based subscription services.
Total	$11,218,230	$11,800,116	$10,818,056	

6c.   Describe the district's replacement policy for obsolete equipment.

Technology standards will be reviewed and revised periodically. Currently desktop and

laptop computers are purchased with a three year warranty. Depending on technological advancement, and available funds, obsolete equipment will be replaced and minimum supported hardware will be raised with review. Computers that cannot run the district standard software will be considered obsolete. The following hardware budget table estimates the total number of computers needed to meet the district computer to student ratio with district standard desktops. The ability to attain this ratio is contingent on availability of district and site funds.

Software	Projected Costs		
	Year One	Year Two	Year Three
Supplementary Software for adopted texts	Included in price of new text adoption	Included in price of new text adoption	Included in price of next text adoption
Moodle	No Cost	No Cost	No Cost
Illuminate Student Benchmark Assessment/Accountability/Atte ndance	$180,000	$180,000	$180,000
Online blended learning software	$200,000	$200,000	$200,000
Electronic Learning Resources	$300,000	$300,000	$300,000

 * Projected costs include 25% training and support

Computer Budget and	Elementary Total computers/devic es	Elementary Computers/devic es to be purchased	Secondary Total compute rs	Secondary Computers/devic es to be purchased	Cost *
Year One 3:1 Ratio	6000	6000	6000	6000	$4,800,000
Year Two	12000	6000	12000	6000	$4,800,000
Year Three	16,000	4000	18,000	6000	$4,000,000

 * Cost is based on $400 per Internet capable device (laptop, Chomebook, tablet), which includes OS, Antivirus licenses, peripherals, standard district software load.

 6d.   Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

All technology expenditures are under the strict auspices of Business Services after approval by the Director of Information Systems/Technology. Independent audits are conducted annually and

oversight on all spending takes place through the financial mechanisms set up to safeguard district finances. The governing board maintains oversight on technology expenditures with input from stakeholders and financial advice from Business Services. Technology budgets change rapidly due to the nature of technological advances. Infrastructure and large purchases are approved through a procurement process and competitive bidding under the watchful eye of the district fiscal committee made up of stakeholders from Administration, Certificated, and Classified staff.

Information Systems Director, Project Specialists, and network managers belong to an active network of professional organizations that provide expertise in federal, state, and grant funding sources to supplement ongoing programs in technology.

Budgets are estimates at best and are monitored and adjusted monthly to ensure efficiency and provide direction on district identified goals.

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

Information Systems, Accountability & Assessment, and Professional Development departments will work with Business Services and Educational Services Divisions to review instructional issues and the progress of the adopted Technology Plan and involve other stakeholders on an as needed basis (site principals, department heads, and others) to ensure that the plan is effective based on listed evaluations, timelines and benchmarks. Careful monitoring of critical data gathered at specified times will ensure compliance with the stated goals and objectives.

- Technical needs will be updated by the Information Systems Department.
- The Directors of Elementary and Secondary Education will inventory curricular resources.
- The Educational Services Department, Accountability & Assessment, Professional Development Center will evaluate progress on curricular and professional development goals
  - using criteria outlined in the district local educational agency (LEA) plan
    - student achievement data
    - graduation rates
    - college A-G requirement completion rates
  - as well as technology specific evaluation instruments identified in this plan
    - student technology surveys
    - training calendars
    - site administrator input
- The District Technology Committee will meet regularly to discuss implementation issues.

A yearly summary report with recommendations will be developed by Educational Services Division and Information Systems/Technology Department, submitted to Cabinet for review, and shared with stakeholders via the local school board meeting and district website. Revisions to this plan will be made available online.

7b. Schedule for evaluating the effect of plan implementation.

Key evaluation activities will occur as follows:

Evaluation Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Site Level PLCs (with focus on pacing guide implementation)	X	X	X	X	X	X	X	X	X	X	X
Classroom Observations	X	X	X	X	X	X	X	X	X	X	X

District Writing Assessments			X				X				
Smarter Balanced CAASPP								X	X	X	X
Staff Technology Survey										X	X
Student Technology Survey										X	
Parent Technology Survey			X								
Professional Development Survey		X									
Instructional Technology Inventory	X					X					X
District Technology Committee reviews data		X	X	X		X	X	X	X	X	

The process outlined above will provide ongoing monitoring and evaluation of the plan. Site level PLCs, district curriculum, Cabinet, and School Board meetings will provide avenues for continuous feedback among stakeholders. Frequent collaboration between the Educational Services and Information Systems/Technology Departments will continue to ensure timely evaluation of data and modifications to the plan. A formal evaluation will occur annually through a report to the School Board.

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

Evaluation data will give direction and guidance to the District Superintendent in making recommendations for program modifications for the coming year(s). Formal reports will be made to the District Technology Committee and Board of Education annually, and comments and feedback will be solicited from business and community contacts.

8. Collaborative Strategies with Adult Literacy Providers

Needs:

According to the October 2013 CBEDs, API data, and free and reduced lunch data, the average adult population in Moreno Valley has graduated from high school and has some college experience. However, there are some populations served by various schools that fall below the district average. Many schools serve areas where the average adult population education level has less than a high school education. The needs of these populations vary from poverty to the lack of Basic English language skills.

Current Adult Literacy Providers:

Within the boundaries of MVUSD, adult literacy needs are served through a variety of agencies. Several MVUSD schools provide English classes for adult learners as well as basic computer literacy classes for parents and community members at site labs during after-school hours. MVUSD Adult Education provides classes in basic literacy, GED preparation, ESL, and several specialty areas such as technology literacy, job interview skills, and parenting. Basic math and language, business, and technical courses are offered on-line through coursesonline.com at Moreno Valley Community Adult School. Riverside County Regional Occupation Program (ROP) offers classes in a variety of job and life skills in collaboration with MVUSD, including technology skills such as basic word processing, home budgeting with spreadsheets, resources on the Internet, and MOUS certification. Additional adult literacy services are provided by the county library, and Housing and Urban Development (HUD). These agencies generally provide basic reading instruction and General Education Development (GED) preparation.

Collaboration:

Many facilities and labs are used by K-12 students during the traditional school day, and used by Adult Education and CTE courses to utilize technology during after school hours. In addition, MVUSD is committed to pursuing funding opportunities such as the 21st Century Community Learning Center Grant and Community Technology Centers Grant that will enable us to leverage resources and expand our ability to serve the adults in our community.

The Moreno Valley Unified School District is currently building capacity to produce and broadcast television content and is already providing limited content to the community. We are in a collaborative relationship with Val Verde Unified School District and share the 24 hour local cable Channel Sixteen in which we will provide up to 12 hours in programming to the community. We believe this will open up new avenues for us to host a variety of literacy instruction programs aimed at adults in the community. As a component of our ongoing evaluation and modification procedures, adult literacy providers will be involved with particular emphasis on expanding the role of existing school resources such as computer labs for use by literacy providers.

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

California ICT Digital Literacy Leadership Council. "Digital Literacy Pathways in California." *California Technology Agency*. **State of California, n.d. Web. 10 Apr. 2012. <http://www.cio.ca.gov/Government/Publications/pdf/Digital%20LiteracyMaster_Final_July_2010.pdf >.**

"The overall purpose of the California ICT Digital Literacy Policy Statement and Action Plan is to ensure that learners of all ages are successful content creators and users of technologies that foster the sharing, gathering and interpreting of information, ideas and texts central to active and effective participation in society. Implementation of the policy and plan will support the needs of California's workforce that are critical to a thriving and robust 21st Century economy. The California Department of Labor, in its report on *Information & Communications Technologies in California* (September 2009) estimated growth in employment of nearly 40% in computer systems design and related services, a direction that accounts for almost one-fourth of all new jobs created in California over the next five years."

In alignment with this state vision, MVUSD's vision provides a technology-rich learning environment focused on preparing students for college and careers in today's technological society. Over the next three years, Moreno Valley will increase access to technology, strengthen career and technical education programs, and emphasize real-world tasks in core content area classrooms.

Cash, Richard M. *Advancing differentiation: thinking and learning for the 21st century*. **Minneapolis, MN: Free Spirit Pub., 2011. Print.**

Differentiation is critical to student success and providing a relevant and rigorous educational program for all students. This book defines the essential elements of a differentiated curriculum and the pros and cons of using technology to support them. Specific strategies are offered for designing success through autonomy, creative thinking, problem solving and decision-making.

The technology-based learning activities embedded in content area pacing guides will use strategies from this book. Likewise, professional development will support teachers in implementing these strategies.

"Common Core State Standards Initiative | The Standards." *Common Core State Standards Initiative | Home* **. N.p., n.d. Web. 10 Apr. 2012. < http://www.corestandards.org/the-standards >.**

Common Core State Standards for grades K through 12 in English Language Arts and Mathematics have been identified and were adopted by the state of California in 2010. These standards outline grade level expectations necessary to achieve college and career readiness. A heavy emphasis is placed on integrating the use of technology throughout the grades for research, communication, collaboration, modeling, and analyzing data.

Implementation of the Common Core State Standards is a primary focus for Moreno Valley USD. The curriculum objectives outlined in this plan focus on using technology to support a rigorous academic program. Content area pacing guides will align technology applications to standards-based instruction. Students will use a variety of technologies for research, productivity, and communication.

"ISTE | NETS Standards." *National Educational Technology Standards* **. International Society for Technology in Education, n.d. Web. 10 Apr. 2012. < http://www.iste.org/standards.aspx >.**

ISTE has outlined standards for students, teachers, administrators, coaches, and computer science teachers. Standards for students focus on creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, and decision making, digital citizenship, and technology operations and concepts. Teacher standards focus on facilitating and inspiring student learning and creativity, designing and developing digital age learning experiences and assessments, modeling digital age work and learning, promoting digital citizenship, and engaging in professional growth. Administrator standards address visionary leadership, digital age learning culture, excellence in professional practice, systemic improvement, and digital citizenship.

These standards are reflected in the curriculum and professional development goals and objectives outlined in this plan. Learning experiences will be enriched through the use of modern and innovative technologies, building students' technology and information literacy skills K-12. Professional development will strengthen technical and pedagogical skills and leverage technology to support professional learning communities and responsive teaching based on data analysis.

Jacobs, Heidi. *Curriculum 21: Essential Education for a Changing World* **. Alexandria, Va.: ASCD, 2010. Print.**

This book identifies key areas for redesigning education for the 21st Century. It emphasizes the need for new approaches to content and assessment, rethinking program structures, transforming teaching with technology, and developing media literacy and global perspectives.

MVUSD will take several important steps toward redesigning education including establishing grade level expectations for technology use, increasing access to virtual and blended learning environments, and creating open access networks to support use of personal devices for learning.

Jones, Rachel, Christine Fox, and Douglas Levin. "National Educational Technology Trends: 2011." *2011 National Trends* **. State Educational Technology Directors Association, n.d. Web. 10 Apr. 2012. < http://www.setda.org/c/document_library/get_file?folderId=6&name=DLFE-1302.pdf >.**

This report outlines trends and recommendations for educational technology. It focuses on 4 key strategies: building a 21st century infrastructure for equity, innovation, and improvement; supporting educator effectiveness; developing and scaling innovative learning models; and preparing all students for college and 21st century careers. Required elements for each of these key strategies are also detailed in the text.

Consistent with the recommendations in this report, MVUSD will upgrade infrastructure, improve interoperability of systems, align technology use to content standards, and use high-quality assessments. Educators will be supported through ongoing professional development and

coaching, professional learning communities, and effective resource management. Students will have access to online and blended learning opportunities, and experience a curricular program focused on developing college and career readiness for today's technology-rich society.

Pitler, Howard. *Using Technology With Classroom Instruction That Works* **. Alexandria, Va.: Association for Supervision and Curriculum Development; 2007. Print.**

This book highlights ways to integrate new and familiar technologies into research-based instructional strategies. It highlights nine specific strategies that have been proven to positively impact student achievement and provides guidance on planning technology-enhanced lessons aligned with national standards.

These research-based strategies have been a focus for MVUSD's educational reform efforts. This plan applies the use of technology to support these strategies including use of software for nonlinguistic representations and graphic organizers, communication tools for effective feedback and cooperative learning, and extended learning opportunities through technology.

"Smarter Balanced Assessment Consortium." *Smarter Balanced Assessment Consortium* **. N.p., n.d. Web. 10 Apr. 2012. < http://www.smarterbalanced.org/ >.**

This website provides up-to-date information on Common Core Assessments that are scheduled for implementation in the 2014-2015 school year. The site includes examples of test questions and performance tasks as well as details regarding infrastructure and hardware requirements.

MVUSD used this information to inform decisions about infrastructure and hardware as well as curricular design. Student-to-computer ratios will be reduced and networks will allow personal devices to expand opportunities for technology use in everyday instruction. Learning tasks will be designed to match the rigor and technology expectations of the assessments.

"Teachers Are the Center of Education: Writing, Learning and Leading in the Digital Age - National Writing Project." *National Writing Project***. N.p., 17 May 2010. Web. 13 Apr. 2012. <http://www.nwp.org/cs/public/print/resource/3154>.**

This report features Writing Project teachers and their innovative use of digital tools for writing and learning. The use of web 2.0 tools was found to have a positive effect on students' engagement and writing skills. Specific recommendations for maximizing the impact on student writing are identified including a 1-to-1 student-computer ratio, professional development in the use of digital tools, and access to infrastructure, technical support, and resources.

This plan emphasizes the use of technology in writing and providing students avenues for collaborating on and publishing their writing using modern technologies. Professional development will support teachers in practical applications of web 2.0 tools in the classroom. Funds will be used to increase access to these technologies and the technical support and infrastructure needed to use them successfully.

9b. 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.
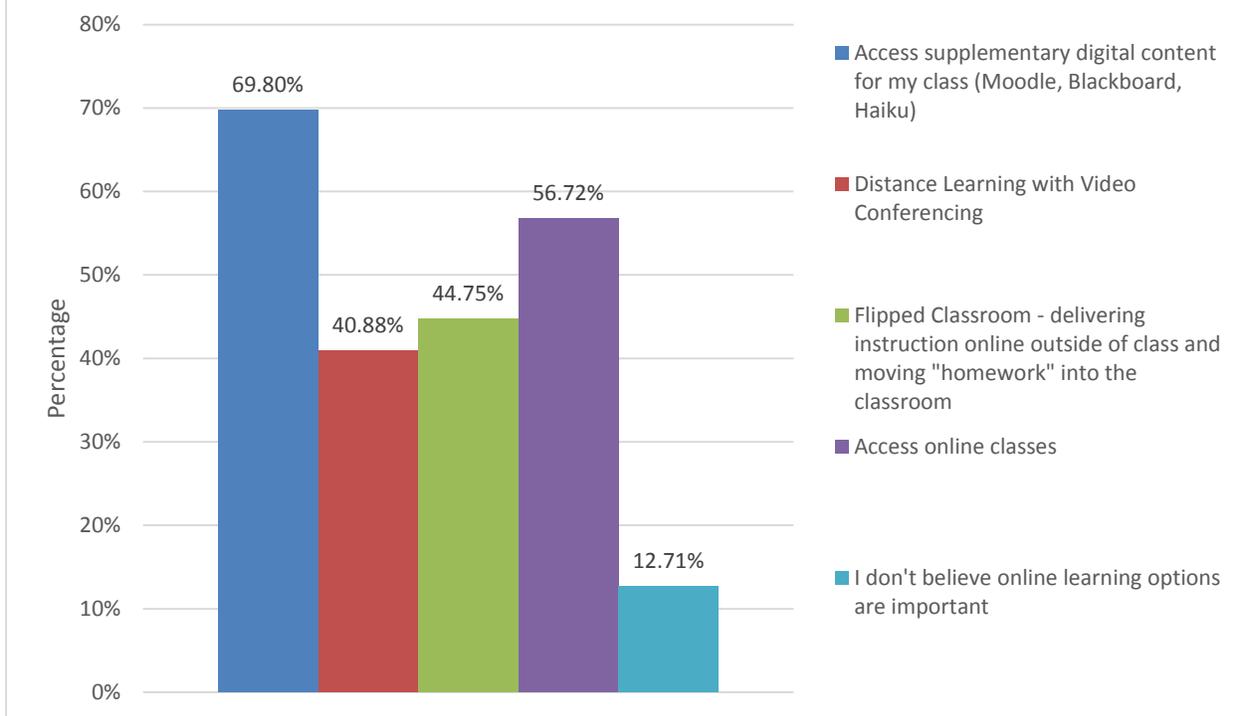
Virtual School

Virtual school options provide several benefits to students including increasing access to courses, providing schedule flexibility, individualizing instruction, and offering alternatives. Recognizing these benefits, the School Board and Superintendent have established an objective to provide online learning opportunities for students in grades K-12. Moreno Valley USD initiated a Moreno Valley Online Academy (MVOA) and Graduation Opportunity (GO). Approximately 100 students have participated in this program to date, using these courses for credit recovery and extended learning opportunities. Instruction is provided by four NCLB credentialed teachers working extended hours. An open lab is available for students 6 hours a week, with scheduled teacher hours.

Over the next three years, as funding becomes available, Moreno Valley plans to expand the program to offer more opportunities for students. To develop a program that meets the best practices outlined by the International Association for K-12 Online Learning, several issues will need to be addressed, including providing access to technology, increasing the number of teachers trained to deliver online curriculum, providing additional teacher hours for students to receive support. The Director of Secondary Education will keep the district abreast of current research, laws regarding funding for online learning, and developments in rigorous curriculum.

Video Conferencing:

Moreno Valley USD will be implementing video conferencing systems using Microsoft Lync and Cisco Telepresence to allow staff and students to collaborate and communicate in a collaborative global environment.

I believe my students should have access to online/distance learning

Legend:
- Access supplementary digital content for my class (Moodle, Blackboard, Haiku)
- Distance Learning with Video Conferencing
- Flipped Classroom - delivering instruction online outside of class and moving "homework" into the classroom
- Access online classes
- I don't believe online learning options are important

Source: MVUSD 2013-14 Teacher Technology Plan Survey

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- 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 a new plan, can include technology plan development in the first year)	2	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	Example of 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.	3	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.	5	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.	6	The plan describes the typical frequency and type of use (technology skills/information and 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.	8	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 an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	10	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	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.

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.	15	The plan delineates clear goals, measurable objectives, 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.
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 and teachers 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	23	The plan describes or delineates clear goals outlining how students and teachers 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.	The plan suggests that students and teachers 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 students and teachers will be trained to protect online privacy and avoid online predators.	26	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	29	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. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	31	The plan delineates clear goals, measurable objectives, 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 communication between home and school.	35	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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.
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.	38	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.	40	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 Commission on Teacher Credentialing (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 your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	42	The plan delineates clear goals, measurable objectives, 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 - 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.	49	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.	51	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, 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.	51	The plan provides a clear summary and list of the 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.	The plan includes a description or list of hardware, infrastructure, and 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 and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	65	The annual benchmarks and timeline 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 and timeline 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 Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	67	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.	68	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 or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	70	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.	70	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.	71	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.	73	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.	73	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.	74	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**
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.)	75	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	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	76	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.	79	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.

Appendix J - Technology Plan Contact Information
(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: _____33 - 67124_____

School Code (Direct-funded charters only): _____

LEA Name: _____Moreno Valley Unified_____

*Salutation: _____Mr._____

*First Name: _____Aaron_____

*Last Name: _____Barnett_____

*Job Title: _____Director, Information Systems/Technology_____

*Address: _____25634 Alessandro Blvd._____

*City: _____Moreno Valley_____

*Zip Code: _____92553-4306_____

*Telephone: _____951-571-7500____ Ext: _17354_____

Fax: _____(951) 571-7658_____

*E-mail: _____abarnett@mvusd.net_____

Please provide backup contact information.

1st Backup Name: _____Jessica Ax_____

E-mail: _____jax@mvusd.net_____

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS