

Beverly Hills Unified School District

Technology Use Plan

Recommendations for Technology Planning

Beverly Hills Unified School District
Technology Plan Committee

Dr. Jerry Gross
Superintendent of Schools

2010-2013

TECHNOLOGY PLAN CONTACT INFORMATION

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19-64311

School Code (Direct funded charters only): n/a

LEA Name: Beverly Hills Unified School District

*Salutation: Dr.

*First Name: Ilene

*Last Name: Straus

*Job Title: Assistant Superintendent, Educational Services

*Address: 255 South Lasky Drive

*City: Beverly Hills, California

*Zip Code: 90212-3697

*Telephone: (310) 551-5100 Ext: 2240

Fax: (310) 286-7445

*E-mail: istraus@bhusd.org

Please provide backup contact information.

1st Backup Name: Dawnalyn Murakawa-Leopard

1st Backup E-mail: dmurakawa@bhusd.org

2nd Backup Name: Christie Shaffer

2nd Backup E-mail: cshaffer@bhusd.org

*Required information in the ETPRS

ASSURANCES

We have worked together and created this draft of the Beverly Hills Unified School District Technology Use Plan.

We recommend the adoption of this plan with the understanding that a District Technology Plan Committee will be assembled to regularly review, update, and oversee the implementation of the five plan components.

Dr. Ilene Straus

Christian Fuhrer

Diane Mead

Nooshin Meshkaty

Maria Stefanopoulos

Dr. Dawnalyn Murakawa-Leopard

Anita Naiman

Joel Pressman

Christie Shaffer

Dr. Jennifer Tedford

EXECUTIVE SUMMARY

The Beverly Hills Unified School District understands the importance of preparing its students for the information age. Indeed, one of the most important characteristics of a BHUSD education, as described in the district's Mission Statement, is its use of "state-of-the-art technology." The district is committed to using technology to help students to become knowledge architects and to bring efficiency and insight to school administration and student assessment. To support this commitment, the district has developed a set of goals and standards and aligned them with the National Educational Technology Standards. There are several technology standards from which student outcomes are derived, including Basic Operations and Concepts, Social, Ethical, and Human Issues, Technology Productivity Tools (including Word Processing, Spreadsheets, and Databases), Technology Communication Tools (including Multimedia Authoring/Presentations/ Graphics), Informational Literacy Tools, and Technology Problem-Solving and Decision-Making Tools (including Internet/Research and Email)

There are specific technology outcomes for each grade level. Elementary students achieve these outcomes through weekly sessions with a credentialed technology teacher, in which students participate in technology-based lessons integrating both core curriculum concepts and technology skills. Middle school students participate in an elective program, and High school students hone their skills through regular class work and specialized elective programs.

Through this Technology Use Plan, the district shall expand its technology use in a number of areas:

1. The number of teachers using technology routinely and transparently in planning and designing lessons, delivering instruction, and analyzing student learning will increase;
2. All students will acquire technology and information literacy skills through the use of technology integration into the core curriculum in grades 1-5;
3. All teachers and students will have access to the hardware and software tools they need to support their instructional goals;
4. The district will implement an assessment and record-keeping system that will track multiple measures of student performance, allow staff to analyze student performance, and facilitate the implementation of effective teacher interventions;
5. All teachers and administrators will utilize technology to improve two-way communication between home and school;
6. All teachers and administrators will be provided with the training and support needed to accomplish the above listed goals; and
7. The district will provide adequate infrastructure, technical support, hardware, and software to allow teachers and other staff members to accomplish the above listed goals.

The District Technology Committee is responsible for monitoring progress with regards to the Technology Use Plan. The District Technology Committee will meet quarterly to review the plan and progress made and to identify needs and implementation plans in order to ensure that the Technology Use Plan goals are achieved. Findings and conclusions related to progress made and plans for the future shall be summarized and reported to the Board of Education annually.

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MISSION AND VISION STATEMENTS

District Mission Statement

The mission statement of the Beverly Hills Unified School District, the heart of our city's pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy for learning.

District Technology Vision

Technology can be a powerful tool for learners to achieve world-class standards. Students need to be able to define tasks, access information, manipulate data, synthesize concepts, evaluate results and creatively express ideas to others. Technology use in any learning environment fosters cooperative learning, which in turn improves student problem solving, critical thinking skills, communication and cognitive growth. New technologies allow children to become knowledge architects, using the rich resources at their fingertips through technology to bring personal meaning and expression to knowledge.

Technology can also be an administrative tool that can bring efficiency to the management and assessment realms of education. This is especially important as teachers begin to use performance-based assessment to continuously improve student learning. The power of the technology allows tracking of student work, enabling teachers to develop and maintain individual learning profiles for all students.

Students and staff will:

- Have access to technology-rich learning environments within their classrooms, in learning labs outside the classroom, and in the school library media center.
- Have access when needed to networked systems extending from the classroom, to the school site, to the district, to the county, to the state, to the nation, and to the world. Educational resources through networks could include libraries, museums, and post-secondary institutions.
- Be ethical users of technology.
- Receive technology training and ongoing support.

Technology will:

- Provide a system that helps students, parents and teachers work together to improve educational outcomes.
- Create a collaborative environment for project-oriented activities.
- Enable students to become active and experiential learners through the use of multimedia tools

- Help to facilitate acceptance of cultural and physical differences within the schools and community.
- Enable curriculum, instruction and assessment to be developed and aligned with each other and with state standards.

Our changing society and workplace demand citizens who can take responsibility for their own learning and achievement. Through effective and creative use of multimedia, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success. This plan works to ensure the appropriate infusion of technology in order to create a new educational environment.

1. PLAN DURATION

Since 1982, the Beverly Hills Unified School District has worked to infuse its schools with the best available technology tools. Our first technology plan was submitted to the Board of Education in 1983 with revisions and renewals in 1986, 1989, 1992, 1996, 1997, 2001, 2004 and 2007. Due to the accelerated evolution of technology and increased sophistication of software, the District recognizes the need to continually revisit our plans for technology utilization. However, over the past 20 years, each of our technology plans has been built upon its predecessor, and we hold true to the premise that our primary goal is to prepare students for a world which increasingly depends on technology.

Our current technology plan will guide our use of education technology for the next three years, from 7/1/2010 through 6/30/2013 as we address the essential conditions for effectively using tools of modern technology to support K-12 education.

2. STAKEHOLDERS

The planning team that wrote this plan consisted of administrators, teachers, technology specialists and parents throughout the district. The committee included:

- Dr. Ilene Straus Assistant Superintendent, Educational Services
- Christian Fuhrer Parent, Horace Mann School; K-8 Site Technology Coordinator; Technology and Multimedia Teacher, Horace Mann School
- Diane Mead Assistant Principal, Beverly Vista School
- Nooshin Meshkaty Board of Education President
- Dr. Dawnalyn Murakawa-Leopard
Principal, Horace Mann School; K-8 District Technology Team Leader
- Anita Naiman 1st Grade Teacher, Hawthorne School
- Joel Pressman Choral Music Teacher, Beverly Hills High School
- Steven Rubenstein English Teacher, Beverly Hills High School
- Maria Stefanopoulos Technology and Multimedia Teacher, Hawthorne School

- Christie Shaffer Parent, Beverly Hills High School; District Systems Administrator
- Dr. Jennifer Tedford Assistant Principal, Beverly Hills High School

The planning committee meets regularly throughout the year to discuss ongoing issues related to the use of technology throughout the Beverly Hills Unified School District. A core group of the stakeholders worked together through several face to face meetings to assess the current status of technology in the district and to develop goals, objectives and implementation plans. The draft of the plan was shared with the rest of the stakeholders via email for input.

3. CURRICULUM COMPONENT

a. Students’ and Teachers’ Current Access to Technology Tools

The Beverly Hills Unified School District provides every classroom, library, and office with internet access and at least 1 multimedia computer connected to the Internet. All four school sites in the district (4 K-8, 1 comprehensive secondary, and 1 alternative secondary) have access to multiple computer labs and/or mobile computer labs that teachers use to integrate technology into the curriculum. In addition, all schools have a variety of additional technology resources, including digital still and video cameras, media carts, smart boards, and color laser printers. Each school library in the district also has between 4 and 22 computer workstations.

In addition to technology embedded within regular core curriculum, each student in the district has access to technology tools during the school day through a rich program of specialized instruction. In grades 1 through 5, every student receives formal, hands-on instruction in the use of technology once a week in a computer lab from a credentialed technology teacher, who works with classroom teachers to integrate core curriculum with technology skills. In grades 6-8, students may elect to take one-semester technology courses. At the high school level, students are expected to enter with minimum proficiency; they have the opportunity, if needed, to take a basic computer skills course, as well as a wide variety of elective courses designed to develop more specialized skills and proficiencies (e.g., graphic design, print layout, architectural design, computer programming, etc.).

Each school provides students with access to technology before and after school in the school libraries. In addition to the libraries’ regular school hours, each library is open for extended hours after school one or two days per week. All sites have hired certificated and classified employees to supervise this program. In addition, many sites offer students access to technology after school through each school’s after school enrichment program; either through the Beverly Hills Recreation and Parks Department or through contracted services through the STAR program, each school offers a diverse selection of after school classes to its students, and technology courses are regularly among the most popular offerings.

b. The District's Current Use of Hardware and Software to Support Teaching and Learning

All teachers in the district are expected to integrate technology into their curriculum. The district has developed technology standards that all students are expected to master. These standards have been prioritized and categorized as Enduring, Important or Familiar at each grade level between grades K and 8, with a goal of student proficiency in the use of technology and information literacy skills before graduation from middle school. The district's libraries and computer labs are integral to all students' access to technology. Throughout the district, teachers regularly schedule the use of libraries and labs for daily classroom instruction.

The district has many software applications available for students and teachers. Teachers use a variety of applications at all grade levels to achieve district approved outcomes. The district provides, on all district computers, access to the Internet, filtering software, e-mail, Internet browsers, word processing software, spreadsheet software, presentation software, and database software. In addition, each site provides additional resources, including online research databases, online encyclopedias, textbook software, webpage authoring software, electronic grade books, and a wide variety of specialized, age-appropriate software resources for each grade level. In addition, the district and school sites provide a variety of additional technology tools, including televisions, VCR/DVD players, LCD projectors, digital video and still cameras, tape recorders with multiple headphones for activity centers, overhead projectors, and assistive technology for students with special needs (e.g., Alpha Smart notebooks, etc.)

c. District's Curricular Goals and Academic Content Standards

As the district's mission statement explains, the primary goal for our district is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and joy for learning. Within this context, in 2005-2006 the Educational Services department identified a number of areas for focus, including to:

- Promote excellence and the success of all students by advocating, nurturing and sustaining a culture of growth with a focus on the instructional program
- Provide opportunities for all members of the school community to develop and use skills in leadership, shared responsibility and collaboration
- Review the vertical and horizontal alignment of the core content areas to ensure that all students have equal access to rigorous curriculum opportunities

The Board of Education has adopted standards in the core academic areas of English Language Arts, math, science, history/social science and English language development. In addition to these adopted standards, BHUSD has established standards in the areas of physical education and visual and performing arts, foreign language, and technology. Where they exist, state frameworks and challenge standards were used as the basis for our local standards; for technology, National Technology Standards for Students served as the basis for our standards.

The district's scope and sequence curriculum guides 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 these guides, we have identified standards in the following levels of proficiency: Enduring (mastered by *all* students at 75 % proficiency level); Important (mastered by *most* students at 75 % proficiency level) and Familiar (introduced to all students, reinforced and mastered at future grade levels). In addition, teachers throughout the district have worked to identify Power/Safety-net Standards critical to the success of students as they move from grade level to grade level, and teachers at the elementary level have shifted to a Standards Based Report Card system, with its attendant transition from traditional letter grades to a mastery-based system of assessing and evaluating students.

Adopted standards and curriculum overviews are provided to every classroom teacher, and each site houses a complete set of curriculum binders for each grade level and subject area. Curriculum guides are also posted on the district website, ensuring that teachers and parents can work together to ensure that students are acquiring content knowledge at an appropriate pace. Site and district staff members work together throughout the year to implement standards, administer benchmark assessments, and use assessment data to review, evaluate and revise the curriculum and pacing as needed.

The district's technology standards were developed by the technology teachers at all five school sites. They are based upon the National Educational Technology Standards and reflect the high priority placed on both responsible use of technology and the development of technical skills for students in the Beverly Hills Unified School District.

Overview of District Technology Standards, K-12

Basic Operations and Concepts: Students demonstrate a sound understanding of the nature and operations of technology systems. Students are proficient in the use of technology.

Standard 1 – Basic Computer Knowledge (*Basic Computer Use, Computer Hardware/Software, Keyboarding, Operating Systems, and Networking*)

Social, Ethical, and Human Issues: Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, person pursuits, and productivity.

Standard 2 – Social, Ethical, and Human Issues (*Responsible Use, Information Ownership, and Implications of Technology Use*)

Technology Productivity Tools: Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Standard 3 – Word Processing (*General Word Processing, Graphics, Page Layout, Printing, Text Formatting, and Word Processing Tools*)

Standard 4 – Spreadsheets (*Basic Spreadsheet Skills, Formatting, Data Calculation, and Graphs/Charts*)

Standard 5 – Databases (*Database Design, Data Entry, and Database Concepts*)

Technology Communication Tools: Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Standard 6 – Multimedia Authoring / Presentations / Graphics (*Graphics, Graphics Editing, Graphics, Multimedia Presentations, Sound, Still Images, Video Images, Video Cameras, and Video Editing*)

Informational Literacy Tools: Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Technology Problem-Solving and Decision-Making Tools: Students use technology resources for solving problems and making informed decisions. Students use technology in the development of strategies for solving problems in the real world.

Standard 7 – Internet / Research (*Communications Applications and Research Skills*)

Standard 8 – Email (*Basic and Advanced Email Use*)

d. Using Technology to Improve Teaching and Learning by Supporting the District Curricular Goals and Academic Content Standards

GOAL 1: INCREASE THE NUMBER OF TEACHERS WHO UTILIZE TECHNOLOGY ROUTINELY AND TRANSPARENTLY IN PLANNING AND DESIGNING LESSONS, DELIVERING INSTRUCTION, AND ASSESSING AND ANALYZING STUDENT LEARNING.

Objective 1: By June 2013, assessment level of staff on Ed-Tech Profile will reach proficient (2.25) indicating teachers use of technological resources to create technology enhanced lessons aligned with adopted curriculum, deliver instruction, and analyze student learning.

Benchmarks

Year 1

By June 2011, assessment level of staff on Ed-Tech Profile will remain at a high intermediate level (1.75) indicating teachers' use of technological resources to create technology enhanced lessons aligned with adopted curriculum, deliver instruction, and analyze student learning.

Year 2

By June 2013, assessment level of staff on Ed-Tech Profile will reach proficient (2.00) indicating teachers' use of technological resources to create technology enhanced lessons aligned with adopted curriculum, deliver instruction, and analyze student learning.

Year 3

By June 2013, assessment level of staff on Ed-Tech Profile will exceed proficient (2.25) indicating teachers' use of technological resources to create technology enhanced lessons aligned with adopted curriculum, deliver instruction, and analyze student learning.

Data to be Collected and Analyzed	Timeline	Person Responsible
Ed-Tech Profile	Annual	Principals, Dir. Curriculum
Sample curriculum resources	Annual	Principals, Dir. Curriculum, Site Tech. Com.
Samples of student work/teacher learning plans	Annual	Principals, Dir. Curriculum, Site Tech. Com.
Student performance data	Annual	Principals, Dir. Curriculum, Site Tech. Com.
Teacher training schedules and materials	Annual	Principals, Dir Curriculum, Site Tech. Com.
<p>Implementation</p> <ul style="list-style-type: none"> The Technology Committee will review initial (Fall 2006) staff survey results and create a plan outlining current levels of staff proficiency and use of technology and implementation steps for increasing those levels to meet benchmarks (Spring 2007) The K-8 Technology Teachers and High School technology T.O.S.A. will work together with staff to develop training modules and model lessons demonstrating the potential for technology use in the areas of lesson planning, instructional delivery, and analysis of student learning (Spring and Summer 2007) The Technology Committee will plan and implement training and ongoing support for teachers as they work to develop proficiency in these areas (2007-2008) The Technology Committee will develop plans for collecting curriculum resources to share with teachers throughout the district (2007-2008) Technology Teachers will work with teachers throughout the district to post curriculum resources to the district's resource library (2007-2008) The Educational Services department will continue collecting multiple measures of student performance data (e.g., benchmark test scores, results from department mid-term and final examinations, student marks/grades, STAR scores, etc.) and disseminating this information to teachers in a form that will foster and facilitate ongoing analysis of student achievement (2007-2008) 		
<p>Monitoring and Evaluation</p> <p>The Technology Committee will meet to monitor and evaluate progress towards achieving their objective and will work with the Educational Services department to revise the plan as needed. Site administrators will work with teachers to ensure ongoing growth in these areas; teachers will be asked to provide evidence of their professional growth and their use of technology in teaching and learning through their Ed-Tech Profile Survey.</p>		

<p>GOAL 2: Students will use technology and electronic resources as one component to achieve the District curricular objective of increasing the number of students proficient or advanced on the California Standards Test.</p>												
<p>Objective: By June, 2013, 85% of BHUSD students will use educational technology on a weekly basis as one component of the instructional program leading toward proficiency in reading/language arts, mathematics, history/social science, science. Success will be measured by teacher observation of students. District curricular goals and objectives will be measured by the California Standards Test.</p>												
<p>Benchmarks</p> <p>Year 1</p> <p>By June 30, 2011, 75% of BHUSD students will use technology to prepare class assignments and projects, access information, and obtain subject matter expertise. The number of students scoring proficient or advanced on the California Standards Test will increase by 2% in each of the core subjects. Baseline:</p> <table data-bbox="240 1482 1424 1692"> <thead> <tr> <th data-bbox="240 1482 1094 1509">% of Students Scoring Proficient or Advanced</th> <th data-bbox="1105 1482 1424 1509"></th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1516 1094 1543">• English-Language Arts (Grades 2-11)</td> <td data-bbox="1105 1516 1424 1543">76.6%</td> </tr> <tr> <td data-bbox="240 1549 1094 1577">• History</td> <td data-bbox="1105 1549 1424 1577">74.7%</td> </tr> <tr> <td data-bbox="240 1583 1094 1610">• Mathematics</td> <td data-bbox="1105 1583 1424 1610">64%</td> </tr> <tr> <td data-bbox="240 1617 1094 1644">• Science (Grades 5, 8 and 10)</td> <td data-bbox="1105 1617 1424 1644">75.0%</td> </tr> <tr> <td data-bbox="240 1650 1094 1677">• Science (End-of-Course)</td> <td data-bbox="1105 1650 1424 1677">58.8%</td> </tr> </tbody> </table> <p>Year 2</p> <p>By June 30, 2012, 80% of BHUSD students will use technology to prepare class assignments and projects, access information, and obtain subject matter expertise. The number of students scoring proficient or advanced on the California Standards Test will be 2% in each of the core subjects from the previous year.</p>	% of Students Scoring Proficient or Advanced		• English-Language Arts (Grades 2-11)	76.6%	• History	74.7%	• Mathematics	64%	• Science (Grades 5, 8 and 10)	75.0%	• Science (End-of-Course)	58.8%
% of Students Scoring Proficient or Advanced												
• English-Language Arts (Grades 2-11)	76.6%											
• History	74.7%											
• Mathematics	64%											
• Science (Grades 5, 8 and 10)	75.0%											
• Science (End-of-Course)	58.8%											

<p>Year 3 By June 30, 2013, 85% of BHUSD students will use technology to prepare class assignments and projects, access information, and obtain subject matter expertise. The number of students scoring proficient or advanced on the California Standards Test will by 2% in each of the core subjects from the previous year.</p>		
Data to be Collected and Analyzed	Timeline	Person Responsible
Ethics Curriculum Student Assessment Tool data Technology activities – Teacher observations Agendas Technology Forum – Teacher observations	Year 1 Year 2 Year 3	Tech. Teachers/Coordinators, Dir. Curriculum
<p>Implementation</p> <ul style="list-style-type: none"> Sept. – Oct. annually 		
<p>Monitoring and Evaluation The Technology Committee will meet to monitor and evaluate progress toward achieving this objective and will work with the Director of Curriculum and the Educational Services department to revise the plan as needed.</p>		

e. How and When Students will Acquire Technology and Information Literacy Skills Needed to be Successful in the Classroom and the Workplace

<p>GOAL 2: ENSURE THAT ALL STUDENTS ACQUIRE TECHNOLOGY AND INFORMATION LITERACY SKILLS THROUGH THE USE OF TECHNOLOGY INTEGRATION INTO THE CORE CURRICULUM IN GRADES 1-5.</p>		
<p>Objective 1: By June 2013, 95% of students will demonstrate proficiency in technology and information literacy skills appropriate to their grade level.</p>		
<p>Benchmarks</p> <p>Year 1 By June 2011, the district will bring teachers together to ID proficiency levels for technology standards at 5th-8th grade. In addition, the District Technology Committee will refine and revise technology standards in order to design and implement a technology curriculum. We will develop an assessment process for these standards.</p> <p>Year 2 By June 2012, 75% of fifth and 8th grade students will demonstrate proficiency in technology skills via the district's proficiency assessment process.</p> <p>Year 3 By June 2013, 95% of fifth and 8th grade students will demonstrate proficiency in technology skills, via the district's proficiency assessment process.</p>		
Data to be Collected and Analyzed	Timeline	Person Responsible
District technology proficiency assessment and scoring rubric Student scores/results on the district technology proficiency assessment Samples of student work	2011 Annual Annual	Tech. Teachers/Coordinators, Dir. Curriculum Tech. Teachers/Coordinators Tech. Teachers/Coordinators
<p>Implementation</p> <ul style="list-style-type: none"> The Technology Committee will review and revise the existing technology proficiency examination so that it is appropriate for use in the elementary technology program with fifth grade students (Fall 2010) Classroom teachers will review the 1-5 technology curriculum to ensure that all students are receiving lessons that integrate technology into the core curriculum and that support students' mastery of technology standards, making adjustments as needed to ensure mastery by the completion of fifth grade (2010-2013) Technology Teachers at each K-8 school will administer the revised technology proficiency assessment 		

<p>with fifth grade and 8th grade students (Spring 2012)</p> <ul style="list-style-type: none"> • The Technology Committee will review results and make further revisions to the technology proficiency assessment as needed (Fall 2012) • Technology Teachers at each K-8 school will administer the revised technology proficiency assessment on an annual basis, using assessment results as a basis for revising their curricular program (2012-2013)
<p>Monitoring and Evaluation The Technology Committee will meet to monitor and evaluate progress toward achieving this objective and will work with the Educational Services department to revise the plan as needed.</p>

f. How the District will Address the Appropriate and Ethical Use of Information Technology in the Classroom

The following establishes a 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: distinguishing from unlawful downloading and peer to peer file sharing; and avoiding plagiarism (AB 307)

<i>GOAL 3: Students will learn about information technology and the appropriate and ethical use of technology.</i>		
Objective 1: <i>An annual District-wide focus on Technology Ethics Education will be fully implemented K-12</i>		
Benchmarks		
Year 1 Identify the Digital Citizenship curriculum (e.g. CyberSmart) to be used K-12		
Pilot a district-wide focus by students on the ethical use of technology. Each year’s character education topic will provide theme for technology ethical use and safety. Possibly to coincide with annual Safety Week.		
Year 2 Implement Annual District-wide focus on the ethical use of technology		
Evaluate District-wide event		
Year 3 Full implementation of District-wide focus on ethical use of technology.		
Data to be Collected and Analyzed	Timeline	Person Responsible
Ethics Curriculum	Year 1	Tech. Teachers/Coordinators, Dir. Curriculum
Student Assessment Tool data	Year 2	
Technology activities – Teacher observations	Year 3	
Agendas		
Technology Forum – Teacher observations		
Implementation		
<ul style="list-style-type: none"> • Sept. – Oct. annually 		
Monitoring and Evaluation		
The Technology Committee will meet to monitor and evaluate progress toward achieving this objective and will work with the Director of Curriculum and the Educational Services department to revise the plan as needed.		

g. How the District will Address Internet Safety and How Students and Teachers will be Trained

GOAL 4: Provide annual internet safety instruction for teachers, students and parents		
Objective 1: K-12 Curriculum will be fully implemented and Technology Plan updated		
Benchmarks		
<p>Year 1 Review, revise and disseminate video on Acceptable Use Policies and signature and assure policies receipt. Create student friendly versions Review, revise K-12 scope and sequence Cyber Smart curriculum. K-5 Tech Specialists Revise course outlines and ID courses all students must take. Update technology standards</p> <p>Year 2 Implement safety curriculum with specific modules for elementary, middle and high school</p> <p>Year 3 Re-evaluate and refine Cyber Smart curriculum. Incorporate coordination with Safety Week Update Technology Plan</p>		
Data to be Collected and Analyzed	Timeline	Person Responsible
Signed AUPs Curriculum modules (student work) Updated plan	Year 1 Year 2 Year 3	Tech. Teachers/Coordinators, Dir. Curriculum
Implementation		
<ul style="list-style-type: none"> Identify internet safety curriculum at each grade level and courses in which the curriculum aligns Develop modules for each grade level Revisit plan on an annual basis to make recommendations for updating of plan year 3 		
Monitoring and Evaluation		
The Technology Committee will meet to monitor and evaluate progress toward achieving this objective and will work with the Director of Curriculum and the Educational Services department to revise the plan as needed.		

h. Programs and Methods of Utilizing Technology that Ensure Appropriate Access to All Students

GOAL 5: ENSURE THAT ALL TEACHERS AND STUDENTS HAVE ACCESS TO THE HARDWARE AND SOFTWARE TOOLS THEY NEED TO SUPPORT THEIR INSTRUCTIONAL GOALS.		
Objective 1: By June 2010, the district will have developed and implemented a plan to provide for necessary infrastructure, hardware and software upgrades.		
Benchmarks		
Year 1		
By June 2011, the district will establish a plan for ongoing renewal of digital resources, pending funding plan for bringing the infrastructure, hardware and software up to date.		
Year 2		
By June 2012, the district's plan is in place.		
Year 3		
By June 2013, 50% of all classrooms are digitally wired per district master plan, and the district's infrastructure, hardware, and software will meet the ongoing instructional and professional needs of teachers and students.		
Data to be Collected and Analyzed	Timeline	Person Responsible
District plan for updating its technology infrastructure, hardware, and software	Annual	Superintendent, Assistant Superintendent for Ed Services, School Board

Data collected surrounding frequency of server crashes, network speed, and bandwidth usage	Annual	Technology Specialists
CBEDS data reporting the existing hardware resources available at each school site	Annual	Tech. Specialists, Tech. Teachers/Coordinators
Databases of available software	Annual	Tech. Specialists. Tech. Teachers/Coor.
Minutes from committee meetings	Annual	Tech. Specialists. Tech. Teachers/Coor.
Sample lesson plans posted on teacher shared site	Annual	Teachers, Tech. Teachers, Site Admin.
Sample student work posted on teacher shared site	Annual	Teachers, Tech. Teachers, Site Admin.
Staff Survey results posted on teacher shared site	Annual	Principals, Dir. Curriculum
Implementation		
<ul style="list-style-type: none"> The district will develop a plan for updating its technology infrastructure, hardware, and software to meet current educational and professional needs (Fall 2011) The district will implement this plan, completing a major infrastructure upgrade by the Spring of 2013, and ensuring that each school site and the district office has a plan for the replacement of hardware and the upgrading of software on a timely basis (2010-2013) The Technology Committee will review currently available software and assess teachers' needs for additional software to support the mastery of core content standards (Fall 2011) A committee will be convened to review and explore additional software, identify and provide access to technology tools with merit, make plans for piloting and training teachers in these tools' use, and supporting the integration of new technology into instruction, including the development of an database of curriculum resources available to teachers and students at all grade levels and in each subject area (2010-2013) The district will develop in conjunction with the Technology Committee guidelines for consistent standards of practice at each site. The District will develop and update technology policies and procedures for technology purchases and use within the District and continue to identify additional funding sources. (2010-2013) 		
Monitoring and Evaluation		
The Technology Committee will meet to monitor and evaluate progress toward achieving this objective and will work with the Director of Curriculum and the Educational Services department to revise the plan as needed.		

i. Utilizing Technology to Make Student Record Keeping and Assessment More Efficient and Supportive of Teachers' Efforts to Meet Individual Student Academic Needs

GOAL 6: IMPLEMENT AN ASSESSMENT AND RECORD KEEPING SYSTEM THAT WILL TRACK MULTIPLE MEASURES OF STUDENT PERFORMANCE; ALLOW STAFF TO ANALYZE STUDENT PERFORMANCE ON INDIVIDUAL, CLASSROOM, GRADE LEVEL/DEPARMENT, SCHOOL-WIDE, AND DISRICT-WIDE LEVELS; AND FACILITATE THE IMLEMENTATION OF EFFECTIVE TEACHER INTERVENTIONS FOR STUDENTS.
Objective 1: By June 2010, the district will have developed and implemented a system for tracking and analyzing student performance data.
Benchmarks
Year 1 By June 2011, the district's system for tracking and analyzing student performance data will be developed and in use by site administrators and district leaders.
Year 2 By June 2012, the district's system for tracking and analyzing student performance data will be developed and in

use by 50% of school staff.

Year 3

By June 2013, the district’s system for tracking and analyzing student performance data will be developed and in use by all school staff.

Data to be Collected and Analyzed	Timeline	Person Responsible
District structure for tracking and analyzing student performance data Sample student reports and data analysis Intervention plans Plans for staff development centered around the collection, analysis and use of data related to multiple measures of student performance	2010 Annual Annual Annual	Assistant Superintendent for Ed Services, Director of Curriculum Principals, Tech. Teachers/Coordinators Principals, Tech. Teachers/Coordinators Assistant Superintendent for Ed Services, Director of Curriculum, Principals
<p>Implementation</p> <ul style="list-style-type: none"> • The district will revise and refine its plan for student assessment, including the use of benchmark assessments, department-wide mid-term and final examinations, report card grades and marks, standardized assessment data, and other types of formative and summative assessments. It will then develop a plan for collecting and reporting this data (Fall 2010) • The district will implement this plan, initially piloting it for use with principals and school and district leadership (Spring-Fall 2011) • The district will revise the plan and develop training and other plans for full implementation (2013) • Teachers will be trained in the collection, analysis and use of student performance data in developing instructional plans and strategies (2010-2013) • Teachers will receive and utilize student achievement data to plan instruction (2013) 		
<p>Monitoring and Evaluation</p> <p>The Educational Services department will monitor the overarching plan for collecting and analyzing student achievement data. The Technology Committee will support the implementation of the plan; evaluation will be based upon feedback from teachers.</p>		

j. Utilizing Technology to Make Teachers and Administrators More Accessible to Parents

<p>GOAL 7: ENSURE THAT ALL TEACHERS AND ADMINISTRATORS UTILIZE TECHNOLOGY, INCLUDING UPDATED WEB SITES, ONLINE GRADEBOOK POSTING (AS APPROPRIATE), EMAIL AND VOICEMAIL, TO IMPROVE TWO-WAY COMMUNICATION BETWEEN HOME AND SCHOOL</p>
<p>Objective 1: By June 2010, all timely and significant district, school, and student information will be accessible utilizing a variety of technology tools.</p>
<p>Benchmarks</p> <p>Year 1 By June 2011, all teachers will be trained on the posting of information to their district web pages, and all administrators will post timely and significant information to school and district websites. All staff and administrators will continue to provide access to student information via online gradebooks (for teachers in grades 6 through 12), email, voicemail, and the phone messaging system (NTI-ConnectED). The district will develop a plan to support the inclusion of parent email information in site SIS databases and will support school administration in implementing site-based e-newsletters, list-serves, or other such communication tools.</p> <p>Year 2</p>

By June 2012, 65% of teachers will maintain current and comprehensive district web pages, and administrators will continue to post timely and significant information to school and district websites. All staff and administrators will continue to provide access to student information via online gradebooks (for teachers in grades 6 through 12), email, voicemail, and the phone messaging system. Each school site will have email addresses for 75% of families and will utilize this database to communicate with them.

Year 3

By June 2013, all of teachers and administrators will maintain current and comprehensive district web pages and will continue to provide access to student information via online gradebooks (for teachers in grades 6 through 12), email, voicemail, and the phone messaging system. Each school site will have email addresses for all families and will utilize this database to communicate with them.

Data to be Collected and Analyzed	Timeline	Person Responsible
Documents posted on websites	Annual	Tech. Specialists, TTT's, Coordinators
Number of teacher web pages and their content	Annual	Tech. Specialists, TTT's, Coordinators
SIS data	Annual	Office Staff, Site Administrators, Tech. Specialists
Staff development plans and materials	Annual	Assistant Superintendent for Ed Services, Director of Curriculum, Principals, Tech. Teachers/Coordinators
Implementation		
<ul style="list-style-type: none"> • The district will establish guidelines and expectations related to the maintenance of current and comprehensive web pages, as well as a plan for the collection and use of parent email addresses (Fall 2010) • Technology teachers/coordinators/TTT's will provide training for all teachers in the updating and maintenance of web pages (2011) • School sites will collect accurate parent email address information and will utilize this data for ongoing communication with parents (2012-2013) • The district will support timely and ongoing posting of information to web pages through ongoing assessment based on staff surveys and training for teachers (2012-2013) 		
Monitoring and Evaluation		
<p>The Educational Services department will develop and monitor the overarching plan for website and SIS maintenance; teachers will work with site technology personnel to meet the district's goals. The technology committee will monitor progress toward achieving this goal.</p>		

k. Description of The Process That Will Be Used to Monitor Whether the Strategies and Methodologies Utilizing Technology are Being Implemented According to the Benchmarks and Timeline

A variety of methods will be used to determine if individual goals of the technology plan are being met. Methods include:

- Review of the technology plan by the District Technology Committee on an ongoing basis
- Annual staff surveys
- Review of the stated benchmarks at the end of each year of the 3-year plan
- Ongoing review of site technology activities by District Technology Committee
- Professional development materials, surveys and evaluations of the training sessions
- Review of curriculum resources collected under GOAL 1.

Progress on the curriculum component will be reviewed once per semester. Information on the progress of the plan will be reported to technology committee members and others. If the plan is

not implemented on schedule, the Director of Curriculum will meet with the technology committee to review progress and obstacles and to revise plans as needed.

4. PROFESSIONAL DEVELOPMENT

The success of meaningful technology use in the district rests on the effectiveness of all staff members' development in the understanding and use of technology. Instruction in how to understand and use technology will support the strengthening of instructional strategies identified as appropriate by the district's technology plan.

The district recognizes three levels of technological proficiency within BHUSD staff. From Level 1, it generally takes three years to reach Level 3.

Level 1 Personal Proficiency: Using technology for personal use

Level 2 Instructional Proficiency: Incorporating technology into instruction

Level 3 Leadership Proficiency: Training colleagues to reach levels 1 and 2

Level 1 – Personal Proficiency

Objective - All teachers are able to

- Use computers to safely enhance personal productivity
- Locate information and conduct research via the Internet
- Operate a variety of common media display devices

Proficiencies - All teachers are able to:

- Activate a personal computer and install properly licensed software
- Use basic computer troubleshooting skills
- Find and organize folders and files, including conducting regular file back-ups on remote devices
- Switch between open applications
- Use a word processing application
- Use a desktop publishing application
- Use a spreadsheet and/or file management application
- Use a gradebook program and upload grades to the Internet
- Use the Internet to access, evaluate, and use information
- Use email
- Use presentation software and common media display tools
- Use technology equipment safely

Level 2 – Instructional Proficiency

Objective - All teachers are able to:

- Apply educational technology skills
- Integrate technology outcomes into lesson plans

Proficiencies - All teachers are able to:

- Use technology to present information in the classroom
- Use of technology to communicate with parents, students, and colleagues, including the use of multiple electronic resources (website, email, etc.)

- Develop Internet-based research lessons based on the concepts contained in the Big 6 (requiring students use technology to locate, evaluate, and collect information from a variety of sources, to use technology tools to process data and report results, and to evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks)
- Develop technology-embedded student assignments in which students use basic applications to research, synthesize, and/or present information
- Understand technological issues involving safety practices, ethics, and equitable access

Level 3 - Leadership Proficiency

Objective – Technology teacher leaders (30% of all teachers) are able to:

- Model educational technology
- Assist with staff development and peer mentoring

Proficiencies - Technology teacher leaders (30% of all teachers) are able to:

- Use a variety of technology tools
- Demonstrate and teach instructional technology proficiency
- Be acknowledged by peers as a model technology educator
- Lead in the development of site technology plans
- Support the integration of technology into the curriculum.

a. Summary of Teachers’ and Administrators’ Current Technology Skills and Needs for Professional Development

Beverly Hills Unified School District surveyed teachers at all levels in the spring and fall of 2009 using the Ed Tech Profile. Based on these results, the district will provide appropriate staff development to meet the needs of teachers to work toward daily use of technology tools and daily assignments of student work involving technology. The district will also provide training and support to meet the needs of teachers and site and district leaders toward becoming proficient users of technology.

3b Data Analysis – Use of hardware and software to support teaching and learning

Using 2008 California School Technology Survey results, the district has identified the ways and degree to which teachers are using technology tools.

Regarding the use of technology as an instructional tool, teachers indicated daily use in a number of categories. Creating instructional materials, communicating with colleagues and parents or students, and delivering or gathering instruction were categories that received the highest percentage of responses reflective of daily and weekly use, ranging from 53% to 94%. One category that showed less frequency was that of accessing model lesson plans and best practices in which 32% of teachers indicated weekly to monthly use of technology for this purpose.

As a tool for student assignments, survey results indicated weekly to monthly use in such areas as creating reports or projects, research, practice, with word processing showing a slightly higher frequency of 23% of teachers assigning tasks 2-4 days a week. Less frequent teacher assignments included demonstrations, correspondence with experts, analyzing data, and graphically presenting information—all of which showed results ranging from 41% to 59% never assigning such tasks.

4 Data Analysis – Current technology skills of teachers and administrators and needs for professional development

The 2008 California School Technology Survey results also identified the knowledge and skills of administrators and teachers.

Survey results indicated that 93% of administrators rate their general computer knowledge and skills as intermediate or proficient. 86% rated their internet skills as intermediate or proficient, 93% rated their email skills as intermediate or proficient, and 100% rated their word processing skills as intermediate or proficient. Presentation software skills results were mixed, with 50% rating themselves as proficient, and 21% and 29%, respectively, rating themselves as intermediate and beginning. Responses to questions about spreadsheet and database software skills were also mixed, with 43% of administrators rating themselves as intermediate spreadsheet users, and the remainder rating themselves as beginning or proficient, 29% for both. Similar responses were found with database software skills, with 36% of administrators rating themselves as beginning users, and a range of responses in the other areas. It should be noted that the number of administrators surveyed totaled 14.

Similar results were found with the 188 teachers, who were surveyed in the same areas. 82% rated their general computer knowledge and skills as intermediate or proficient, with 18% identifying their skills as that of a beginning user. 74% rated their internet skills as intermediate or proficient with 25% indicating that they were beginning users. Email skills showed slightly higher results, with 81% of teachers responding as intermediate or proficient users, and 18% rating themselves as beginners. Word processing skills reflected a higher number of intermediate or proficient users with 81%, and 12% rated themselves as beginning users.

Presentation skills reflected a range of skill levels, with teachers rating themselves evenly across categories as beginning, intermediate, and proficient users in the areas of presentation, spreadsheet, and database software.

Survey responses reflect strong results in most areas of technology with the exception of presentation software, database software, and spreadsheet software. Although the question was not asked, more information is needed on teachers' knowledge and skills in the areas of computers, software and peripheral equipment setup and troubleshooting.

Staff development needs were also surveyed among school administrators and teachers. When asked about the focus of future technology training, 68% of staff indicated a need for integrating technology into the curriculum. However, basic computer skills were also a significant response, with 32% requesting additional training in this area. Regarding the format of training, 55% of staff indicated a preference for small group training that is held during the school day.

5 – Data Analysis – Description of existing hardware, internet access, electronic learning resources, and technical support already in the district that could be used to support the curriculum and Professional Development components of the plan.

Evaluating computer resources is an essential component of the Beverly Hills Unified School District's technology program. The number and age of BHUSD's computers are relevant considerations. Currently, the district has 1680 computers, which includes computers for every classroom teacher, computer labs at every school site, and computers for administrative and support staff. 381 laptops are also provided to teachers and administrative staff. The age of the district's computers ranges from 17% of computers that are less than one year old to 38% of computers at 4 or more years old. 16% are 1-2 years old and 29% are 3-4 years old. The district office and school sites have cable and limited wireless internet access for staff and students. Each school includes a digital classroom with a teacher who provides additional professional development to teachers at his or her school site.

The status of the district's computer resources is an ongoing concern in providing a current and relevant instructional program. Digital classrooms are now in their third year as is Beverly Hills High School's Science and Technology building, which is equipped with wireless access, installed LCD projectors, document cameras, computer response systems ("clickers") and other state of the art technology equipment.

District technology support staff, including TOSAs (Teachers on Special Assignment, assist in allocating, replacing, and providing professional development related to computer equipment that supports the instructional program.

b. Goals and Specific Implementation Plans for Providing Professional Development Opportunities Based on the Needs Assessment of the Curriculum Component Goals, Benchmarks, and Timeline (4a, 3d-3j)

The Beverly Hills Unified School District believes that all teachers and district staff members should have access to rich technology staff development opportunities.

Our goal is to ensure that 100% of BHUSD teachers acquire both personal and instructional proficiency, and that at least 30% of BHUSD teachers acquire leadership proficiency. In order to support our goals, a number of avenues for professional development are available to all staff. These opportunities include:

- Adult School technology courses, with all staff eligible to enroll in one class at no charge during each Adult School session.
- Ongoing technology training and workshops made available through the Los Angeles County Office of Education
- Participation in California Technology Assistance Project/California Technology Assessment Profile (CTAP²)
- District workshops and in-services
- Peer coaching
- Support and individual training offered by site technology trainers
- Distance learning opportunities
- Model lessons
- A Trainer-of-Trainer model of staff development currently being implemented at Beverly Hills High School in the form of a Technology TOSA (Teacher on Special Assignment) who provides ongoing professional development in the form of small group training sessions and one-on-one instructional support.

Providing staff with ongoing information about the above opportunities is an essential component of the district’s technology plan.

b. Benchmarks and Timeline for Implementing the Strategies and Activities for Sections 4a, 3d – 3j

GOAL 8:	PROVIDE ALL TEACHERS AND ADMINISTRATORS WITH THE TRAINING AND SUPPORT THEY NEED TO SUCCESSFULLY ACCOMPLISH THE GOALS OF THE TECHNOLOGY PLAN
Objective 1:	By June 2013, all teachers and administrators will have received the training and support they need to enhance their ability to utilize technology effectively within their teaching and professional routines so that they are able to accomplish goals 1 through 5 outlined in the district’s technology plan.
Benchmarks	
Year 1	
By June 2011, the district will have implemented an annual needs assessment process in order to identify areas of need for staff development related to technology. All teachers will receive training on database and presentation software technology and on utilizing technology in planning and designing lessons, delivering instruction, and assessing and analyzing student learning. Administrators will receive training in the above areas and will also receive training in tracking and analyzing student performance data.	

Year 2

By June 2012, all teachers and administrators will receive ongoing training on database and presentation software technology; on utilizing technology in planning and designing lessons, delivering instruction, and assessing and analyzing student learning; and in tracking and analyzing student performance data. All teachers will be able to demonstrate growth in their use of technology based on the results of the needs assessment process.

Year 3

By June 2013, all teachers and administrators will receive on database and presentation software technology; on utilizing technology in planning and designing lessons, delivering instruction, and assessing and analyzing student learning; and in tracking and analyzing student performance data. All teachers will be able to demonstrate growth in their use of technology based on the results of the needs assessment process, and all goals outlined in the technology plan will have been achieved.

Data to be Collected and Analyzed	Timeline	Person Responsible
Annual needs assessment	Annual	Systems Administrator
Staff survey	Annual	Systems Administrator/Principals
Sample lesson plans	Annual	Principals/Assistant Principals
Samples of student work	Annual	Teachers
Student performance data	Annual	Teachers
Documents posted on websites	Annual	Principals/Teachers
Number of teacher web pages and their content	Annual	Principals/Teachers
Staff development plans and materials	Annual	Assistant Superintendent for Ed Services, Director of Curriculum, Principals, Tech. Teachers/Coordinators, Tech. Personnel

Implementation

- The district will establish a needs assessment process, complete with a means of measuring teacher growth in the use of technology from year to year (Spring 2010)
- Technology personnel will receive training on the following topics (Spring 2010):
 - Utilizing technology to plan and design lessons, deliver instruction, and assess and analyze student learning
 - Standards based instruction and assessment
 - Database and presentation software technology and other communication tools
 - Additional training determined by the District Technology Committee
- The district will implement the needs assessment process and develop plans for professional development related to technology (Fall 2010)
- Technology teachers will provide training for all teachers in accomplishing the goals outlined in the technology plan (2010)
- The district will support timely and ongoing training and support of teachers as each individual works to demonstrate growth in the use of technology (2011-2013)
- Site administrators will work with teachers to support and encourage professional development in this area and to serve as a liaison between sites and the district in facilitating the accomplishment of the goals in the technology plan (ongoing)

Monitoring and Evaluation

The Educational Services department will develop and monitor the overarching plan for the district; teachers will work with site administrators and technology teachers to meet the district's goals. The technology committee will monitor progress toward achieving this goal.

c. Description of The Process That Will Be Used to Monitor Whether the Professional Development Goals (4b) are Being Met and Whether the Planned Professional Development is Being Implemented in Accordance with the Benchmarks and Timeline

A variety of methods will be used to determine if professional development goals are being met. Methods include:

- Ongoing annual assessment through Ed Tech Profile to determine future staff training and professional growth needs. Aggregated results (at the site and district levels) will be collected, reviewed, and reported to the school board to show progress, highlights and new goals for technology integration.
- BTSA Induction annual Participating Teacher Survey data
- Annual Title II professional development staff surveys and needs assessment data
- Monitoring of the staff development component by the District Technology Planning Committee on an annual basis
- Evaluation of the stated benchmarks at the end of the 3-year plan
- Ongoing monitoring of site technology activities by the District Technology Committee

5. INFRASTRUCTURE, HARDWARE, SUPPORT, SOFTWARE, AND SECURITY

a1. List of Each Site's Technology Hardware, Electronic Learning Resources, Networking and Telecommunication Infrastructure, Physical Plant Modifications, and Technical Support Needed by Teachers, Students and Administrators to Support the Activities in the Curriculum Components (Section 3) of the Plan

The Beverly Hills Unified School District has provided all district staff with hardware, electronic learning resources, networking, a telecommunication infrastructure, physical plant modifications, and technical support.

Hardware

According to our annual computer count as of June 2009, the district currently has 1,776 computers being used for instruction-related purposes, for a district-wide student-to-computer ratio of 2.85:1. All schools use a combination of district and site funds to procure computers, peripherals and software.

Electronic Learning Resources

All current textbooks in Mathematics, History Social Science, and Science have an electronic component. Students can access their textbooks on line, supplementary and intervention resources can be accessed on line, and formative and summative assessments can be taken on line. Teachers can assign on-line assignments.

Networking and Telecommunication Infrastructure

The district has upgraded network infrastructure and developed standards for classroom technology. The classroom technology standards have been implemented in High School science and math classrooms, and is being implemented in most of the classrooms as site funds become available. These classroom standards include projection, sound amplification, remote control and interactive software and document cameras.

Physical Plant Modifications

The district has recently upgraded most of the technology infrastructure components, including; 1Gbps local area networks, 100Mbps and 1Gbps wide-area network connections, and a 50Mbps connection to the Internet.

Technical Support

The district has designated a teacher on special assignment to provide technical leadership and a professional development program has been initiated. The technology TOSA has developed a weekly forum for communicating uses of technology resources.

The district needs additional resources and resource time to support professional development components. The current resources are limited in their ability to provide services to all sites.

a2. List of Each Site's Existing Technology Hardware, Electronic Learning Resources, Networking and Telecommunication Infrastructure, Physical Plan Modifications, and Technical Support Already in the District that Could be Used to Support the Activities in the Professional Development Component (Section 4) of the Plan

Hardware

According to our annual computer count as of June 2009, the district currently has 1,776 computers being used for instruction-related purposes, for a district-wide student-to-computer ratio of 2.85:1. All schools use a combination of district and site funds to procure computers, peripherals and software.

Electronic Learning Resources

All computers have Internet connectivity, online learning resources, and basic software applications. The district provides access to district-wide e-mail, student information, and business services to the appropriate users. All current textbooks in Mathematics, History Social Science, and Science have an electronic component. Students can access their textbooks on line, supplementary and intervention resources can be accessed on line, and formative and summative assessments can be taken on line. Teachers can assign on-line assignments.

Physical Plant Modifications

A joint powers agency between the City of Beverly Hills and the District provides the District access to the City's Metropolitan Area Network (MAN). At this time, Hawthorne School is connected to the District Office via the MAN at 1Gbps. The other K-8 school sites are connected to the district office with ATT Opt-E-MAN fiber optic service at 100Mbps. These sites are expected to connect to the MAN in the next year. The high school connects to the district office with a direct fiber optic cable. The City of Beverly Hills also provides the district's Internet access via the MAN at 50Mbps. All schools have newly upgraded data communications equipment (switches, and routers) upgrading their classroom capabilities to 100Mbps. All schools have one centralized PC file server per site to provide student data storage, e-mail, and print sharing capabilities. All staff and students in the district have available their own secure network folder on their home site servers. The district has an e-mail server for staff use. All staff members have an active e-mail account, and all students have an internal-only e-mail account. Each permanent staff member has his or her own voice mail account. The district has an automated library system in place at all school sites. All sites have a librarian and/or clerical staff and adequate computers for research

Networking and Telecommunication Infrastructure

All schools have at least one multimedia computer in each classroom for student use and at least one telephone in each classroom. Each school has at least one multimedia PC computer lab and one multimedia Macintosh computer lab, each with a networked laser printer. The high school has 4 mobile labs, 3 desktop labs that teachers can use for their classes during the school day, and 4 classroom labs. Each elementary site has a variety of resources, including mini-labs within library facilities, mobile computer carts, and various peripherals. All administrative offices throughout the district have networked multimedia computers.

The classroom technology standards have been implemented in High School science and math classrooms, and are now being implemented in most of the K-8 classrooms as site funds become available. These classroom standards include projection, sound amplification, remote control and interactive software and document cameras.

Technical Support

All K-8 schools have at least one full-time teacher who also serves as the school's technology coordinator. The High School has a technology coordinator and a train-the-trainer model for technology support.

The district IT Services Department consists of one Systems Analyst/Administrator, one Systems Engineer, one Network/Voice Engineer, and three information technology specialists.

The Information Technology Services Department has established minimum specifications for gifts of new equipment and donations of used equipment as follows. New technology purchases reflect current technology equipment standards and are able to both support the district's current software platforms and accommodate future upgrades.

The district is in compliance with software licensing agreements.

All computers in the district's computer labs have lock-down devices installed. All sites throughout the district connect to the Internet through the district's Internet proxy server for usage logging. The district has an Internet content filter.

Beverly Hills Unified School District's Instructional Technology Inventory					
	Beverly Vista	El Rodeo	Hawthorne	Horace Mann	Beverly Hills High School
Students Enrolled (CBEDS)	736	701	677	598	2214
Available Computers	254	239	276	262	655
Student:Computer Ratio	2.9:1	2.9:1	2.4:1	2.3:1	3.38:1
Printers	63	83	34	52	135
Televisions	50	34	47	10	110
VCR's	0	0	3	0	80
DVD's	0	0	0	0	70
DVD/VCR Combos	60	36	44	30	32
Laserdisc Players	0	0	8	0	0
Overhead Projectors	5	2	1	1	60
Digital Still Cameras	10	5	8	15	15
Digital Video Cameras	1	8	5	20	14
Scanners	2	3	6	3	5
LCD Projectors	32	39	42	41	57
Alpha Smarts	20	15	90	12	24
Document Cameras	30	35	37	39	50

b. Description of technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed to support the activities in Sections 3 and 4

Technology Hardware

Upgrade all classrooms to make them digital

- Document Cameras
- Upgrade Computers
- Ceiling Mounted LCD Projectors
- Clickers
- Printers
- Scanners
- Digital Video Cameras
- Digital Still Cameras
- Laser Disc Players
- Monitors
- Speakers
- Wireless microphones

Electronic Learning Resources

- Increase the amount of software applications
- Update textbooks that do not have access to on-line resources
- Increase the number of supplementary and intervention resources that can be accessed on line

Networking and Telecommunications Infrastructure

- Additional network storage
- Platform upgrade to include server virtualization and disaster recover
- All phones to be over IP and associate video conferencing applications

Physical Plant Modifications

- Equipment Installation
- Ceiling Mounted Screens
- Wall/Ceiling Mounted LCD Projectors
- Wireless capability
- Power Sources

Technical Support

- Train support staff to support wireless and IP voice systems
- Train district technology staff to support disaster recovery systems
- On-going training to support new technologies
- Digital classroom training in curriculum integration on the technology as digital classrooms are completed

c. Benchmarks and Timeline for Obtaining the Hardware, Infrastructure, Learning Resources, and Technical Support Required to Support Other Components of the Plan

<p>GOAL 9: PROVIDE ADEQUATE INFRASTRUCTURE, TECHNICAL SUPPORT, AND HARDWARE AND SOFTWARE TO ALLOW TEACHERS AND OTHER STAFF MEMBERS TO EFFECTIVELY IMPLEMENT THE GOALS OF THE TECHNOLOGY PLAN</p>
<p>Objective 1: By June 2013, the district will provide an upgraded technology infrastructure</p>
<p>Benchmarks</p> <p>Year 1 By December 2010, all campuses will be wireless for network connection. Platform upgrade to include server virtualization and disaster recover.</p> <p>Year 2 By June 2012, all phones will be voice over IP and associate video conferencing applications</p> <p>Year 3 By June 2013, modernization as classrooms are remodeled through Measure E Bond Program, all classrooms will become digital classrooms</p>
<p>Objective 2: By June 2013, the district will provide a technical support structure that will allow staff to effectively meet the goals of the technology plan.</p>
<p>Benchmarks</p> <p>Year 1 Engaging support staff will be trained to support wireless and IP voice systems</p> <p>Year 2 District technology staff will be trained to support disaster recovery systems</p> <p>Year 3 District technology staff will continue to be trained so they will be able to support new technologies. Professional development will be focused on digital classroom training in curriculum integration on the technology as digital classrooms are completed.</p>
<p>Objective 3: By June 2013, as funding becomes available, the district will provide the hardware and software necessary to allow staff to effectively meet the goals of the technology plan.</p>

Benchmarks

Year 1

The district will work with all school sites to ensure that there are plans in place to provide funding for the replacement of obsolete equipment and for the purchase of additional equipment as needed.

Years 2 and 3

The district will work with each school site's administration to monitor and support the replacement, upgrading, and expansion of hardware and software available at each school.

d. Description of The Process That Will Be Used to Monitor Whether the Goals and Benchmarks are Being Reached Within the Specified Timeframe

Progress on the infrastructure, hardware, software and technical support component will be monitored by the District Technology Plan Committee every year and reported to the Board of Education. Evaluation of the stated benchmarks will be evaluated at the end of the 3 year plan and reported to the Board of Education. Adjustments to the current plan will be conducted with full committee inquiry and submitted to the Board of Education at the end of the Technology Use Plan cycle (every 3 years).

6. FUNDING AND BUDGET

The Beverly Hills Unified School District is committed to providing all students with technological advantages. The district has provided numerous resources to support instructional technology. The community, Board of Education, staff, and all teachers are committed to creating a life long technology learning community to impact student achievement.

a. List of Established and Potential Funding Sources and Cost Savings, Present and Future

The following list of established and potential funding sources is an approximation:

- General fund
- Title I
- Title II – Teacher Quality
- Title V
- Parent-Teacher Association
- Beverly Hills Education Foundation
- Enhancing Education Through Technology Grant
- E-Rate funds

- Beginning Teacher Support Assistance

b. Estimated Implementation Costs for the Plan (3.5 Years)

The Residents of Beverly Hills passed Bond Measure E in November, 2008. A portion of the Bond funds will be the source of funding for the following upgrades and for new installation of infrastructure and digital classroom equipment. We will receive discounts on our voice and data lines.

**Instructional Technology Department
Three Year & Half Plan for Infrastructure Upgrade**

Year:	Goal:	Action:	Needed:	Cost:
One: Summer into 2011	Complete Move to Wireless Campuses	Continue installing cabling a implementing WAPs for K-8 and HS.	Additional cabling and Access Points	\$240,000
	Data Center Computing Upgrades and Disaster Recovery	Complete Data Center Computing and DR Architecture	New Servers, Storage Area Network, DR equipment and Software/Maintenance	\$220,000
	Digital Classrooms for K-8 – First Half	Revise Digital Classroom Standards	Equipment and installation to complete digital classrooms in K-8	\$500,000
	Technology Refresh – Computers – Part 1	Develop Lifecycle Technology Refresh Plan	Equipment for Part 1 Refresh	\$300,000
Two: 2011- 2012	Digital Classrooms for K-8 - Second Half	Revise Digital Classroom Standards	Equipment and installation to complete digital classrooms in K-8	\$500,000
	Technology Refresh – Computers – Part 2	Revise Lifecycle Technology Refresh Plan	Equipment for Part 2 Refresh	\$300,000
Three: 2012- 2013	Digital Classrooms for HS – First Half	Revise Digital Classroom Standards for Secondary	Equipment and installation to complete digital classrooms HS	\$500,000
	Technology Refresh – Computers – Part 3	Revise Lifecycle Technology Refresh Plan	Equipment for Part 2 Refresh	\$300,000

b. Description of the Level of Ongoing Support the District will Provide

The district will continue to provide ongoing support for instructional technology. Over the past few years, the district hired a consultant to analyze the district's infrastructure, systems, and organizational structure. Based upon his recommendations, and in partnership with the City of Beverly Hills, the district has made substantial improvements to ensure that our students have the most current access to instructional technology, teachers can more effectively support instruction through technology and the larger community can be better informed about the progress of our students in reaching curricular goals. The district's infrastructure has been upgraded, and plans to complete this upgrade, install wireless networks on all campuses, and bring district technology systems to current standards are underway.

The district continues to work with the consultant in establishing plans to continue improving the infrastructure, hardware, software, and use of technology. In addition to the district's four informational technology specialists, who serve our schools and district office on hardware, software and infrastructure assistance, the district has worked with the City to put in place a network engineer and a systems administrator. Four Technology Teacher Trainers serve the high school on an adjunct duty basis; they are led by the High School Technology Coordinator (another certificated teacher serving on an adjunct duty basis). They are charged with providing support to staff members in technology training and support. Each elementary school has a technology teacher who may be paid on an as-needed basis for additional hours outside of the contract day to provide training and support for staff.

The current 2010-2011 general fund set aside for technology salaries, benefits, materials and software is \$650,399. Because of strict financial budget limitations, funding exists only for staffing. The 4000 and 5000 budgeted amounts have been maintained at the previous level but may need to be reduced in the very near future. Below is a break down of the expenditures from this funding source.

Technology Budget	2010-2011	2011-2012	2012-2013
1000: Certificated Personnel Salaries	294,288	298,702	303,183
2000: Classified Personnel Salaries	253,525	256,060	258,621
3000: Benefits	163,293	164,925	166,575
4000: Instructional Materials & Software	53,000	53,000	53,000
5000: Services & Other Operating Expenses	252,320	252,320	252,320
TOTALS:	1,016,426	1,025,007	1,033,699

The district will continue to work to identify resources to ensure that the technology program, including the school libraries, are adequately funded and supported.

c. Description of the District's Replacement Policy for Obsolete Equipment

Each year, school sites identify obsolete equipment, and the district coordinates the removal and disposal of that equipment. Obsolete equipment is replaced as needed, and as funds are available, by the school site. A site inventory database is maintained by each site information technology specialist.

d. Description of the Feedback Loop Used to Monitor Progress and Update Funding and Budget Decisions

The District Technology Plan Committee continually explores all district level funding opportunities and monitors instructional technology. The following is a summary of the committee and technology team responsibilities:

District Technology Committee

Each school has technology staff that gives input into site tech budget decisions and expenditures. The Committee shall develop and keep current a Technology Plan. The Technology Plan shall include:

- Grade level and department goals for technology at all levels (how will technology meet curricular needs)
- Identified needs for technology (teacher and staff training, curriculum integration, equipment and other resources)
- Implementation schedule (when equipment, software, training and staff are required)
- The district technology plan shall provide for the achievement of the district technology outcomes.

In the spring of each year, the Committee will review estimated expenditures and actual costs in order to assess costs associated with upgrades, hardware replacement, and the implementation of this plan. The Committee will report its findings to the Assistant Superintendent for Educational Services and to the District's Executive Cabinet for feedback and recommendations. Once any necessary modifications are made to the District Technology Plan, recommendations will be taken to the Board for approval.

7, MONITORING AND EVALUATION

a. Description of How Technology's Impact on Student Learning and Attainment of the District's Curricular Goals, as well as Classroom and School Management, will be Evaluated

Technology's impact on student learning and attainment of the district's curricular goals are monitored by the District Technology Plan Committee and reported to the Board of Education annually. A district survey and evaluation will be conducted each year and reported to the committee for review.

Final evaluation of technology's impact on student learning and attainment of the district's curricular goals will be reported at the end of the technology plan cycle (every 3 years). All objectives will be reviewed, evaluated, and revised as needed by the District Technology Plan Committee.

b. Schedule for Evaluating the Effect of Plan Implementation

The District Technology Plan Committee will continue to meet on a quarterly basis to evaluate the plan and its implementation, to plan future activities, and to ensure that the goals and benchmarks outlined in the Technology Use Plan are being met.

c. Description of How the Information Obtained through the Monitoring and Evaluation Will be Used

The information obtained through monitoring and evaluation will be used to formulate the basis of the next revision of the Technology Use Plan. This plan will continue to change as technology continues to redefine our classrooms. The District Technology Plan Committee will continue to use the information gathered through the monitoring and evaluation phase of the current plan to make ongoing recommendations to the Beverly Hills Unified School District's Board of Education to foster technological change and advancement.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

The Beverly Hills Unified School District serves its adult population through its own Adult Education Program and ROP Program. These programs provide traditional training and enrichment classes in English as a Second Language, citizenship training, vocational training (including computer technology classes), health and safety, parent education, fine arts, and a variety of other areas. ROP offerings include technology classes and occupational instruction for job skills.

Many facilities and labs are used throughout the district to support these services during the regular school day as well as after hours, and distance learning is available for English Learners. Courses are taught primarily on the Beverly Hills High School campus, and the adult education has the opportunity to make use of the school's many computer labs. In addition, the ROP program offers an advanced video production class, and the program interfaces with a wide

variety of community resources, serving as home base to several public-access television shows. Both the Adult School and the ROP program have invested heavily in technology over recent years, investing in telephonic communication systems (e.g., the PACE system, which allows users to send instantaneous, personalized phone messages to all students in a school's database) and installing computers, printers, high-end video/computer projection units, and computer labs both at the district and the high school. Both programs work collaboratively with other school and community programs. Many faculty members from these programs are also faculty members on our K-12 campuses. Adult education teachers are also ongoing members of the district technology committee that organizes and evaluates ongoing needs that are presented to the Board of Education in its annual report. All providers are consulted on an ongoing basis for budgetary enhancement recommendations and evaluation of program effectiveness. The district committee provides a communication point to all providers with their appointed representatives to Adult Education and ROP.

9. EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES

a. Summary of Relevant Research

In 1997, the President's Committee of Advisors on Science and Technology (PCAST) reported to the President the following recommendations:

- 1 Focus on learning with technology, not about technology
- 2 Emphasize content and pedagogy, not just hardware
- 3 Give special attention to professional development
- 4 Engage in realistic budgeting
- 5 Ensure equitable, universal access
- 6 Initiate a major program of experimental research

These recommendations, and particularly the first five, constitute the fundamental premises behind every technology plan the district has written over the past twenty years.

In addition, the June 2001 CEO Forum, *School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century*, identifies six elements critical to ensuring that technology is effectively used to enhance student achievement:

- 1 Educational technology investment must be focused on specific educational objectives
- 2 The development of "21st century skills" (e.g., digital literacy, inventive thinking, effective communication, teamwork, and the ability to create high quality products) must be a key educational goal
- 3 Student assessment must be aligned with educational objectives, including 21st century skills
- 4 Continuous improvement strategies must be used to measure progress and to guide adjustments
- 5 Resources must be devoted to research and development and dissemination
- 6 Equitable access to technology must be provided for all students

Consistent with this research, BHUSD will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth and achievement on those standards in a variety of ways. Through ongoing data collection and analysis, BHUSD will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

After reviewing much research on various elements of technology, in 2002 WestEd published a report asserts that several key conditions are necessary to improve education through technology: technology should be one component of an education reform effort, teachers need to be adequately trained, teachers may need to modify their existing beliefs about learning and teaching, technology resources must be adequate and accessible, long-term planning and support is required and technology needs to be integrated into the instructional and curricular framework. These issues are addressed within the development of our district technology plan, and we have considered the lessons from this research that address the conditions under which technology has the most benefits for students. Specifically, BHUSD will embed technology into existing staff development opportunities. The technology will be one piece of the educational puzzle and will be integrated with curriculum standards. We will strive to ensure that the technology is accessible to students, teachers, all staff members and parents. Finally, we will be diligent in providing support, both in terms of staff development and tech support in the long-term plan.

In *Transforming Classroom Grading*, Robert Marzano presents research on the role of technology in assigning final topic scores and computing grades, asserting that in this age of technology, it “seems silly to expect teachers to spend their valuable time doing what can be done more efficiently and accurately by a computer.” The research also concludes that it is essential to keep students and parents informed of progress and that assessment can assist teachers in informing their instruction. As noted in our technology plan, BHUSD currently provides parents with access to its online student information system to retrieve grade and attendance information and will, through the current plan, utilize technology to record and analyze informal and formal assessments to improve and inform instruction. Any specific training needed to implement these goals will always lead back to enhancing content curriculum and improving student achievement.

Strudler (1994) contends that there is a continuing need for the school site presence of a technology coordinator who can serve as a mentor or "translator" of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan. Consistent with this research, BHUSD aims to ensure that professional development will be followed-up by ongoing instructional support. The district is working to establish an “Education Technologist” teacher on special assignment position, which would provide district-wide leadership and support in providing professional development that would take staff training beyond workshops to in-class modeling, one-on-one mentoring sessions and online support.

And finally, according to Apple Classroom of Tomorrow (ACOT) educational research, technology in education can have “a major, significant, positive, and sustained impact upon student learning and ways of knowing These students discovered *genres of power* in new texts, new ways of negotiating meaning, and new ways of knowing that allowed them to develop and test a variety of approaches and hypotheses.” It is the goal of the BHUSD Technology Use Plan to provide teachers and students with opportunities for learning that will provide a context in which students will be able to achieve the kinds of learning described in the ACOT project.

a. Description of How Education Technology Strategies and Proven Methods for Student Learning, Teaching, and Technology Management are Based on Relevant Research and Effective Practices

The Beverly Hills Unified School District has based its technology standards upon the National Educational Technology Standards for Students (NETS) established by the International Society for Technology in Education (ISTE). As noted by ISTE, these standards “reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision-making, and daily life . . . [and] to be lifelong learners who make informed decisions about the role of technology in their lives.”

National Standards for Information Literacy, published by the American Association of School Libraries, list nine standards for student learning. They include “accessing information efficiently and evaluating it critically and competently” and “contributing positively to the learning community and practicing ethical behavior in regard to information and information technology.”

Similarly, BHUSD recognizes, with the California Commission on Teacher Credentialing (CTC), that in order for such student standards to be effective, teachers must also be literate users of technology. As the CTC notes, “Teachers’ integration of these tools into the educational experience of students . . . is crucial to preparing them for lives of personal, academic, and professional growth and achievement.” WestEd research, too, supports this emphasis on professional development and on helping teachers to learn to use technology personally, to teach with (rather than about) technology, and to support student learning through collaboration, inquiry, and interactive learning. These premises are the underlying motivation for the district’s goal of ensuring that all of its teachers are both personally and instructionally proficient in the use of technology.

Using the resources listed above, as well as other renowned sources, such as the North Central Regional Laboratory (NCREL) and ACOT research, the Beverly Hills Unified School District formulated its Technology Use Plan. These research based conclusions are seen throughout the plan and have been used and demonstrated in written form and practice.

All district school sites use this research-based plan to develop curricular goals and practices in BHUSD. Our Technology Use Plan serves as the basis of all district strategies and methods for student learning, teaching and technology management. This is evident throughout the plan.

b. Description of Thorough and Thoughtful Examination of Externally or Locally Developed Technology Models and Strategies

BHUSD has established ISTE-based standards and has utilized ACOT and National Assessment of Educational Progress (NAEP) findings as a basis for identifying strategies for integrating technology into the curriculum. NAEP research has shown that certain kinds of technology use are linked with both higher achievement and an improved school climate; it is important to note, however, that technology use must be based in critical thinking activities – as opposed to traditional “drill and practice” activities – and that simple quantity of use does not result in achievement gains. NAEP findings also indicate that gains tend to be greatest at the middle school level – hence our emphasis on 8th grade proficiency. Finally, NAEP researchers note, professional development is critical to technology’s positive impact on student learning.

BHUSD has organized its technology plan to incorporate maximum exposure to technology for all teachers and students. Implementation of standards, infusion of technology into all classrooms, and supported standards and outcomes for all students will create a learning environment that will increase student achievement in all areas of the curriculum. Research would indicate that this is necessary to create capacity and mentoring within the district’s ranks. The district technology committee has examined all research and has concluded that these models represent the best in educational thinking for implementing all technology integration strategies and professional development. This provides a basis for professional development and integration strategies that will maximize impact of technology on student achievement. These findings are a basis of implementation discussion with the district’s Technology Use Plan development.

b. Description of Development and Utilization of Innovative Strategies for Using Technology to Deliver Rigorous Academic Courses and Curricula

District support for improved access to technology resources will continue to enhance the integration of technology into the curriculum throughout the district. Teachers have been actively integrating technology into their curriculum for the past six years through individual and department programs developed as a result of the BHHS Technology Plan and, at the High School, the WASC accreditation self study. As state and district resources have expanded, innovative strategies for utilizing technology to deliver rigorous curriculum have been expanded.

Since September 2002, High School teachers have completed Individual Learning Plans (ILP’s), developed by the technology coordinator, with the assistance of their Teacher Technology Trainer (TTT). Teachers have selected technology standards to work on for both instructional and classroom management purposes, as well as student utilization of technology.

Continued integration of technology into the Curriculum Performance and Assessment Standards is an ongoing process throughout the district that addresses both the technology plan and the High School’s Expected School wide Learning Results (ESLR) III. Each teacher in our district has storage space on school or district servers to upload created materials and can create web pages to share student work or communicate class information and assignments with parents.

Teachers can collaborate with colleagues via e-mail to share resources and ideas, and they may also access the Internet to research curricular topics to prepare for instruction. Teachers take attendance daily from their classroom computers, and every teacher in grades 6-12 maintains an electronic gradebook which can be accessed by teachers, students, and parents. This practice enables parents and staff members to monitor student performance and provides access to information on student progress throughout each grading period. All students with signed Acceptable Use Policy contracts on file have access to the Internet and to district-issued e-mail accounts, allowing students to engage in rigorous learning experience. Every student in the district receives instruction in the use of technology on a weekly basis in grades one through five. The High School library has laptops available for checkout, providing students with research options, and students and teachers have access to library databases from school and home. Throughout the district, students and teachers use a variety of approaches to utilize technology to engage in rigorous academic experiences. Some specific examples of such usage include:

- Usage of Power Point and LCD projectors for instruction and student presentations
- Teacher and Student use of word processing
- Teacher and student use of Excel for graphs and spreadsheets
- Calculators, smart boards, and other presentation systems (science and math)
- Technology use in specialized areas, such as television, theatre, graphic design, video documentaries, and music to provide experiences that mirror how technology is used in the professional world
- High School students in LI (Learning Improvement) Fine Arts, LI Physical Science, and LI Life Science use campus computers extensively to advance their learning through virtual tours of the Getty Museum, the Louvre, and LACMA; used word processing to create biographical sketches of artists; and learned to download graphics for insertion into reports and as models for replication. Students in LI Physical Science have visited NASA online and used the components of the International Space Station to study various topics, such as wheels and levers. Students in Life Science participate in the GLOBE Project, submitting weather data from BHHS via the Internet to the GLOBE Project website online. They also visit various sites to find examples of cell processes, such as meiosis and mitosis, and compare the value of the different sites.
- High School foreign language teachers have used technology to add “keypals” (an email pen pal equivalent with a classroom in France, located on Intercultural E-mail Classroom, monitored by St. Olaf University) and power point presentations based on research of a painting or building. Math teachers have had students explore various assigned websites to determine their appropriateness for class use in AP Statistics, and in 2004, the Mathematics department piloted a distance-learning component of *Passkey*, using both the Internet and network versions of the algebra program, for seniors who had not yet met the algebra requirement for graduation. Science teachers have had students work with cell model Internet projects and use the class website as their primary source of class information. Social Studies teachers have had students work with multimedia presentations as well conduct primary research on the Internet, engage in stock market analysis, and research political candidates. The English department has employed *Criterion Online Writing Evaluation*, an Educational Testing Service’s (ETS) web-based service that instantly provides holistic scores and diagnostic feedback on student writing.

- Technology teachers at each K-8 school site have worked extensively with elementary and middle school teachers to enhance students' technology skills while supporting and enriching the core content curriculum through integrated projects including the development of Power Point State Reports, PhotoShop-created *Time for Kids* magazine covers highlighting important explorers, word processed presentation of friendly letters, and the exploration of mathematical and artistic concepts through representations of tessellations.
- Intervention programs throughout the district use support software, including Read-180, Accelerated Math, Lexia, Acellus, and other such programs.
- Elementary GATE students have utilized the Renzulli Learning System, a pre-screened web-based site which matches research sites, project ideas, and resources to each student's interests, learning style, and style of expression, to create a personalized interest inventory, learning style inventory, and product expression style inventory. Students utilize the information provided by the RLS inventories to guide exploration of their "Place on a Changing Planet".

As the current plan is implemented, the BHUSD Technology Plan Committee will use resources from several technology providers to continue to expand the online technology offerings that are available to students including exploring distance learning opportunities from accredited entities. Online academic AP coursework will be explored by the committee for possible student use. In addition, the BHUSD Technology Plan Committee will continue to find ways to support increased team teaching and collaborative interdisciplinary integration of technology, particularly at the K-8 level.

APPENDICES

Appendix A: Selected Bibliography

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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)	6 & 7	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	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	2	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.	3	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.	4	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.	4-6	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	6	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	The plan suggests how technology will be used, but is not specific enough to know what action needs to be

supporting the district curricular goals.		learning.	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.	7	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	8	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	9	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

<p>students and teachers will be trained to protect online privacy and avoid online predators.</p>			<p>determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>9</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>10</p>	<p>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.</p>	<p>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.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan</p>	<p>11</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-</p>	<p>The plan suggests how technology will be used, but is not specific</p>

<p>to use technology to improve two-way communication between home and school.</p>		<p>way communication between home and school.</p>	<p>enough to know what action needs to be taken to accomplish the goals.</p>
<p>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.</p>	<p>12</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan 13</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>14</p>	<p>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.</p>	<p>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.</p>
<p>b. List of clear goals,</p>	<p>17-18</p>	<p>The plan delineates clear</p>	<p>The plan</p>

<p>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.</p>		<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>19</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan 19	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.	20-22	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	23	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

<p>Development components of the plan.</p>			<p>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.</p>
<p>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.</p>	<p>24-25</p>	<p>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.</p>	<p>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.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>25</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan 25	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	25-26	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.	26	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.	28	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.	28	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 29	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.	29	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.	29	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.	29	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	Page in District	Example of Adequately Addressed	Example of Not

<p>STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Plan 29</p>		<p>Adequately Addressed</p>
<p>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.)</p>	<p>30</p>	<p>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.</p>	<p>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.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan 30</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>32</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum</p>	<p>33</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses</p>	<p>There is no plan to use technology to extend or supplement the</p>

<p>with rigorous academic courses and curricula, including distance-learning technologies.</p>		<p>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).</p>	<p>district's curriculum offerings.</p>
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A.

Education Technology Plan Benchmark Review

For the grant period ending June 30, 2010

CDS # 19-64311

Applicant Name: Beverly Hills Unified School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office or the California Department of Education (CDE).

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (Provide descriptive narrative in 1-3 paragraphs)

Due to a great deal of administrative turnover in the district over the past several years, along with significant challenges associated with the technology infrastructure in the district, the district has made limited progress in meeting the some of the goals outlined in the Curriculum Component Criteria of the EETT technology plan criteria described in Appendix C. While individual teachers and school sites have identified and piloted appropriate tools in the four core content areas, expanded use of these tools has not been coordinated or facilitated on a district-wide level. Similarly, individual school sites have seen increases in teachers' capacity for utilizing technology tools in instruction on a case-by-case, individualized basis, but there has been no coordinated effort or system for tracking this growth on a district-wide level. This is also true for goals related to student access to technology and to staff access to and analysis of statewide and local assessment data

As outlined in the technology plan, the district did develop an 8th grade technology assessment which, in conjunction with the middle school technology elective requirement, ensured that all students left the K-8 level with proficient skills in technology. The proficiency requirements were fully implemented by June 2006. However, the district has revised its elective program for middle school students, eliminating the technology elective course requirement; as a result the district is currently revising the proficiency assessment process, looking toward implementation in the fifth grade.

The district has fully implemented a web attendance system, and all teachers in 6th through 12th grades use an online gradebook program, allowing students and parents to access current course achievement information at any time. Kindergarten through 5th grade teachers utilize a standards-based report card system. All teachers utilize email and voicemail, school site and district websites have been upgraded and updated, and the district's automated phone message delivery system is

well-utilized at all school sites.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Each school site has received professional development opportunities based upon the needs of staff, particularly as related to the specific goals and benchmarks outlined in the third paragraph above. K-8 school sites each have a certificated technology teacher, and the High School has a technology coordinator and four technology teacher trainers; these individuals have provided professional development training on an extra-duty assignment basis. Specific training has been offered on required tasks such as online attendance taking, grade submission, and gradebook maintenance. In addition, on an as-needed basis, training has been offered related to support particular software and hardware needs (email, drawing and painting programs, the use of mobile laptop carts, etc.).

Again because of a high degree of administrative turnover at the district level, as well as significant infrastructure challenges, district coordination and tracking of these efforts has been limited. For this reason, data related to the numbers of teachers with personal, instructional, and leadership proficiency is currently unavailable.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Dr. Ilene Straus

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent, Educational Services

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE