Comprehensive

Newhall

July 1, 2015 - June 30, 2018

edit in progress

1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

District Profile

Comprised of ten elementary schools, the Newhall School District (NSD) serves Transitional K through sixth grade and preschool children who reside in the Newhall, Valencia, Stevenson Ranch, and Westridge areas of the Santa Clarita Valley. The district grew rapidly in the early 2000's and is now facing a period of declining enrollment due to the completion of new housing developments and the slow recovery of the housing market.

Newhall's student population has become more diverse over the past few years. As of fall 2014, the District enrollment was near 6,900 students. Thirty-three percent of its students were White, 47% Hispanic, 12% Asian, and the balance of various other ethnic groups. English Learners (ELs) accounted for 29% of the total population, or 1,977 students.

Thanks to the combined efforts of teachers, administrators, support staffs, community organizations and parents, Newhall's schools are highly successful. All 10 schools have been recognized as California Distinguished Schools. In 2015, two schools received the California Distinguished School Award. In 2014, one school received the Title I Academic Achievement Award. In 2013, two schools received the California Distinguished School Award and one school received the Title I Academic Achievement Award. In 2012, three schools received the California Distinguished School award. In 2011, one school received the National Blue Ribbon Award. In 2010, one school received the California Distinguished School Award. In 2008, one school received the California Distinguished School award. In 2007 one school received the National Blue Ribbon Award and in 2006 five schools received the California Distinguished School award. All four Title I schools have been recognized as Title I High Achieving Schools. Under the former API rating system, ten of the ten schools had an API score of over 800 and four of the ten had a score of over 900, with a district API of 903.

The District is highly focused on full alignment of curriculum, instruction and assessment to the state Common Core standards in math and ELA and the state content standards for the other core subject areas. Standards‐based report cards, standards‐aligned instructional materials, standards‐based assessment systems in language arts and mathematics, a standards‐based technology plan and ongoing intensive professional development support student mastery of the standards. To monitor progress toward full alignment, the District utilizes a data collection/test delivery reporting system, *Educational Assessment Data Management System (EADMS),* which provides instant data analysis and informed decision‐making, both at the site and at the District level.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

The planning team consisted of teachers, district administrators, governing board member, parents, and technology staff. The District Technology Committee met almost monthly to review the district priorities and establish district-wide technology standards. The team worked in small groups to revise the plan for the next three years.

Stakeholders		
Name	**Position**	**CDS**
Paul Cordeiro	Superintendent	Los Angeles, Newhall School District
Suzan Solomon	Governing Board Member	Los Angeles, Newhall School District
Jeff Pelzel	District Administrator	Los Angeles, Newhall School District
Jennifer Gutierrez	District Administrator	Los Angeles, Newhall School District
Anthony Ibarra	Manager of Technology	Los Angeles, Newhall School District
Sally Rowland/Parent	Technology Department	Los Angeles, Newhall School District

Kate Peattie	Site Administrator	Los Angeles, Newhall School District Peachland Avenue Elementary
Sarah Johnson	District Administrator	Los Angeles, Newhall School District
Tim Lankford	Site Administrator	Los Angeles, Newhall School District Wiley Canyon Elementary
Chad Rose	Parent/Site Administrator	Los Angeles, Newhall School District Meadows Elementary
Luis Gamarra	Site Administrator	Los Angeles, Newhall School District Oak Hills Elementary
Elizabeth Gomez	District Administrator	Los Angeles, Newhall School District
Vivian Fiss	Site Administrator	Los Angeles, Newhall School District Newhall Elementary
Staci Block	Site Administrator	Los Angeles, Newhall School District Peachland Avenue Elementary
Sandra Reveles	Site Administrator	Los Angeles, Newhall School District Old Orchard Elementary
Larry Heath	Site Administrator	Los Angeles, Newhall School District McGrath Elementary
Ken Hintz/Parent	Site Administrator	Los Angeles, Newhall School District Valencia Valley Elementary
Kathy Wilson	Site Administrator	Los Angeles, Newhall School District

		Pico Canyon Elementary
Cindy Breneman	Classroom Teacher	Los Angeles, Newhall School District Meadows Elementary
Amy Dobry	Classroom Teacher	Los Angeles, Newhall School District Meadows Elementary
Katie Bernards	Classroom Teacher	Los Angeles, Newhall School District Oak Hills Elementary
Lori Adair	Classroom Teacher	Los Angeles, Newhall School District Oak Hills Elementary
Christine Yoo	Classroom Teacher	Los Angeles, Newhall School District Pico Canyon Elementary
Kim Hartzog	Classroom Teacher	Los Angeles, Newhall School District Pico Canyon Elementary
Bryan Eifert	Classroom Teacher	Los Angeles, Newhall School District Pico Canyon Elementary
Caryn O'Neill	Classroom Teacher	Los Angeles, Newhall School District McGrath Elementary
Joseph Soqui	Parent/ Classroom Teacher	Los Angeles, Newhall School District McGrath Elementary
Leslie Caldwell	Classroom Teacher	Los Angeles, Newhall School District McGrath Elementary

Brenda Keller	Classroom Teacher	Los Angeles, Newhall School District Newhall Elementary
Shinna Severini	Classroom Teacher	Los Angeles, Newhall School District Newhall Elementary
Sulma Gurrola	Classroom Teacher	Los Angeles, Newhall School District Newhall Elementary
Trisha Dominguez	Classroom Teacher	Los Angeles, Newhall School District Peachland Avenue Elementary
Merrilee Bingham	Classroom Teacher	Los Angeles, Newhall School District Peachland Avenue Elementary
Danielle Mazzaro	Classroom Teacher	Los Angeles, Newhall School District Valencia Valley Elementary
Michelle Gaisford	Classroom Teacher	Los Angeles, Newhall School District Valencia Valley Elementary
Amanda Montemayor	Classroom Teacher	Los Angeles, Newhall School District Stevenson Ranch Elementary
Janette Van Gelderen	Classroom Teacher	Los Angeles, Newhall School District Old Orchard Elementary
Julie Samples	Classroom Teacher	Los Angeles, Newhall School District Wiley Canyon Elementary

Jacqueline Booker	Classroom Teacher	Los Angeles, Newhall School District
		Wiley Canyon Elementary

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

"Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts." Edutopia

Research has proved that technology integration empowers students to master grade level content. It increases student motivation and engagement providing opportunities for students to explore and use technology tools within instructional lessons, which allows them to fully participate in technology rich experiences that make students actively involved in their learning. Students thrive on dynamic learning experiences that are collaborative, relevant, and engaging. The Newhall School District is dedicated to finding innovative ways of integrating technology into teaching, learning, and assessment. These strategies will allow for greater autonomy, engagement, individualization, and differentiation, while giving students more active, responsible roles in their own learning.

"Being literate in the 21st century goes beyond the ability to read text. Learners must be able to synthesize and utilize a wide variety of media—such as video, audio, and still images—to express themselves and compete in a global, collaborative environment." Education Week

Our professional development plan is aligned to the research and focuses on building capacity in classroom teachers that will:

1. Allow students to play an active role in their learning

2. Engage students in critically analyzing and actively creating digital assignments

3. Support classroom objectives through digital tools that help students reach their goals and deepen understanding of content

4. Shift pedagogy and the role of the teacher

5. Connect classroom activities to the world outside of the classroom

6. Focus on project based student centered assignments

7. Support the collaborative learning model

8. Differentiate through game based programs/tools

9. Provide opportunities for skills based practice specific to student learning needs

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

2a. Describe teachers' current access to instructional technology and current use of digital tools.

Currently, all teachers have access to classrooms at our ten schools that are equipped as "21st Century classrooms". A "21st Century classroom," at minimum, contains a teacher laptop that is connected to the Internet, a sound system, a document camera, a projection system as well as an interactive white board. Teachers and administrators have additional access to school- based technology from home via VPN access, web mail, electronic reporting, and Smart Express for teacher absence reporting. Teachers and students now utilize Yoga Lenovo laptops provided from the Measure E bond funds. Schools are currently allocated these devices at a ratio of 4:1. There are plans to reduce the ratio to 2:1 as early as the 2015-16 school year. Teachers also have access to computers in school libraries and computer labs. These labs are equipped with at least 25 multimedia workstations each with Internet access, a large projection screen, printing capabilities, and student file and/or application servers. Teachers are able to bring their students to the computer lab based upon classroom need. Additionally, all schools have Type to Learn 4, a web-based keyboarding program that students can access at school and at home. The Newhall School District ensures that all teachers and students have equal access to district technology. Access to technology increases student engagement and is a way to motivate student learning.

Software is integrated throughout the curriculum to support the implementation of the state Common Core standards. The District is in the process of reviewing math instructional materials to pilot for the 2015-16 school year, and all of the potential resources have multiple on-line components to them. These resources include online access for students, parents, and teachers. Teachers have access to an on-line math resource called Dreambox. The program differentiates for the learner based upon their performance on the identified standards. Students are able to access Dreambox from home, which provides a great homework resource for teachers to use. To support reading mastery, students have access to on-line resources called Reading A-Z and RAZ kids. The program allows teachers to assign students books at their appropriate reading level and assesses reading comprehension. Teachers also have access to additional videos and resources on Safari Montage, an on-line resource that houses resources for the various content units.

The Technology Committee made up of classroom teachers K-6, technology staff, parents, and school administrators, has identified 5 technology priority standards at each grade level that support the implementation of the California Common Core Standards (CCCS).   Students are assessed on each standard based upon a three-tiered rubric that identifies a student as either beginner, proficient, or advanced. The goals for each grade level fall under the major headings of:

- basic technology operations

- multimedia presentations and tools

- research and gathering information

- acceptable use, copyright, and plagiarism

Baseline and end-of-year data is collected each year. The technology committee analyzes the results and makes recommendations on how the standards should be modified or adjusted each year to support moving all students to 21st Century technology skills.

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.

Currently, all students have access to classrooms at our ten schools that are equipped as "21st Century classrooms". A "21st Century classroom," at minimum, contains a teacher laptop that is connected to the Internet, a sound system, a document camera, a projection system as well as an interactive white board. Students in the classroom now utilize Yoga Lenovo laptops provided from the Measure E bond funds. Schools are currently allocated these devices at a ratio of 4:1. Discussions are in the works to transition towards at least a 2:1 ratio potentially as early as the 2015-16 school year. Students also have access to computers in school libraries and computer labs. These labs are equipped with at least 25 multimedia workstations each with Internet access, a large projection screen, printing capabilities, and student file and/or application servers. Teachers are able to bring their students to the computer lab based upon classroom need. Additionally, all students have a Type to Learn 4 account, a web-based keyboarding program that students can access at school and at home. Many students have computers at home and come to school already knowledgeable. However, the Newhall School District ensures that all students have equal access to district technology. Use of technology is always a highlight for the students and a way to motivate student learning.

Each school library also has a bank of computers for student use. All school libraries also have automated checkout systems as well as the ability to track textbook and resource materials electronically a web-based program called Destiny. Some of the school libraries are open and accessible for student use before and after school as well as at lunch and recess times. Students who participate in the After School Enrichment and Safety (ASES) program or other types of after-school intervention at some sites also have access to the computer labs and laptops several times each week. Students across the district also have access to the Newhall Public library outside of the regular school day.

Software is integrated throughout the curriculum to support student learning of the state Common Core standards. Students have access to an on-line math resource called Dreambox. The program differentiates for the learner based upon their performance on the identified standards. Students are able to access Dreambox at school and at home.   To support reading mastery, students have access to an on-line resource called Reading A-Z and RAZ kids. The program allows students to access books at their appropriate reading level and assesses reading comprehension.

As technology resources age out, are broken, or lost, the district has additional funds available from the remaining Measure E funds to be able to replace these devices.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

The Newhall School District utilizes its Local Control and Accountability Plan (LCAP), Comprehensive Education Plan, and the Local Education Agency Plan, available to all on the district website, as the guiding force for the district's planning efforts. Within the Comprehensive Education Plan are the district's curricular goals for all areas, including technology. These goals relate directly to data from district and state measures.   Under the former accountability system, all ten schools within the district surpassed the API benchmark of 800. Although this is an impressive achievement, the district remains tightly focused on narrowing persistent achievement gaps within the district, particularly among students with disabilities, English learners, foster youth, and socio-economically disadvantaged students.

Technology provides an excellent support system for boosting achievement within our significant subgroups. For example, Interactive White Boards provide visual cues for students who struggle to comprehend direct instruction, computer software programs offer multi-level practice opportunities, and web-based data analysis through *EADMS* allows teachers to track progress and differentiate instruction.

Based on the goals outlined in the LCAP and Comprehensive Education Plan, each school develops its annual Single Plan for Student Achievement (SPSA). The SPSA identifies how the school will use its technology to support student achievement goals. As each site has a unique student population, each site's use of technology varies in response to its unique needs.   All sites, however, are expected to implement fully the district's technology standards and provide students with access to the technology that will best further their academic achievement.

In order to update technology needs and provide appropriate professional development for teachers, the district will conduct periodic technology surveys. Information received from the survey directs the district in purchasing technology, providing targeted professional development, and providing an appropriate, rigorous technology instructional program to students.

The types of technology used by teachers and students are based on identified instructional needs. Both hardware and software support learning by providing all teachers and all students with access to all types of technology, the Internet, and other electronic learning resources. Technology assists instruction and curriculum development in areas including but not limited to academic vocabulary, GLAD units, Depth and Complexity Icons and Content Imperative Icons, Thinking Maps, Professional Learning Community documents, Rubrics, and Common Formative Assessments and Summative Assessments. Students have access to software programs to reinforce skills, teach basic technology skills such as keyboarding, and also access to online resources for curriculum connections and research in the classroom and through the computer lab. District and site administrators, as well as teachers, have access to data programs such as EADMS on a regular basis and analyze both formative and summative assessments to drive the instructional program especially in English Language Arts and Mathematics. The District has also provided electronic resources for completing the district-created standards-based report card.

The District has adopted grade-by-grade content performance technology standards integrated into the curriculum. Mastery of these standards is expected from all students and is assessed through the use of district-developed scoring rubrics. District adopted technology standards guide and support:

- State Board adopted content standards for core subjects

- Technology instruction is integrated with all core curricular instruction

- Instructional materials, strategies, assessment, and professional development in technology are aligned to student achievement goals in the core curriculum

- District maintains a comprehensive plan outlining short and long term instructional goals: NSD Coherent Writing Program, Guided Language Acquisition Design (GLAD), Thinking Maps, Depth & Complexity Icons and Content Imperative Icons training for all teachers, assistance to English Language Learners and professional development

- LCAP and the Comprehensive plans are reflected in annual (single school) plans that show direct linkage between instructional technology and instruction of content standards

The ability to access and navigate technology has become a critical need for twenty-first century students. Technology is no longer a fun "add-on" to supplement the regular curriculum. Students must be able to integrate technology tools throughout the day in all subject areas. Looking forward, Newhall School district goals include teaching students to use computer-based assessments such as those being developed by Smarter Balanced Assessment Consortium to be used with the Common Core State Standards. As tablet devices become more available, students will also need instruction on how to best utilize these tools to reinforce learning. Teachers will need professional development as well in order to best incorporate new technology into the classroom. The changing face of technology will have a profound impact on the day-to-day classroom instruction.

The goals and actions listed below are directly related to goals and actions written into the district LCAP for 2015-16 using supplemental funds, categorical funds, and base funds.

Goal #1: All Newhall School District students will be taught by a properly credentialed teacher, have access to standards-aligned instructional materials, and attend class in school facilities that are kept in good repair.

Action #1: Assess two resources during Math Field Test (Pilot) for potential adoption and purchase of CCSS-aligned mathematics instructional materials in 2016-17. Both resources will integrate technology into their units and contain on-line versions of their resources for teachers and students.

Action #2: Implement on-line math instructional materials resource, Dreambox, at all 10 schools. Resource designed to support differentiation to meet the needs of all students.

Action #3: Revise NSD ELA instructional units focusing on integrating technology, poetry, and the coherent writing program materials into the units. The units will be revised to increase student engagement through the use of technology.

Goal #2: All students TK-6th grade will receive an instructional program reflective of the Common Core State Standards (CCSS) in English Language Arts and Mathematics, and state standards in all other content areas.

Action #1: Provide all teachers with long term sustainable support in implementing the Common Core State Standards in ELA and Math, the upcoming Next Generation Science Standards (NGSS), and technology integration. The Newhall School District will hire and train four new Teachers on Special Assignment

(TOSA) positions. Two primary positions and two upper grade. The TOSAs will be be responsible for:
1. Enhancing current instructional units by helping teachers unpack standards
2. Modeling lessons that integrate the Instructional Shifts using technology
3. Supporting teachers in the implementation of the new ELD Framework
4. Coaching teachers to:
-Be a facilitator of learning
-Maximize the use of Academic Discourse
-Utilize formative assessment data
-Create a 21st Century Classroom using Collaboration, Critical Thinking, Creativity, and Communication
5. Supporting technology integration as an instructional tool
6. Creating systems for analyzing assessment data

Action #2: Revise and update trimester assessments in Grades K-2 based upon prior year's results to further ensure alignment to Common Core State Standards. Align on-line CAASPP Interim Block Assessments to math and ELA Units in Grades 3-6.

Action #3: Revise the District Technology Priority Standards for all grade levels based upon prior year's summative data.

Goal #3: All students will demonstrate progress towards proficiency on standardized tests.

Action #1: Purchase additional CCSS aligned questions in the Educational Assessment Data Management System (EADMS). Utilize data analysis software to inform instruction and identify needs

Action #2: Align on-line CAASPP Interim Assessment Block assessments in English language arts and math to NSD instructional units in grades 3-6. Revise K-2 district formative assessments to include more on-line assessments.

Goal #4: All students will master grade level technology standards through daily use of instructional technology.

Action #1: Provide professional development and training on utilizing technology to support the 5 priority standards at each grade level.

Action #2: Revisit and adjust technology priority standards for each grade level with District Technology Committee. Share revised standards with all grade level teachers.

Goal #5:   Increase access to technology for unduplicated pupils.

Action #1: Reduce the current ratio of student technology devices (laptops/tablets) from 4:1 ratio to at least a 2:1 ratio. This will ensure students and teachers have regular access to technology on a daily basis.

As technology resources age out, are broken, or lost, the district has additional funds available from the remaining Measure E funds to be able to replace these devices.

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

Goal: Increase year‑to‑year mastery of district‑adopted technology priority standards for all students. Students will demonstrate technology and information literacy skills that are needed to be 21st Century Learners.

The Newhall School District has identified 5 technology priority standards for each grade level K-6. A three-tiered rubric has been established to measure student progress on these standards over the course of the year. Baseline data is collected during trimester 1 and then post data is collected in June. Students are provided access to Type to Learn 4, an on-line technology support program that monitors student progress on basic technology skills. Technology is integrated into all math and ELA units across all grade levels. The district technology committee will reconvene each year to revise these standards based upon district wide data.

Kindergarten Technology Priority Standards:

Basic Operations	Beginner	Proficient	Advanced
Turn on a computer and log in, log off, restart	Turn on a computer	Turn on a computer log in, log off	Turn on a computer log in, log off, restart
Use pointing device such as a mouse to manipulate shapes, icons; click on URLs; check boxes; use scroll bar; use right-click	Check boxes Click on icons	Beginner skills and ability to manipulate shapes and use scroll bar	Proficient skills and ability to right click and click on URLs

Keyboarding
 	
  Use proper posture and ergonomics
 	
  Locate and use letter and numbers keys with left and right hand placement.
 	
  Locate and use correct finger, hand for space bar, return/enter and shift key
	Sitting up
	
	Hold mouse correctly
		Beginner skills and the ability to locate and use correct finger for space bar, return/enter, shift, letters F and J keys	Proficient skills and ability to locate and use number keys with left and right hand placement

Gain proficiency and speed in touch typing • K – list of 5 sight words; type own name	Type first name (TK skill)	Type list of 5 sight words Type first and last name	Proficient skills and ability to type additional sight words (10 or more)
Acceptable Use, Copyright and Plagiarism	Beginner	Proficient	Advanced
Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use	Only click on programs you have permission to use – safe sites	Beginner skills and the ability to describe possible consequences of inappropriate use	Proficient skills and capacity to explain responsible uses of technology and digital information

First Grade Technology Priority Standards:

Basic Operations	Beginner	Proficient	Advanced
Turn on a computer and log in, log off, restart	Turn on a computer	Turn on a computer log in, log off	Turn on a computer log in, log off, restart
Use pointing device such as a mouse to manipulate shapes, icons; click on URLs; check boxes; use scroll bar; use right-click	Find icons, check boxes, use scroll bar	Beginner skills and ability to use pointing device such as a mouse to click on icons, click on URLs	Proficient skills and use right click to manipulate shapes
Keyboarding Use proper posture and ergonomics Locate and use letter and numbers keys with left and right hand placement. Locate and use correct finger, hand for space bar, return/enter and shift key	Understands that there is proper posture and ergonomics Locate and use letter and number keys with pecking (individual fingers)	Beginner skills and ability to locate and use some letters and number keys with left and right hand placement Adjusts improper posture and ergonomics	Proficient skills and ability to use proper posture and ergonomics Locate and use letter and number keys with left and right hand Locate and use correct finger, hand for space bar, return/enter and shift keys.

Gain proficiency and speed in touch typing • 1st - 2 sentences in one sitting	Gain proficiency and speed in touch typing a few words	Beginner skills and ability to speed touch one sentence in one sitting	Proficient skills and ability to touch type 1-2 sentences in one sitting
Acceptable Use, Copyright and Plagiarism	Beginner	Proficient	Advanced
Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use	Understands responsible uses of technology and digital information Understands possible consequences of inappropriate uses	Beginner skills and ability to apply responsible uses of technology and digital information Understands possible consequences of inappropriate uses	Proficient skills and ability to explain responsible uses of technology and digital information Describes possible consequences of inappropriate uses

Second Grade Technology Priority Standards:

Basic Operations	Beginner	Proficient	Advanced
Turn on a computer and log in, log off, restart	Turn on a computer	Turn on a computer log in, log off, and restart	Proficient skills as well as switch user, shut down computer, and help others troubleshoot
Use desktop icons, windows, and menus to open, close and minimize applications	Can open an application and do something (i.e. start Word, log in to RAZ)	Use desktop icons, windows, and menus to open, close and minimize applications	Proficient skills and ability to open saved work from folders Save work in folders Know what to do when error message pops up when installing
Keyboarding Use proper posture and ergonomics Locate and use letter and numbers keys with left and right hand placement.	Hunt and peck typing on the correct side of the keyboard – 2 handed	Uses proper posture and ergonomics Locates and uses letter and numbers keys with left and right hand placement. Locates and uses correct finger, hand for	Proficient skills and Knowing at least 3 keyboard commands (CTRL V – paste; CTRL C – copy; CTRL P – print)

		space bar,return/enter and shift key	
Locate and use correct finger, hand for space bar, return/enter and shift key			
Gain proficiency and speed in touch typing • 2nd - 1 paragraph in one sitting; 6 wpm 80% accuracy	Using pre-write, edited student work, students will type their final copy. 1-2 sentences – 3 wpm – 80% accurate	Using pre-write, edited student work, students will type their final copy. 3-4 sentences – 6 wpm – 80% accurate	Using pre-write, edited student work, students will type their final copy. 6+ sentences/paragraph – 10 wpm – 80% accurate
Acceptable Use, Copyright and Plagiarism	Beginner	Proficient	Advanced
Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks.	Know/show basics of appropriate conduct with hardware	Gentle use of hardware – no food, clean hands, soft touch Put away as directed Using websites and apps responsibly and as directed by teacher	Models for others Helps others

Third Grade Technology Priority Standards:

Basic Operations	Beginner	Proficient	Advanced

Keyboarding
 	
  Use proper posture and ergonomics
 	
  Locate and use letter and numbers keys with left and right hand placement.
 	
  Locate and use correct finger, hand for space bar, return/enter and shift key
	Sit in chair facing forward
	
	Locate home row with fingers
	
	Locate/use space bar, return/enter or shift but not with correct finger
		Students will:
		
		Sit with back fully against the chair, feet flat on floor
		
		Locate and use all letter keys with proper finger placement
		
		Locate and use correct finger/hand for space bar
			Students will:
			
			Sit with back fully against the chair, feet flat on floor and elbows above wrists, eyes focused straight ahead on screen
			
			Locate and use all letter and number keys with proper finger placement
			
			Locate and use correct finger/hand for space bar, return/enter/shift keys

Gain proficiency and speed in touch	Less than 10 wpm or less than 80%	2 paragraphs in one sitting; 10 wpm or	More than 10 wpm with 80% accuracy

| typing

3rd – 2 paragraphs in one sitting; 10 wpm 80% accuracy	accuracy)	80% accuracy	
• Copy and paste images within the document and from outside sources • Insert, manipulate, and size a graphic in a document	Use image within doc/program (i.e. Clipart) Size a graphic without proportions appropriate	Copy and paste 2 images within the doc and from outside sources Manipulate and size a graphic in a doc	Copy and paste more than 2 images within the doc and from outside sources Manipulate, size, and move a graphic in a doc using advanced tools (i.e. text wrapping, cropping, etc.)
Multimedia and Presentation Tools	Beginner	Proficient	Advanced
Create, edit and format text in multimedia presentations	Create but cannot edit or format	Create, edit, and format text (at least 2-3 features in multimedia palette)	Create, edit, and format text (at least 4 features in multimedia palette)
Research and Gathering Information	Beginner	Proficient	Advanced
Use age appropriate technologies to locate, collect, organize, and summarize content for specific purposes	Has difficulty using age appropriate technologies to locate, collect, organize, and summarize content	Use search engine to locate and collect info Use appropriate programs (i.e. Word, Clipboard, Power Point) to organize and summarize content	Use multiple search engines to locate and collect info Use appropriate programs to organize and summarize content for specific purposes

Fourth Grade Technology Priority Standards:

Basic Operations	Beginner	Proficient	Advanced
File management – locating, organizing and saving documents	Locate	Locate and save	Locate, save, organize
Gain proficiency and speed in touch typing 4th-1 page in one sitting; 12wpm 80% accuracy	One finger (hunt and peck) Below 12 wpm and 80% accuracy	Use two hands 12 wpm and 80% accuracy in one page	Above grade level in wpm, accuracy and page amount

Demonstrate use of beginning features in word processing - tab/indent, font/size/style; highlight text	Change font size and style	Tab/indent Change font size and style Highlight text	Set tabs Use bullet points and outlining
Multimedia and Presentation Tools	Beginner	Proficient	Advanced
Create a series of slides and organize them to present research or convey an idea	Create slides	Create a series of slides and organize them to present research or convey and idea	Create a series of slides and organize them to present research or convey and idea Animate slides (add sounds and effects)
Research and Gathering Information	Beginner	Proficient	Advanced
Determine credibility of Internet resources in terms of their usefulness for research	Know what these mean: .org, .edu, .com, .gov, .net	Know when to use which type of resource (i.e. .org and .edu for research reports)	Find and use multiple sources to confirm credibility

Fifth Grade Technology Standards:

Basic Operations	Beginner	Proficient	Advanced
Gain proficiency and speed in touch typing 5th – 2 pages in one sitting; 15wpm 90% accuracy	10 wpm at 80% accuracy	15 wpm at 90% accuracy	16+ wpm at 91% + accuracy
Demonstrate use of beginning features in word processing - tab/indent, font/size/style; highlight text	Font size/style	Tab/indent Font size/style Highlight	All prior skills and line spacing, alignment, and headers

		Right Click on word or click "review" tab at top	
Proofread and edit writing using appropriate digital resources (e.g. dictionary, spell checker, grammar, and thesaurus).	Identify what red/blue/green squiggly lines mean	Know how to correct	Using online dictionary and thesaurus
Acceptable Use, Copyright and Plagiarism	Beginner	Proficient	Advanced
Explain Fair Use Guidelines for the use of copyrighted materials,(e.g. text, images, music, video in student projects)	Recognize that some materials are copyrighted and what copyright means	Follow rules and do not plagiarize text and images	Follow rules for music and video
Research and Gathering Information	Beginner	Proficient	Advanced
Determine credibility of Internet resources in terms of their usefulness for research	Know what these mean: .org, .edu, .com, .gov, .net	Know when to use which type of resource (i.e. .org and .edu for research reports)	Find and use multiple sources to confirm credibility

Sixth Grade Technology Standards:

Basic Operations	Beginner	Proficient	Advanced
Gain proficiency and speed in touch typing 6th – 3 pages in one sitting; 20wpm 90% accuracy	10 wpm 90% accuracy	20 wpm 90% accuracy	30 + wpm 90% accuracy
Demonstrate use of intermediate features in word processing - bullets/number lists ; line spacing/ margins; copy and paste text; page orientation	Basic features in word processing Aligning text Copy and paste text	Demonstrate use of intermediate features in word processing - bullets/number lists ; line spacing/ margins; copy and paste text; page orientation	Alter bullets and number lists Headers and footers Shortcut keys Set margins for particular text

			Right click
			Page and column breaks
Proofread and edit writing using appropriate digital resources (e.g. dictionary, spell checker, grammar, and thesaurus).	Doesn't use pull down menus	Proofread writing using appropriate digital resources (e.g. dictionary, spell checker, grammar, and thesaurus).	Proofread and edit writing using appropriate digital resources (e.g. dictionary, spell checker, grammar, and thesaurus).
Research and Gathering Information	Beginner	Proficient	Using pre-write, Advanced
Use age appropriate technologies to locate, collect, organize, and summarize content for specific purposes (citing sources, bookmarks/favorites – 4-6)	Not able to use Web or cite text appropriately	Use age appropriate technologies to locate, collect, organize, and summarize content for specific purposes (citing sources, bookmarks/favorites – 4-6)	Use footnotes and connect to footers
Communication and Collaboration	Beginner	Proficient	Advanced
Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas.	Copy and paste text and graphics without proper formatting	Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas.	Move and resize graphics Power Point with transitions and actions Format text effectively (contrast with background) Organization and presentation

2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom.

Goal: Newhall School District will utilize Common Sense Media with students and staff address Internet Safety and appropriate use guidelines. Teachers and administrators will develop a yearly plan of topics related to ethical uses of technology, and determine what grade levels are applicable.

As part of the grade level technology priority standards, most grade levels assess acceptable use, copyright, and plagiarism. A sample rubric is listed below for kindergarten students:

Acceptable Use, Copyright and Plagiarism	Beginner	Proficient	Advanced
Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use	Only click on programs you have permission to use – safe sites	Beginner skills and the ability to describe possible consequences of inappropriate use	Proficient skills and capacity to explain responsible uses of technology and digital information

Additionally, all schools in Newhall are using Common Sense Media to educate students on appropriate on-line behavior, safety and privacy, and cyberbullying. The lessons are grade level specific and contain student handouts, videos, assessments, and parent tips. A teacher verification document is also utilized to ensure the lessons are taught with fidelity each year. The lesson topics covered include:

- Going Places Safely

- Sending Email

- Show Respect Online

- Talking Safely Online

- The Power of Words

- Digital Citizenship Pledge

- Scams and Schemes

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

Newhall School District's Three Year Professional Development plan guides the district in offering trainings to meet the district's achievement goals. Teachers attend classes and workshops to support CCSS implementation and technology integration. Most technology training focuses on the use of key programs

like *EADMS* or on how to embed technology skills into content area lessons. The focus of professional development has shifted to increasing student engagement through effective technology integration.

Professional development surveys have been a very useful tool in identifying workshops teachers and administrators have an interest in attending. The results of these surveys indicate the need for increased training of district staff in using technology more effectively during classroom instruction, especially in using newer technologies such as Interactive White Boards and data analysis programs. As data analysis plays an ever more prominent role during professional learning community collaboration, teachers are interested in using *EADMS* more effectively.

The majority of technology professional development offerings in the district have been based on building teacher proficiency in using technology effectively and efficiently. Further training must focus on using technology as an instructional tool to promote learning and achievement. New lessons have been updated with Common Core standards, but there is still a need to further develop the use of technology as a twenty-first century tool.

A growth area is identifying teacher trainers or other personnel who are able to offer professional development and serve as coaches or mentors. As a result, the district is creating four Teacher on Special Assignment (TOSA) positions to support the capacity building across all school sites. Having site "experts" on different types of technology helps ensure its use, as teachers have someone to assist them with trouble-shooting or developing new lessons. Along with utilizing existing staff as trainers, the district needs to consider alternative training models. Skype, webcasts, and webinars should be explored for effectiveness of training content, costs for delivery, and effective use of time.

It is critical that site administrators be included in training sessions. A survey similar to the one used by teachers might be given to administrators to survey and identify their needs for professional development. Trainings for administrators will have to be convenient to their schedules.

Classified staff will also benefit from the opportunity to attend training sessions. Curriculum specialists, office staff, and media specialists benefit from enhancing their skills and abilities with technology. A self-assessment survey would help identify the most applicable trainings.

Teachers will continue to self-assess their level of proficiency. Professional development will incorporate "The Design Elements for High Quality Professional Development." Staff development aligned to goals will be offered through the district and at school sites to meet the varying needs. There will be a focus on core content and modeling of teaching strategies with the use of the four district TOSAs. Teachers will be given opportunities to participate in active learning of teaching strategies during teacher collaboration opportunities on minimum day Fridays. Administrators will ask teachers for continuous feedback and to incorporate technology goals in their yearly Professional Performance Plans.

Additionally, all schools have access to a menu of professional development opportunities through IVS Computer Technology based upon teacher needs. Some of the potential training sessions are listed below:

Professional Development Courses

Promoting Student Collaboration: Learn how you can turn your SMART Board into a collaborative tool using random generators. You will also learn about creating and storing collaborative page templates to the My Content folder for easy access and collaborative integration at any point during instruction.

Activity Builder: Learn how you and your students can quickly create self-checking, resettable interactive activities by simply dragging and dropping objects on the page. This tool can become a powerful assessment tool when placed into the hands of your students!

Recording in Notebook Software: Learn how you can use the SMART Recorder to create a video recording of a lesson and put this tool into your students' hands to demonstrate their learning using ANY application on your computer. You will also learn how to use the lesson recording feature to record actions on a Notebook page. **NOTE:** An internal and/or external microphone are needed to record audio.

Notebook Internet Browser: Learn how you can insert and browse the web without ever leaving Notebook software! You will also learn how you and your students can quickly insert content from the web browser onto a Notebook page for instant data collection.

Inserting Sound: Learn how you can find, attach and record sounds for your Notebook lessons. This is not only a great teacher tool for capturing attention, but can also be used to assess student learning.

Hide and Reveal Techniques: Learn how to use features of Notebook software to create hide and reveal activities. You will learn how object animation can be used to reveal a hidden object, erase to reveal to magically erase and reveal an object, and how to create a magnifying glass revealer.

Extreme Collaboration: Learn how your students can use Internet enabled devices to collaborate, brainstorm and share ideas with the entire class. Student feedback is sent directly to a SMART Notebook page so that it can be manipulated and saved! This Notebook Add-on will bring your students together like never before!

Lesson Design and SMART Exchange: Learn where to find pre-made SMART Notebook lessons and how to modify them to fit your classroom. You will also learn best practices for font style, background color, and tips to create a visually appealing lesson page.

3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.

Goal: All teachers and administrators will be provided ongoing, sustained professional development opportunities to improve technology proficiency and implementation skills.

Newhall School District strives to provide professional development to meet the needs of classroom teachers and school administrators. Information gathered through professional development surveys, Professional Performance Plan documents and student proficiency data on the district technology priority standards is used to assess each teacher's proficiency and professional development needs. This data indicates that professional development over the next three years will include EADMS software (web€`based system for test delivery and standards€`based assessment data analysis), adopted curriculum software (RAZ kids, Type to Learn 4, Dreambox, etc), interactive white boards, and technology integration. Technology proficiency training for administrators will focus on EADMS software, data analysis applications, and interactive white boards.   The district will continue to align technology with the new common core standards and future online assessments. As the district looks to add additional devices, including iPads, teachers will need to be provided training on how to use iPads in an instructional setting.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

The Newhall School District is standardized on the IBM compatible personal computer and Apple iOS devices.

Selected vendor and hardware:

- Dell – district servers, desktop and laptops for office and support staff

- Lenovo – student laptop and teacher desktops

- Apple – iOS iPad tablets

- Cisco – Network and wireless infrastructure

- Fortinet – Firewall and network security

The District operates in a Star Topology which connects ten schools, one District Office to one Facilities location. All locations have full access to network connectivity. E-Rate supplements the current total cost with a 60% funding commitment ratio. In addition CTF supplements an additional 50% of the remaining cost.

A single T-1 connection to the Los Angeles County Office of Education (LACOE) is maintained for Business Services operations.

WAN Point to Point connection:

- Provider: Time Warner, fiber speeds are 2 GBS per site. The configuration meets current district needs.

Internet:

- Provider: Time Warner, with speeds of 5 GBS district wide. The configuration meets current district needs.

Lightspeed:

- Provides Internet content filtering and brings the District into CIPA compliancy. All computers pass through the filter prior to getting into the Internet and returning traffic passes back through the filter prior to returning data to a clients machine.

- Technology Protection measures which include blocks or filters to Internet resources that provide visual depictions that (a) are obscene, (b) are child pornography, or (c) are harmful to minors, for all computers that are accessed by minors.

Support Staff

- District has four top level support staff assigned to the maintenance of the front-end and back-end infrastructure. Top level is also assigned to provide support to the local site support specialist.

- Each school location has a dedicated support staff person that is responsible to Curriculum support request.

- A full time Manager of Technology supported by two full time Network Technicians and a full time System Administrator. The Manager's primary responsibilities are to keep the network up and running, troubleshoot, inform site and district administrators of problems and needs, and recommend improvements to sustain efficiency and cost effectiveness. The Network Technician assists in the management of the district's computer network including network configuration, setup and repair of network infrastructure, hardware, and software. In addition, the Network Technician will oversee the implementation of new district and school software programs and maintain the district's attendance database (Aeries) and assessment database

(Datawise) along with other district and school software. The System Administrator's primary focus is on maintaining the LACOE Lab and supporting the Computer Curriculum Specialists at the sites with hardware and software issues.

Fixed Assets/Security of Devices:

- The district currently tracks all fixed assets in a Microsoft Access database. The database is managed by the Business Services Coordinator and hosted at the District Office. Hard copies are retained with asset information as well. Documentation is audited independently on an annual basis to ensure integrity and accuracy.

- Assets are tracked by serial number, make, model, vendor, cost, budget utilized and site location. Site Computer Curriculum Specialists maintain a list of mobile devices that

- Systems are deployed with Absolute Software that allows systems to be tracked and recovered in the event of theft. Systems are stored in mobile carts or lockers for ease of access. The carts and lockers are padlocked and stored in secured areas. The carts are maintained by the Computer Curriculum Specialists at each site.

Technology in the classroom:

- A Technology Committee has been implemented to identify, assess and plan for implementing the Technology Plan. The committee is comprised of Teachers, Administrators, a Business Services Coordinator and the Manager of Technology.
- All classrooms are equipped with an Interactive Whiteboard, Projector, Document Camera or Tablet for use as a Document Camera, a Teacher desktop computer, Juno Sound System, and sites have a 4:1 ratio for student computers.
    - Standard Software utilized for instructional purposes:

        - Juno FrontRow

        - Smart Notebook

        - Microsoft Office

        - EADMS

        - Safari Montage
- Students utilize the following software programs to implement curricular goals:

    - Microsoft Office

    - Type to Learn

- o   Raz Kids

- o   Learning A-Z

- Sites have at least one computer lab, a science lab, and a library with access to Lenovo Tiny desktop computers. In addition Science Labs and Computer Labs are equipped with Interactive Whiteboards and Projectors.

Communication:

- All full time staff have e-mail accounts managed through Active Directory on an Exchange 2003 platform.

- Student outreach is facilitated through SchoolMessenger. Parents receive voicemail and e-email notifications in English, Spanish, and Korean based on their home language. In addition, each school has a website. There is also a district website, and Facebook pages in both English and Spanish.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

The District is moving toward a 1:1 deployment for students and teachers. To accomplish this, the network wireless infrastructure will need to be upgraded to support the new device load and learning resources.

Network:

- Purchase and install additional access points and supporting Ethernet cabling. Cabling is routing from wall mounted IDF cabinets to ceiling mounted Access points allowing for cable free staff and student areas facilitating safe environments.

- Purchase additional switches with POE ports.

Device Management:

- Implement a software solution that will provide patch, remote asset tracking, MDM, and security management for Windows and iOS devices.

Support Staff:

- Train local site support staff and provide the ability to support local teachers and students in the event of a technical problem.

- Implement management software that will deploy a pre-configured O/S, maintain the O/S with the latest versions and patches. It will also have the ability to deploy and update applications as instructional needs change and evolve, improving Site Support Staff response times for technical issues that may arise.

- A new ticket system is being deployed to allow Site Support Staff greater ability to prioritize support for teachers, providing management the ability to track and ensure acceptable response times.

Energy Management:

- Modifications will need to me made to the existing electrical, HVAC systems to support the increase in devices. Evaluations on the impact of this are in progress at this time.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Data on the effectiveness of technology trainings will include surveys, training evaluation forms, and site administrator observations of teachers and students using technology. Data will be compiled yearly as part of the Technology Plan update done by Instructional Services. The Technology Plan includes both E-rate and EETT requirements. As Instructional Services updates the Technology Plan, updates will be shared with site administrators, teachers, and the Governing Board. Information from the yearly update will assist sites in preparing their SPSAs.

Indicators of success will be classroom observations of technology use by site administrators, student work samples from technology lessons, increased percentages of students reaching proficiency on the district technology priority standards, and continuing improvement in the number of students reaching proficient and advanced mastery of state Common Core standards. As data is analyzed by Instructional Services, they will make recommendations to administrators on needed modifications in order to meet the goals outlined herein. Instructional Services will closely monitor whether goals are met in a timely fashion and will adjust program elements as needed in order to ensure technology is used correctly to support and foster student achievement.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

Full implementation of the Newhall School District Technology Plan is defined by at least 80% of grades K-6 students demonstrating performance at or above the standard for each of the district technology priority standards. A description of the type and quality of work students must do to perform "at-standard" is given for each indicator. The plan then removes any guesswork concerning performance. District technology priority standards are taught in the context of integrated instructional units which address core content standards in English/language arts, math, social science and science. Student mastery of these priority standards is assessed by classroom teachers using rubrics created by the District Technology Committee. Student achievement data on levels of proficiency are collected by the classroom teacher and shared with the Assistant Superintendent of Instructional Services. Additionally, the District Technology Committee comprised of teachers, site administrators, and district administrators will meet quarterly to review the professional development needs and make recommendations for the next steps. All aspects of the Technology Plan, including progress toward the specific benchmarks established for each goal, will be evaluated in an annual report to the Governing Board prepared by the Assistant Superintendent of Instructional Services. Preparation of this report will include the compilation of data indicating student progress toward mastery as well as data on teacher professional development and proficiency. This comprehensive report will be submitted to the Governing Board in September of each year, for the preceding school year.

Technology implementation and integration is discussed in PLC meetings held at each site by grade level. Program modifications are discussed and changes are proposed to assist students in reaching district goals. Site feedback is shared at the District Curriculum Council meetings and concerns are addressed.

The Governing Board receives annual reports on student achievement in the core subject areas. The reports show results from the California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics, the 5th grade science assessment, and the Newhall School District Writing Assessment.

The District Technology Committee will convene annually to review the entire plan and determine if set goals and objectives have been met. In addition, parents and community members will be informed through the district newsletter.