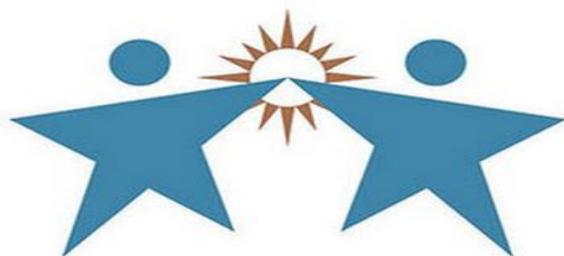


Technology Plan

Culver City Unified School District



CULVER CITY
UNIFIED SCHOOL DISTRICT

July 1, 2015 - June 30, 2018

4/30/2015

This document will serve as an update to the previous CCUSD Technology Plan from July 1, 2013 - June 30, 2016

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I. PLAN DURATION

July 1, 2015 - June 30, 2018

II. CCUSD Technology Leadership Committee

A Technology Leadership Committee was formed for Culver City Unified School District (CCUSD) that consisted of certificated and classified staff from each site as well as personnel from the district office. This team met to discuss curriculum and technology issues relating the future of the district/ . Additionally, the Assistant Superintendent, Educational Services, the Director of Information Technology and the Technology for Learning Specialist guided the planning committee through the curricular component of the technology plan. Although students and parents were not directly involved in the writing of the plan, some were consulted on their educational technology needs. The Team also consulted with resources from outside the District to get expert opinions on the Plan.

CCUSD Representatives		
Name	Position	Organization
Steven Acosta	Computer Lab Technician	Linwood E. Howe Elementary
Reginald Brunson	Principal	El Rincon Elementary
Kimberly Diamond	Resource Specialist	El Marino and El Rincon Elementary
Julie Groya	Teacher	Culver City Middle School
Linsey Gotanda	Principal	Culver City Middle School
Kevin Kronfeld	Director of Special Programs	CCUSD District Office
Kati Krumpe	Assistant Superintendent of Educational Services	CCUSD District Office
Rebecca Lynch	Principal	Farragut Elementary
Katie Masterson	Teacher	El Rincon Elementary
DuBois McMillan	Assistant Principal	Culver City High School
Veronica Montes	Principal	CPHS, CCAS,IA
Shonda O'neil	Teacher	Farragut Elementary
Robert Quinn	Director of Information Technology	CCUSD District Office
Kelley Roberts	Teacher	Farragut Elementary School
David Ross	Technology for Learning Specialist	CCUSD District Office
Kelli Tarvyd	Assistant Principal	Culver City High School

III. Goals and Strategies

3.a List goals and realistic strategy for using telecommunications and information technology to improve education services.

The Mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

The Board of Education has adopted standards in the core academic areas of english language arts, math, science, history/social science. State frameworks and standards were used as the basis for our local standards; for other subjects, the district relies upon state standards where they exist. For technology, our digital literacy standards have been adapted from the amazing work done by Long Beach Unified School District, Capistrano Unified School District, Pomona Unified School District and The Fresno County Office of Education on Digital Literacy and Technology Skills to Support the California Common Core State Standards and SBAC.

The district's scope and sequence curriculum guides outlined within the CCUSD Digital Literacy Matrix are designed and utilized by all educators at each subject area and grade level. These guides prioritize standards to ensure a more consistent instructional program and provide guidance to parents and teachers to develop a course of instruction to meet the ongoing needs of the students. In addition, teachers throughout the district in English Language Arts and math have worked to identify Essential Standards critical to the success of students as they move from grade level to grade level, and teachers at the elementary level use a Standards Based Report Card system.

As we move into 2015-2016, the Culver City Unified School District will be adopting the Common Core standards for English Language Arts (ELA) and Mathematics. The implementation of these standards as well as the Smarter Balanced Assessments will rely on a greater use of technology in the classroom to allow all students to demonstrate subject matter proficiency in ELA and math.

IV. Curriculum

Digital Literacy and Technology Skills to Support the California Common Core State Standards and SBAC

[CCUSD K-12 Digital Literacy Matrix](#)

[CCUSD K-12 Digital Literacy Matrix \(Professional Development\)](#)

Based on standards identified in categories within the Digital Literacy and Technology Skills to Support the California Common Core State Standards and SBAC, students at CCUSD will be able to :

1. Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity
2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society
3. Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.
4. Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying the hardware, software and connectivity.

4a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Culver City Unified School District's vision is to continue to grow teacher and student access to current technology, both in and outside of the regular school day. In some schools, especially at the secondary level, labs are open to students before and after school. Home and personal access to computers and the Internet varies across the district and is related to socio-economic status. Based on student 2014 SpeakUp Survey results, many students report having access to at least one computer in their home, but no Internet access. Many students also report not having access to a computer. When asked informally, students share that access to a computer is shared with other family members and that completing their school work can still be a challenge. The district has purchased several applications that are available for students at school and at home that appear on the site library page for each school. These applications include: Aeries Online, Canvas Learning Management System (LMS), Discovery Education Streaming/California Streaming, Brain Pop, Dance Mat Kids, Edmodo, and Google Apps for Education. Most classrooms are equipped with an LCD Projector or Interactive Whiteboard. Some schools have classroom set of iPads and all schools have Chromebook Carts for student and teacher use in the classroom.

4b. 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)

The Culver City Unified School District will enforce a policy of Internet safety and certify compliance with the Children's Internet Protection Act (CIPA) and certify that we are enforcing a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions.

Goal 1: CCUSD will integrate a comprehensive Digital Literacy awareness for students and teachers supported with curriculum and assessments available on Education Technology Website and the District's Learning Management System

V. Infrastructure, Hardware, Technical Support, and Software

5a. Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Existing Hardware: In order to meet the goals of the Curriculum and Professional Development component of the Technology Plan, the district has established a Technology Training Center that can be accessed by all staff members.

The district has established minimum specifications for all hardware to be acquired in our district. These specifications are adjusted at least once annually.

The current minimum standard configuration for PCs is:

- Dell or other major brand, dual core cpu, Windows 7 Professional, 4 GB RAM, 300 GB hard drive, speakers, 19" LCD monitor, Gigabit speed network card, and sound card.

The current minimum standard Apple configuration is:

- Apple 21" iMac, 3.6 GHz, OS X, 4 GB RAM, 500 GB hard drive, Gigabit speed network card, video and sound card.

All new computers must be purchased with a 3-year extended warranty. No refurbished computers will be purchased unless they meet current specifications and include a 3 year extended warranty.

The minimum specifications for hardware donations include:

- Pentium dual core cpu, Windows 7, 2 GB RAM, 80GB hard drive, NIC card.
- Apple: OS X compatible, 2 GB RAM, 80GB hard drives, NIC card

All technology purchases for hardware and software, whether with district funds, unit funds or donations, must be approved by the Director of Information Technology. Donations will only be accepted if an appropriate educational setting is identified and approved by the Director of Information Technology.

Our plan ensures that technology is accessible to all students by maximizing the time it is available to our students and by ensuring that the district has appropriate technology available to them. The Middle School and High School libraries are available to students before and after school, which allows our students to have access to technology resources and to extend their learning time. The elementary schools are not available for student use after school. This plan

allows student and staff access to hardware by the entire Culver City Unified School District Community.

Each campus has a server for the library and student database information. The High School and Middle School each have an additional server that houses data files for students and teachers. These servers are accessible to them throughout the campus. Multiple servers at the district level serve other needs. These servers are backed up on a nightly basis, with a set of back-up drives kept off district property. All servers have an uninterruptible power supply (UPS).

Student computing devices: as of the 2014-15 school year, the district has reached a student:computer ratio of approximately 3:1, including the recent purchases of over 1600 Chromebooks on carts.

Existing Internet Access: Internet access to the district is provided by a 1GB Opteman fiber connection between the district office and LACOE. Each school is connected to the district office by its own data connection: the Elenda complex via a shared 100MB Opteman fiber and each other school via an Opteman fiber connection of at least 20MB.

A Cisco firewall system is installed in the district office at the edge of the district's network. The firewall is managed by the I.T. Department and protects the district's network from intrusion. Internet content filtering is done at the LACOE level of the network but is managed by the district's I.T. Department. Automatic filtering is always in place but specific sites and content can also be blocked manually by the I.T. Director.

Existing Electronic Learning Resources: The District adopted Electronic Learning Assessment Resource (ELAR) is School City by STARS. This web-based technology allows teachers and administrators to access and analyze benchmark results. Along with benchmark results, School City warehouses State assessment results and any teacher or department made tests. The online software includes a test builder, grade book and instructional dialog components. School City then gives the teacher a list of prioritized standards that will best help the student achieve on the upcoming state SBAC Tests.

The district has adopted either Microsoft Office or Google Apps for students at all levels as their productivity tools. All administrative computers will use the Microsoft Office Suite or Google Apps as their productivity tool. Both of these productivity tools promote accessibility such as the ability to enlarge font size and have the text read aloud. Students and teachers will have access to courses that teach them how to use these productivity tools. The district will adopt educational software standards that will be implemented district-wide.

Existing Technical Support: As computer hardware and peripherals are added to our network, CCUSD will need to ensure that there is enough technical support to maintain the computers. Currently, CCUSD has a Director of Information Technology who has a staff of three full-time technical support members and a full-time computer specialist. They are responsible for the

network including wiring and infrastructure, wireless systems, computer hardware and software, telephone and communications systems, and all other technology based systems. There is a technology workshop at the district warehouse that centralizes the work areas for these staff members.

The elementary schools have part-time or full-time technical staffs who work in their computer labs to assist teachers. These positions are either funded through categorical funds or by the PTSA. The Middle School and High School have part-time technical support staff to assist teachers. If they are unable to make the necessary repairs, they submit a work order to the district and the district Technology staff repairs the hardware/software. The district Technology staff completes all office computer maintenance.

Depending upon the technical assistance required by teachers, response time can vary between 1-2 days. If the site computer lab assistant can handle the problem, then the response time is lower. Once a work order is sent out to the district technicians, it is completed in order of priority and/or date the work order was submitted.

When staff members need assistance with their computer hardware or software, they submit a work order through the district work order system. Once the Technology Director receives the work order, he assigns it to his staff to ensure that it is completed in a timely manner. Identified staff members can access the Director of Technology should teachers on site need immediate assistance. Education is our key focus, and CCUSD strives to keep student hardware and software working at all times so that it does not interrupt the education process.

5b. Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

Hardware Needed: Our district reviews the technology needs of our students on an annual basis and will purchase any specialized equipment or assistive technologies for our students. The district hopes to extend the school day by developing more after school classes through our ROP program.

As needed, additional equipment will be purchased for students and staff to replace obsolete computer hardware with equipment meeting current specifications. The district's 3-year goal for student-use computing devices is to reach a 2:1 ratio (students:computers). This goal would require the addition of approximately 400 new devices in each of the following 3 years.

Electronic Learning Resources Needed: The state requires that all new textbooks adopted for Kindergarten-8th grade include a technology component. Although the textbooks for grades 9-12 are not adopted at the state level, the district requires that they have a technology component.

Therefore, as the district adopts new textbooks to replace older versions that did not include electronic resources, these new adoptions will all have those electronic resources. The district will also use the *California Learning Resource Network* to assist us in making decisions on additional software purchases that are linked to the State Common Core Standards.

The district is conducting in-service trainings as needed on the district adopted School City Assessment Software by STARS. School City has many capabilities in addition to analyzing data and additional training needs to be provided in an ongoing basis.

Networking and Telecommunications Infrastructure Needed: By the summer of 2016, the Elenda complex Opteman connection will be upgraded to 1 GB. Also by the summer of 2016, the remaining elementary schools (La Ballona, El Marino, El Rincon) should be upgraded to the same 1GB connection.

Physical Plant Modifications Needed: Existing physical plant can accommodate current and future (up to 3 years) needs.

Technical Support Needed: The current ratio of classroom computers to computer technicians has been greatly increased by the introduction of new mobile devices and is currently about 800:1. The district would like to eventually reduce this ratio to 600:1 but may be able to do so by increasing the support provided by site-level computer lab aides. Starting in school year 2015-16, these site level lab aides will have their work hours increased and be moved under the direction of the Director of I.T. and funded by the District (instead of school site funding sources).

5c. Provide an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

5c.1: Year 1 Benchmark: By Summer 2016: 50% of district classrooms will have computers that meet our current minimum specifications listed above in this plan; all schools will connect to the district office at 1GB speed; increase student computer devices by 400; and all new textbook adoptions will include electronic resources for teachers and students.

Implementation Plan		
Recommended Actions/Activities	Timeline	Person(s) Responsible

Determine criteria which will set the standards for acceptable classroom technology.	July 2015	Director of I.T.
Work with vendors to complete upgrade of school site fiber connections	July 2016	Director of I.T.
Procure funding for and devices from appropriate vendors (400 count)	August 2016	Director of I.T. / Ed Services
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students	September 2014	Library supervisor

5c.2 Year 2 Benchmark: By June 2017: 75% of district classrooms will have computers that meet our current minimum specifications list above in this plan; increase student computer devices by 400; and all new textbook adoptions will include electronic resources for teachers and students

Implementation Plan		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Determine criteria to update standards for acceptable classroom technology.	July 2016	Director of I.T.
Procure funding for and devices from appropriate vendors (400 count)	August 2017	Director of I.T. / Ed Services
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students.	September 2015	Library supervisor

5c.3: Year 3 Benchmark: By June 2018: 100% of district classrooms will have computers that meet our current minimum specifications list above in this plan; increase student computer devices by 400; and all new textbook adoptions will include electronic resources for teachers and students

Implementation Plan		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Determine criteria which will set the standards for acceptable classroom technology.	July 2017	Director of I.T.
Procure funding for and devices from appropriate vendors (400 count)	August 2018	Director of I.T. / Ed Services
Ensure that any new textbook adoptions include electronic resources to be used by teachers and students	September 2016	Library supervisor

VI. Professional Development

6a. Provide a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

What technology is needed to implement the Curriculum and Professional Development components for students and staff?

To implement curriculum and to support professional staff development in the use of technology as a tool for learning, technology needs to support the following areas: e-mail, word processing, web browsers, classroom management tools, presentation, graphics, spreadsheets, database software and online resources, including a district learning management system, Google Apps for Education, keyboarding program, curricular textbook online programs, and classrooms technology set up.

Where will the technology be placed to support most effectively the Curriculum and Professional Development components?

The District has purchased a Learning Management System (LMS) for all teachers and administrators as well as licenses for students. This will help us implement online courses and supplemental resources for our students. All of the online resources referenced above are available to all teachers and students, through the district library pages and staff and student pages on the district web site. The District has purchased a large number of Chromebooks, iPads, and Laptops in recent years that will ensure access to available learning, digital citizenship and in preparation for Common Core and Smarter Balanced Assessments.

Professional Development over the next three year will consist of the following which are outlined in the CCUSD Digital Literacy Matrix (Professional Development):

- Google Drive Training Series
- Learning Management System Training Series
- Tablets in the Classroom Training Series
- Keyboarding Program Support Page
- Digital Literacy Support Page
- Education Technology Support Page
- Textbook Adoption Support Page
- CCUSD District Technology Education Collaborative (School Site Leads)

Contact Information

(Required)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19 - 64444

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