

Technology Plan: Vision 2020



Riverside Unified School District

July 1, 2013 - June 30, 2018

Revised & RUSD Board Approved December 3rd, 2012

This plan is meant to serve as a guide for RUSD technology Implementation as well as to meet the requirements for E-rate.

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Background and Demographic Profile

In August of 2012 the RUSD tech plan committee came together to begin the review process written into the original plan (2011-2016), it was decided as part of this process that RUSD would revise the existing tech plan with the intent of making it a living document that would guide and direct RUSD towards the original 2020 vision. In reviewing our progress, we identified many areas of growth, some areas we needed to revisit, and some that needed to be added and or dropped. This document has been updated to reflect the executive summary document that was created during this process and has been added as an Appendix. (See Page 124) All information contained in the summary has been embedded into this plan. In addition several community information sessions were conducted at various public venues including the City of Riverside's Long Night of Innovation where community and parent input was gathered. Each high school also held public forums allowing students to provide input. That data was shared with the committee.

The RUSD Tech Plan - *Vision 2020*

The introduction of information technologies into virtually every aspect of our lives has led educational leaders, parents, and students to think differently about where and how learning takes place. Traditional concepts of schools, classrooms, and learning are being challenged as technologies introduce new ideas and capabilities into the system. Beyond the school walls, the global business market is demanding a new set of skills from college graduates and has an increasingly growing pool of workers from which to draw the best qualified employees. At the same time, the rate of change in both business models and related technologies makes identifying the specific skill-set difficult to articulate, let alone plan for.

This technological change is being driven by five factors:

1. The technologies we use are increasingly cloud-based and access is decentralized. Information is accessible at any time from almost anywhere.
2. There is a growing shift in the way education is viewed; moving from a focus on the transmission of knowledge (teacher-centric) to the process of learning (student-centric).
3. The abundance of and ease of access to resources and relationships made easily accessible via the Internet is driving questions regarding the definition of teacher, class, and textbook.
4. People expect to be able to work, learn, and study whenever/wherever they want to and are increasingly resistant to arbitrarily established restrictions relating to time and place.
5. Technology devices are increasingly available at low cost, simple to use and support and owned by many students, parents and staff.

These new realities have produced calls from political and business leaders for schools transform themselves, in order to create learning environments that promote an emerging set of 21st Century learning skills that include active learning, critical thinking, collaborative learning, and knowledge creation. The role of the teacher in this process and the transmission of academic skills and knowledge become even more critical. Teachers will need to use multiple teaching and learning tools and technologies to ensure that students have the academic background

necessary to provide the foundation needed for effective use of the technology tools outlined in this plan.

In RUSD, we have acknowledged this changing environment and begun the process of transformation that reaches across the organization and into the homes of our teachers and students. These changes are being given impetus by two simple facts and based upon three basic assumptions. We acknowledge (Fact #1) that the economy is struggling and we simply cannot do what we have always done and must find ways to become more efficient while increasing our effectiveness in raising student achievement. We also accept (Fact #2) that we must adapt to this changing environment and consider the implications for the district and schools, our staff, and most importantly, our students. The goals, objectives, and activities outlined in this plan are based on the understanding that we live in a different world (i.e., reality, era, environment) than we grew up in (assumption #1); one in which digital natives rely on digital immigrants to understand their emerging learning style and personal academic needs. We also recognize that business is seeking graduates with a set of skills (e.g., global awareness, complex problem solving, critical thinking, collaboration, active learning, and intellectual curiosity), which challenge school and district standardization efforts (assumption #2). Finally, we acknowledge that our students are currently picking up many of these requisite skills using personal learning and social networks outside of school (assumption #3).

Our vision shaping activities included review and consideration of the five goals articulated in the 2010 National Technology Plan:

1. All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. Our education system, at all levels, will leverage the power of technology to measure what matters and use assessment data for continuous improvement.
3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.
4. All students and educators will have access to a comprehensive infrastructure for learning where and when they need it.
5. Our education system, at all levels, will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

This plan describes a shift in focus of the organization from standardization and compliance to innovation and experimentation; from value attached to "presence" (attendance) to one based on outputs in which value is placed on growth as measured against student learning goals. The plan promotes Personalized learning in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is gathered on a daily basis (if not more frequently) and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended and hybrid learning spaces, we have promoted an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity – by where the learning takes place. All learners will have 24x7x365 *access* to learning (resources, opportunities, experiences). The plan outlines processes for finding the optimal teacher, learning environment, and learning resources matched to each student's need.

By focusing on the learning – and therefore the learner – our plan redefines the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as “solo practitioners” to educators as well-connected lead learners. While there is a need for certificated, professional teachers; learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.

1. Plan Duration

June 30, 2013 - June 30, 2018

2. Stakeholders

Stakeholders		
Name	Position	CDS
Dr. Richard Miller	Superintendent	Riverside Unified
Dr. William Ermert	Assistant Superintendent Instruction	Riverside Unified
Judi Paredes	Assistant Superintendent Instruction	Riverside Unified
Jesse Stayton	Assistant Superintendent Network Information Systems	Riverside Unified
Dr. David Haglund	Director of Educational Options	Riverside Unified
Jay McPhail	Director of Instructional Technology	Riverside Unified
John Schreck	Manager Publications and Warehouse	Riverside Unified
Tim Martin	President Riverside Teachers Association	Riverside Unified
Art Foulkes	President Riverside Classified Employee Union	Riverside Unified
Susan Mills	Principal Ramona High School	Riverside Unified Ramona High
Sean Curtain	Principal Chemawa Middle School	Riverside Unified Chemawa Middle School
Vivian Lee	Principal Franklin Elementary School	Riverside Unified Benjamin Franklin Elementary
Cheryl Simmons	Interim Assistant Superintendent Instruction	Riverside Unified

A committee of representatives was selected by the superintendent and tasked with creating a five-year district technology plan that focuses on improving the learning of students through the effective and enhanced use of technology. The committee was asked to review President Obama's federal Blueprint for Reform as well as the recently released proposed federal plan for educational technology. In addition each representative was asked to review progress in year one (2011-12) of the new RUSD technology plan to identify areas of success and areas that needed to be readdressed. Each Committee member represents various types of RUSD stakeholders and was also charged to work with their stakeholders in this process. The committee began meeting in July and continued to meet physically weekly until the plan is completed and utilized the district's online collaboration space to continue discussion between meetings. The committee agreed to combine the suggested elements of the national tech plan with the required

rubrics of this state plan to guide our work. The committee also agreed to begin the process by discussing how education and the accompanying technology should look in 2020 and then backward planning to identify the elements in this plan. It cannot be emphasized enough that this plan focuses on teaching and learning and adopts many of the themes outlined in Blueprint for Reform and the national technology plan. This committee will be tasked with ongoing review of the plan using our online collaboration space, meet twice a year (January and August) to make any changes necessary and report to the Riverside Unified School Board on progress on a yearly basis during the first semester of study. Riverside Unified School District intends to officially update this tech plan on a yearly basis obtaining both RUSD Board of Education Approval and California State Board of Education approval making this plan a living document that will be used to guide and measure progress towards effectively and efficiently integrating technology into the everyday learning experience of our students.

3. Curriculum

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

Riverside Unified School District has implemented and will continue to develop an “Open Access” philosophy in terms of increasing teacher and student access to technology at school as well as outside of school. Open access allows students and teachers who currently own their own technology to bring that technology to school on a voluntary basis. It also allows the school district to provide electronic devices to those students who do not have technology and or Internet access. RUSD checks these devices out through our textbook tracking system. Using this policy RUSD has been able to dramatically increase student and teacher access to technology.

In addition to the open access policy listed above RUSD continues to provide access to interactive technology in the classroom. Currently over 1,100 RUSD classrooms are fully outfitted with interactive whiteboards, student response systems, document cameras and some form of computing device (Desktop, Laptop, Netbook or iPad). In addition all teachers have at least one computing device available for personal use and most have a laptop, Tablet PC, iPad or Android device. Student access to technology varies across the district; many classrooms have electronic devices available in the classroom. These range from individual electronic devices available in the classroom for individual or small group access to one-one computing environments.

All RUSD schools provide access to computer labs and or the library media center computers before school, during lunch and after school. RUSD also has agreements with the city libraries and park and recreation centers allowing RUSD priority access to their computers. RUSD students and teachers also benefit from a citywide free wifi system and a city run digital inclusion program, which allows students and teachers without access to a computer or the Internet to gain access through the SmartRiverside program. The SmartRiverside program provides a refurbished computer and Internet access at no charge for underserved city residents as well as providing free wifi for all its residents. The RUSD collaboration with the city and SmartRiverside ensure that all RUSD students have access to a computer that is Internet connected both at school and outside of school.

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

Because of RUSD's success with writing state and federal grants, teachers and students have access to a similar set of instructional technologies in all classrooms in grades K-8. Many additional classrooms support similar technologies, which were secured through site discretionary funds and various categorical funds. Staff development typicality embeds technology training into content specific workshops so as to maintain focus on the instruction and learning and not the tool. Students in all grades have access to classroom and site-based

technology, which is used to support research, prepare demonstration of mastery of course content, and expand access to non-site based learning resources such as Accelerated Reader, READ 180, ALEKS Math, Wimba, Google Docs, Blackboard, Respondus, BrainPop, Discover Education, Rosetta Stone, Hippo Campus, and various online courses offered via the Riverside Virtual School's Open Campus. In the 2010-2011 school year, there were over 11,600 online course enrollments in grades 6 - 12.

Hybrid and/or blended learning courses are making use of the vast resources available via the Internet, while providing flexibility and accessibility for students with impacted schedules, desire an opportunity for acceleration, or provide remediation for students who need to make-up graduation requirements. All students and adults in RUSD have access to a robust Learning and Content Management System (currently Haiku-Google) that provides opportunities to extend and reinforce learning both during and beyond the school day. These cloud-based resources are accessible to students and staff 24-hours per day and 7-days per week. The Learning Management System (LMS) is also available to parents who use the resource to follow classroom activities, monitor homework assignments, and communicate with instructional and administrative staff at the schools.

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

Riverside Unified School District uses data to inform the decision-making processes at all levels of the organization, with the explicit goal of raising student achievement. This model incorporates three primary measures within this process; the California Academic Performance Index (API), the Adequate Yearly Progress (AYP), and the results of RUSD standardized trimester assessments in language arts and math. The 2010-2011 and the 2012-2013 district goals have included a 15% increase in student achievement in math and language arts (20% growth for English learners and students with disabilities). The Instructional Services Division, school administrators, and teachers routinely analyze student performance data, which is accessible 24-hour per day, 7-days per week via the Internet, in order to identify specific areas in which improvement is needed. As site-based learning needs are determined, Instructional Services staff works with sites to identifying effective instructional technology uses designed to extend and reinforce student access to learning. Student achievement data also serves to inform decision-making regarding development of staff expertise in the effective use of instructional technology.

The district determines teacher technology proficiency levels using a variety of assessment tools and data including classroom walkthroughs, and other locally developed needs assessment tools. This allows the district to identify specific improvement needs with regard to technology proficiencies and provide access to staff development opportunities. Professional development is provided to teachers and administrators to support developing capacity for integrating technology into the instructional program of the school. The district's professional development for teachers and administrators is accessible at any time, from anywhere using online resources and online learning strategies. This design supports an organizational model that ties activities to outcomes and ensures resources and activities are aligned student learning goals.

All goals of this district technology plan and other associated planning documents are tied directly to the goal of raising student achievement.

Fall 2010 data indicates the following demographics of RUSD

Students: 29.5% White, 54.4% Hispanic, 9.1% Black, 3.3% Asian, 1.3% Filipino, .6% Pacific Islander and 1.0 % other. Of the district's 43,000 students, 19.8% are English Learners, and 61.5% participate in the National School Lunch Program.

RUSD was identified as Program Improvement Year 1 in September 2007 missing the AYP Targets in English Language Arts for English Learners and Students with Disabilities. The district

selected WestEd to provide technical assistance. WestEd conducted walk through assessments of RUSD classrooms in the fall of 2008 and again in the spring of 2009. In addition, they provided an instructional coaching workshop for principals and assistant principals in June 2009. RUSD was identified as a Title III Year 4 district in 2008-09 because the district missed AMAO 3 in English Language Arts and Mathematics. The Title III Year 4 Plan was designed with assistance of the Riverside County Office of Education and WestEd.

RUSD was identified as a Title II, Level C district in 2009 because it did not have 100% Highly Qualified Teachers at its secondary schools and consequently is subject to the Compliance, Monitoring, Intervention and Sanctions (CMIS) process. The district submitted its Title II Plan for Equitable Distribution of Teachers and Principals in 2009.

RUSD was identified as Program Improvement Year 3 in September 2009 missing English Language Arts targets for Hispanic, Socio-Economic Disadvantaged, English Learners, and Students with Disabilities and Mathematics targets for African American, Socio-Economic Disadvantaged, English Learners and Students with Disabilities (see AYP Goals below). Twenty of the twenty-four Title I schools are in Program Improvement. Two elementary school are "at risk" of being PI, five elementary schools are in Year 1, three elementary schools are in Year 2, three elementary schools are in Year 3, five elementary and two middle schools are in Year 4, and two middle schools are in Year 5.

The State Board of Education assigned Corrective Action

6 to RUSD in January 2010, requiring the revision of the LEA Plan to reflect action these steps:

- Implement a standards-based/standards-aligned curriculum in SBE-adopted ELA and mathematics programs including intervention;
- Provide appropriate professional development;
- Ensure full implementation of the curriculum as measured by LEA support for implementation of the DAIT standards and the nine Essential Program Components (EPCs); and
- Target the instructional needs of students not meeting proficiency targets, especially English learners, students with disabilities, and any high-priority students not meeting Standards.

Local Measures of Student Performance:

Elementary School Level (K-6)

- Theme Houghton-Mifflin SCOE Reading/Language Assessments
- Trimester Writing Assessment
- Benchmark enVision Math Standards-Based Math Assessments
- Trimester English Language Development Assessments

Middle School Level (7-8)

- Trimester Holt Summative Standards Reading/Language Assessments
- Trimester 2 Key Data Systems CST Blueprint Diagnostic Reading Assessment
- Trimester 1 and 3 Writing Assessment
- Trimester *Language!* Progress Monitoring Assessments
- Trimester ELD Reading and Writing Assessments
- Trimester Standards-Based Math Assessments for Introduction to Algebra, Introduction to Algebra Concepts, Pre-Algebra 7, Pre-Algebra 8, Algebra 1, and Geometry

High School Level (9-12)

- Semester Holt Summative Standards Reading/Language Assessments
- Semester Writing Assessment
- Semester ELD Reading and Writing Assessments
- Semester Math Assessments for Pre-Algebra 9, Pre-Algebra 9 Concepts, Algebra 1, Algebra 1 Concepts, Geometry, Algebra 2, Algebra 2 with Trigonometry, Precalculus, Precalculus Honors, Personal Finance
- Quarter Unit Assessments for Pre-Algebra 9, Pre-Algebra 9 Concepts, Algebra 1, Algebra 1 Concepts, Geometry, Algebra 2, Algebra 2 with Trigonometry

Other Indicators of Student Achievement

High School Level (9-12) College-Going Indicators:

- Percent of seniors enrolled in AVID - 13%
- AP/IB Enrollment per 100 grades 9-12 students - 6.9%
- AP Higher Level Exams passed per 100 grade 11 & 12 students - 23%
- IB Higher Level Exams passed per 100 grade 11 & 12 students - 2% (J.W. North HS)
- Seniors taking the SAT I - 39.5%
- Seniors taking the ACT - 11.9%
- Average Total SAT I test scores - 484
- Average Total ACT test scores - 19.96
- SAT I Scores of 1000 or higher per 100 12th grade students - 42.5%
- ACT Scores of 21 or higher per 100 12th grade students - 41.3%
- Grade 9-12 pupils enrolled in courses required for UC and/or CSU admission - 55%
- Graduates completing all UC/CSU courses required for admission - 38.7%
- Enrolled Graduates meeting UC Subject A Writing requirement - 45.7%
- Graduates attending UC - 8%
- Graduates attending CSU - 8%
- Graduates attending CA Community College - 30%

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Goal 3d.1: Provide all learners (children and adults) with access to engaging and empowering learning experiences both inside and outside of school that are geared to prepare them to be active, creative, knowledgeable, and ethical participants in a globally networked society.

Objective 3d.1.1: By June 2018 RUSD will identify and implement systems that prepare students to be active, creative, knowledgeable and ethical participants in a globally networked society.

Benchmarks:

- Year 1: By June 2014 20% of all RUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national or international level.
- Year 2: By June 2015 40% of all RUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national or international level.
- Year 3: By June 2016 60% of all RUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national or international level.
- Year 4: By June 2017 80% of all RUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national or international level.
- Year 5: By June 2018 100% of all RUSD students will have used technology to participate in a learning environment with an individual, group, or classroom with others at a state, national or international level.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Continue implementation of a variety of online collaborative and communication systems designed to provide access to learning environments on a global basis to students and staff	July 2013-June 2018	Directors, Instructional Services Division	Instructional services will annually review the effectiveness of existing programs and the need to add additional services as technology changes	Teacher and student usage logs from online systems, teacher and student yearly surveys

Objective 3d.1.2: By June 2018 RUSD will continue to pursue its open access philosophy to provide devices and broadband access that will enable all students and parents access to engaging and empowering learning experiences. Currently over 20,000 students have been provided devices and access.

Benchmarks:

- Year 1: By June 2014 RUSD will survey all RUSD students and families to determine level of technology and Internet access. 40% of students without technology and or broadband access will be provided both.
- Year 2: By June 2015 RUSD will survey all RUSD students and families to determine level of technology and Internet access. 60% of students without technology and or broadband access will be provided both.
- Year 3: By June 2016 RUSD will survey all RUSD students and families to determine level of technology and Internet access. 70% of students without technology and or broadband access will be provided both.
- Year 4: By June 2017 RUSD will survey all RUSD students and families to determine level of technology and Internet access. 85% of students without technology and or broadband access will be provided both.
- Year 5: By June 2018 RUSD will survey all RUSD students and families to determine level of technology and Internet access. 100% of students without technology and or broadband access will be provided both.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
On a yearly basis survey all RUSD students concerning technology availability and broadband access. Once identified work with SmartRiverside and various vendors to provide access to those without one or the other.	Spring of 2013 and annually for the duration of the plan	Director of Instructional Technology	Surveys to be given online where available. Priority will be given to identify at risk students. Surveys and results will be given and reviewed yearly as part of the start back to school process.	Survey results will be given and gathered using our learning management system.

Goal 3d.2: Provide all learners with continuous access to high-quality learning resources that are supported by technologies and design principles that evidence effectiveness in

improving student learning outcomes. Currently all adopted resources are available online in digital format but access to high quality interactive content is the purpose of this goal

Objective 3d.2.1: By June 2018 RUSD will provide high quality learning resources for all K12 grade and curriculum levels.

Benchmarks:

- Year 1: By June 2014 RUSD will provide high quality learning resources and online access to these resources in all 11th and 12th grade curriculum areas
- Year 2: By June 2015 RUSD will provide high quality learning resources and online access to these resources in all 9th and 10th grade curriculum areas
- Year 3: By June 2016 RUSD will provide high quality learning resources and online access to these resources in all 7th and 8th grade curriculum areas
- Year 4: By June 2017 RUSD will provide high quality learning resources and online access to these resources in all 3rd-6th grade curriculum areas
- Year 5: By June 2018 RUSD will provide high quality learning resources and online access to these resources in all K-3rd grade curriculum areas

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Starting in 2013 district curriculum specialists, department chairs and or grade level teams will review, obtain and post high quality learning resources for the identified curriculum during that specific year.	Process to begin each year in August and all resources posted no later than May on a yearly basis.	Instructional Services Management, specific curriculum or grade level content managers.	Identified curriculum or grade level teams will inform teachers and students of resources. Resources will be rated in terms of effectiveness using an online "tagging" system.	Online learning management and content system logs and tagging ranking.

Goal 3d.3: Deploy and maintain a robust online Learning and Content Management System.

Objective 3d.3.1: All teachers will be provided access to the LMS that links them to digital content relevant to their instructional area(s); all students will be provided access to the LMS that links them to digital content relevant to the content and performance standards at their grade level. All parents will be provided access to the LMS to facilitate school-to-home communication and coordinate access to resources to support at home learning

Benchmarks:

- Year 1: By June 2013 RUSD will identify and implement an effective learning management and content system and provide all staff, students and parents access.
- Year 2: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 3: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 4: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 5: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify and implement an effective learning management and content system and provide all staff, students and parents access.	July 2013	Instructional Services Division, NIS, RVS, Instructional Technology and Manager Publications	Process to identify, procure and implement LMS and CMS to be communicated to stakeholders	
RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.	August 2013-June 2018	Instructional Services Division, NIS, RVS, Instructional Technology and Manager Publications	Process to identify, procure and implement and review LMS and CMS to be communicated to stakeholders	Board updates, department meetings minutes

Goal 3d.4: Provide access to digital resources that support student learning for purposes of remediation, acceleration, and enrichment as determined by the needs of each student.

Objective 3d.4.1: By June 2018 RUSD will identify and implement online systems designed specifically to provide for individualized learning opportunities.

Benchmarks:

- Year 1: By June 2014 RUSD will task the districts assessment committee to identify online systems that will assess the needs of individual students and provide personalized options for remediation, acceleration and enrichment.
- Year 2: By January 2015 the RUSD assessment committee will identify multiple systems capable of assessing individual student’s needs providing individualized learning options. By June 2013 RUSD will have piloted the use of these systems.

- Year 3: By September 2016 RUSD will begin an expanded pilot of the use of an identified online system designed specifically to provide for individualized learning opportunities.
- Year 4: By June of 2017 all secondary students will have access to an online systems designed specifically to provide for individualized learning opportunities.
- Year 5: By June of 2018 all RUSD students will have access to online systems designed specifically to provide for individualized learning opportunities.

Goal 3d.5: Develop, promote and support learning experiences that engage and motivate students and assist students in making connections to Science, Technology, Engineering and Math (STEM) learning.

Objective 3d.5.1: By June 2018 identify and implement systems that provide high quality learning experiences specifically to engage students in STEM Learning

Benchmarks:

- Year 1: by June 2013 the superintendent will create a Science, Technology, and Engineering and Math committee. The purpose of this committee will be to identify local, state, national and international STEM initiatives, funding and pathways and recommend specific RUSD actions for providing learning resources as well as motivating students to engage in STEM initiatives.
- Year 2: By June 2014 STEM committee will identify online systems providing high quality online STEM learning experiences and that promote real world/project based learning
- Year 3: By June 2015 RUSD will have piloted one of the systems providing high quality online STEM learning experiences and that promote real world/project based learning
- Year 4: By June 2016 RUSD will expand the pilot to include all 9-12 students.
- Year 5: By June 2018 RUSD will expand the pilot to include all 7-12 students.

Goal 3d.6: Utilize blended and hybrid learning environments to extend and reinforce learning both within and beyond the school day.

Objective 3d.6.1: By 2018 RUSD will provide all students with access to online blended learning opportunities (Blended learning is an instructional model that blends technology and other approaches in the learning process. May include just about anything: Books, classroom instruction, hands-on experience, digital resources, virtual self-paced (self-directed) instruction, online chat, videoconferencing, podcasting, etc.)

Benchmarks:

- Year 1: By June of 2014 RUSD's virtual learning steering committee will identify and provide best practices examples of blended learning. These best practices will identify ways that technology can be infused in a traditional classroom as well as extend access to classroom resources beyond the school walls.

- Year 2: The RUSD virtual learning committee will review and update existing best practices resources for blended learning and share updates with all RUSD staff
- Year 3: The RUSD virtual learning committee will review and update existing best practices resources for blended learning and share updates with all RUSD staff
- Year 4: The RUSD virtual learning committee will review and update existing best practices resources for blended learning and share updates with all RUSD staff
- Year 5: The RUSD virtual learning committee will review and update existing best practices resources for blended learning and share updates with all RUSD staff

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Begin process of identifying and implementing structural changes needed to provide blended learning environments	June 2014 - June 2018	Superintendent, RUSD board, Instructional services, Riverside Virtual School	Process will be monitored and reviewed on a yearly basis as the project progresses. Will also fall under review of the technology plan committee on a yearly basis as well	Board updates; board meeting minutes, Instructional services director's agendas, principal meetings notes and virtual learning committee notes.

Objective 3d.6.2: By June 2018 RUSD will provide all students with access to hybrid learning environments (Hybrid environments (classes and/or schools) are learning environments in which significant portions of the learning activities have been moved online, combining traditional face-to-face and Internet-based instruction. Time traditionally spent in the classroom is reduced but not eliminated. The goal of hybridization is to join the best features of in-class teaching and virtual learning environments to promote active, independent learning and reduce the constraints of time (bells) and space (walls).

Benchmarks:

- Year 1: By June 2014 RUSD's instructional services division and the virtual learning steering committee will identify and share recommended uses of hybrid learning environments and begin process of structural change needed to implement hybrid learning environments.
- Year 2: By June 2015 Instructional Services and the virtual learning committee will recommend to the superintendent and the board structural changes needed to implement hybrid learning environments
- Year 3: By June 2016 implement the use of hybrid learning environment in selected areas.
- Year 4: By June 2017 design complete implementation plan required to implement hybrid learning environments as well as recommended changes to "traditional classrooms"

- Year 5: By June 2018 fully implement structural change moving to a combination of hybrid learning environments and blended learning.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Begin process of identifying and implementing structural changes needed to provide hybrid learning environments as well as how to restructure remaining system to blended learning	June 2013 - June 2018	Superintendent, RUSD board, Instructional services, Riverside Virtual School	Process will be monitored and reviewed on a yearly basis as the project progresses. Will also fall under review of the technology plan committee on a yearly basis as well	Board updates; board meeting minutes, Instructional services director's agendas, principal meetings notes and virtual learning committee notes.

Goal 3d.7: Create and support learning environments that leverage the ubiquitous (anytime, anywhere, any device) nature of online learning to exploit the capabilities of emerging information, communication, and collaboration technologies.

Objective 3d.7.1: By June 2018 RUSD will identify and implement systems leveraging the use of multiple devices and networks to take advantage of the most current technologies in the educational environment.

Benchmarks:

- Year 1: By June 2014 the Virtual Learning Committee will begin working with various vendors, public entities and charitable organizations to identify ways to maximize access to technology and cloud based resources emphasizing RUSD's open access philosophy.
- Year 2: By June 2015 RUSD will identify and share new and innovative educational practices and the devices and systems that are utilizing them. RUSD will also share information gathered by the committee in terms of multiple options for obtaining devices and network access.
- Year 3: By June 2016 RUSD identify and implement systems that allow for multiple ways of accessing cloud-based resources.
- Year 4: RUSD will continue to review and update systems as needed to provide for new and innovative technology and its use in education.
- Year 5: RUSD will continue to review and update systems as needed to provide for new and innovative technology and its use in education.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Create a working committee to identify and implement different types of devices and different ways of accessing network resources using RUSD's guiding open access philosophy to provide anywhere/anytime access for students staff and parents	Committee to meet quarterly beginning in 2013	Superintendent, Asst superintendent of Network Information Systems and Director of Instructional Technology.	Superintendent's office to receive regular committee reports as well as implementation updates	Committee notes, Board updates
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3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Goal 3e.1: Identify when technology use skills appear (explicitly or implied) as components of the California Content Standards and build lessons that would support technology integration within content area instruction.

- Objective 3e.1.1: By June 2018 RUSD will create, adopt and implement a Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards and defines specific technology and information literacy skills students need to master by the end of each transitional period.

Benchmarks:

- Year 1: By June 2014 RUSD will use existing curriculum or grade levels teams to begin reviewing the concept of Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards and identify and provide instruction on technology and information literacy skills needed by the end of 3rd grade.
- Year 2: By June 2015 existing curriculum or grade levels teams to submit a draft of Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards and identify and provide instruction on technology and information literacy skills needed by the end of 6th grade.
- Year 3: By June 2016 RUSD will adopt a Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core

Standards and identify and provide instruction on technology and information literacy skills needed by the end of 8th Grade.

- Year 4: By 2017 RUSD will begin training teachers to implement Technology and Information Literacy Standards and Scope and Sequence that is aligned to California Common Core Standards and identify and provide instruction on technology and information literacy skills needed by the end of 10th Grade.
- Year 5: By 2018 RUSD will fully implement the Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards and identify and provide instruction on technology and information literacy skills needed by the end of 12th Grade.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will begin the creation of standards and pacing guides to identify what technology skills (and corresponding equipment) are required and at what grade level or curriculum being taught. Specific Technology and Information Literacy skills will be identified and taught.	2013-2018	Instructional Services division, Department chairs and grade level teams.	Instructional Services will provide guidance and training during the creation and implementation phase	Agendas, meeting minutes

Goal 3e.2: Develop learning and content standards that support a 21st century education as demonstrated by readiness of graduates to function as a part of a global community of learners in which technology supports, enriches, and extends learning, communication, and collaboration.

Objective 3e.2.1: By June of 2018 RUSD will identify and teach 21st century skills required to be a responsible digital citizen

Benchmarks:

- Year 1: By June of 2014 RUSD will have identified a working group of international educators to identify skills and traits necessary to compete in the global workforce.

- Year 2: By June of 2015 RUSD will incorporate the list of skills and traits compiled in 2012 into existing curriculum.
- Year 3: By June of 2016 RUSD will provide training highlighting the identified needs of the 21st century learner and identifying where and how they should be taught within RUSD curriculum.
- Year 4: By June 2017 RUSD will begin the process again of identifying new skills or traits required and update pacing guides where needed.
- Year 5: By June 2018 RUSD will begin the process again of identifying new skills or traits required and update pacing guides where needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify working group membership and compile a list of skills and traits necessary for success in the global work place	August 2013-June 2014	Instructional Services Directors	Group will meet quarterly or until list is compiled. Group will report directly to instructional directors on progress	Directors meeting notes, working group notes.
Instructional services specialists will embed list of skills and traits into existing curriculum and add sections where appropriate	August 2014-June 2015	Directors of Elementary and Secondary Education	Directors will coordinate specialists efforts	Curriculum and grade level status reports and updated pacing guides and charts
Curriculum and grade level specialists will create and conduct 21st century skills training online using RUSD's learning management and content management systems	August 2015-June 2016	District curriculum and grade level specialists	Online logs and completed courses demonstrating mastery	Online learning management and content system
Review needed skills and traits and update online course as needed	august 2016-June 2018	Directors meeting notes, working group notes.	Online logs and completed courses demonstrating mastery	Online learning management and content system

Goal 3e.3: Develop and implement technology use standards for students, teachers and administrators

Objective 3e.3.1: By June 2018 all students will demonstrate mastery of the newly created Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards

Benchmarks:

- Year 1: By June 2014 RUSD will adopt an RUSD technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards
- Year 2: By June 2015 RUSD will adopt an RUSD technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards
- Year 3: By June 2016 all students will be assessed using the RUSD Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards
- Year 4: By June 2017 RUSD will identify mastery level skills required to complete RUSD's Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards
- Year 5: By June 2018 fully online courses containing RUSD's Technology and Information Literacy Standards and Scope and Sequence that is aligned to the California Common Core Standards. All students will complete this course.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Year one and two resources are being created	August 2013-June 2014	See Goal 3e.1	See Goal 3e.1	See Goal 3e.1

Online class covering RUSD's Technology and Information Literacy Standards and Scope and Sequence that is aligned to the National Technology Standards for Students (NETS), National Workforce Center for Emerging Technologies (NWCET) Standards, and the California content standards will be created and tested to measure mastery levels	December 2015-June 2016	Director of Instructional Technology	Curriculum and grade level specialists will help create, monitor and gather results from online course.	Online Learning Management and Content System
All students take online course	August-June 2017-2018	Director of Instructional Technology	Curriculum and grade level specialists will help create, monitor and gather results from online course.	Online Learning Management and Content System

Objective 3e.3.2: By June 2018 RUSD will develop and deploy Technology Use Standards for administrators, teachers and students that are aligned to the National Education Technology Standards and the National Technology Plan.

Benchmarks:

- Year 1: By June 2014 the Virtual Learning Committee will review several existing standards for technology use and compare them to the recently released draft of the national tech plan and compile a set of standards for teachers, students and administrators.
- Year 2: By June 2015 RUSD will create online courses identifying and teaching technology standards for administrators
- Year 3: By June 2016 RUSD will create online courses identifying and teaching technology standards for teachers
- Year 4: By June 2017 RUSD will create online courses identifying and teaching technology standards for students

- Year 5: By June 2018 online courses on technology standards for administrators, teachers and students will be fully online.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Committee will identify RUSD technology standards for administrators, teachers and students	August 2013-June 2014	Superintendent, Virtual Learning Committee	Committee members will interface with national and international experts and report findings to superintendent	Committee meeting notes
Using committee's findings instructional technology to create, test and implement online standards for administrators course	August 2014 - June 2015	Director Instructional Technology	Instructional Technology will interface with test group of administrators to gain feedback on course structure.	Online Learning Management and Content Management System
Using committee's findings instructional technology to create, test and implement online standards for teachers course	August 2015 - June 2016	Director Instructional Technology	Instructional Technology will interface with test group of teachers to gain feedback on course structure.	Online Learning Management and Content Management System
Using committee's findings instructional technology to create, test and implement online standards for students course	August 2016 - June 2017	Director Instructional Technology	Instructional Technology will interface with test group of students to gain feedback on course structure.	Online Learning Management and Content Management System
All online technology standards courses online and available. Review and revision as needed.	June 2018	Director Instructional Technology	Instructional technology to monitor all online courses and gain feedback and evaluation directly from the courses	Online Learning Management and Content Management System

Objective 3e.3.3: By June 2018 all parents will have information regarding grade-level technology standards and access to online support systems to ensure practice at home.

Benchmarks:

- Year 1: By June 2013 RUSD will survey all RUSD parents and students concerning technology access as part of its open access implementation.
- Year 2: By June 2014 an online technology needs assessment will be provided to all parents and results will be utilized to create online courses for parents.
- Year 3: By June 2015 survey information will be combined with work from goal 3e.1 to create technology courses for parents to meet their needs and provide training that is aligned to student needs as well.
- Year 4: By June 2016 online courses for parents will be completed and a pilot group will take the courses and provide feedback.
- Year 5: By June 2017-2018 online courses will be available for parental support of student achievement

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create and provide survey for parents describing access to computers and the Internet as well as proficiency in the use of technology to support their student (s) education	August 2013-June 2014	Director of Instructional Technology	Survey will be created by Instructional Technology and provided by schools to parents	Survey will be created by Instructional Technology and provided by schools to parents
Combine parent data with Student technology needs to create online course for parents	August 2014-June 2015	Instructional Services Directors	Course will be created by Instructional Technology and offered through RUSD's learning management and content management system	Survey will be created by Instructional Technology and provided by schools to parents

Online courses will be provided to pilot group of parents for review and refining.	August 2015- June 2016	Director of Instructional Technology	Course will be created by Instructional Technology and offered through RUSD's learning management and content management system	Online learning management and content system
Courses will be added to meet specific needs of parents	August 2016-June 2018	Instructional Services Directors	Course will be created by Instructional Technology and offered through RUSD's learning management and content	Online learning management and content system

Goal 3e.4: Provide access to anytime, anywhere (online) technology use skill development courses.

Objective 3e.4.1: By June 2018 RUSD will design and implement a series of technology skill courses for teachers, students, staff and parents.

Benchmarks:

- Year 1: By June 2014 all parents will complete an survey describing access to computers and the Internet as well as proficiency in the use of technology to support their student (s) education
- Year 2: By June 2015 data will be collected from above survey and combined with needs identified in goal 3e.1 and used to create an online parental technology use course
- Year 3: By June 2016 RUSD will provide online course to parents as a pilot and gather data to review and revise course
- Year 4: By June 2017 online courses supporting parental use of technology will be available to all RUSD parents
- Year 5: By June 2018 online courses covering different aspects of parental usage of technology to support student learning and collaboration/communication between school and home will be available to all RUSD parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create and provide survey for parents describing access to computers and the Internet as well as proficiency in the use of technology to support their student (s) education	August 2013-June 2014	Director of Instructional Technology	Survey will be created by Instructional Technology and provided by schools to parents	Online learning management and content system
Combine parent data with Student technology needs to create online course for parents	August 2014-June 2015	Instructional Services Directors	Course will be created by Instructional Technology and offered through RUSD's learning management and content management system	Online learning management and content system
Online courses will be provided to pilot group of parents for review and refining.	August 2015- June 2016	Director of Instructional Technology	Course will be created by Instructional Technology and offered through RUSD's learning management and content management system	Online learning management and content system
Courses will be added to meet specific needs of parents	August 2016-June 2018	Instructional Services Directors	Course will be created by Instructional Technology and offered through RUSD's learning management and content	Online learning management and content system

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

RUSD understands that it is vital that we train our students and staff to be responsible and ethical users of the Internet and its vast resources. In the past we used filtering as our primary tool to prevent misuse and will continue to do so but will also explore ways to provide less restrictive access as our users demonstrate understanding of what responsible and ethical use is. This is critical in our quest to be 21st learners, simply filtering access while at school will not prevent students from finding ways around those filters and more importantly many students already carry technology with them that is unfiltered. RUSD's open access philosophy focuses on training all students and staff on responsible and ethical use of the Internet and once mastery of this content is demonstrated grant expanded access to students and staff. RUSD has a proven track record in this area training over 20,000 students and parents as of the writing of this plan.

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

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Using the Federal Communications Commission's Netcetera resources design a required course for students and staff to be delivered online focusing on responsible use of the internet and ethical use of information technology including the following topics: copyright and fair use, downloading and file sharing, and plagiarism.	July 2013-August 2014	Instructional Services Directors as coordinated by the Director of Instructional Technology	Team of administrators, and selected site technology committee members will review the training prior to the roll out in September, 2013	Demonstration of Mastery in the form of a final product will be developed.

Information on how to access and complete the online trainings will be provided to all students and staff.	September 2014 and quarterly on an annual basis	Director of Instructional Technology	All monitoring in terms of delivery of information and completion of courses will be monitored via our learning management system.	Online Learning Management System
Completion of online course for responsible and ethical use of the internet will be required of all RUSD students and staff.	September 2015, annually or as new students or staff enter the system	NIS and Director of Instructional Technology	Access to Internet access will require completion of course and acceptance of Acceptable Use Policy	Online Learning Management and content system will track completion of course
Review and update the online course as necessary to keep information and course materials relevant.	Annually or as needed during regularly scheduled technology committee review meetings held twice annually (August and January).	District Technology Committee	District Technology Committee will review course.	Data collected from our online learning management and content system will be used to capture meeting notes.

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

RUSD understands that it is vital that we train our students and staff to be responsible and ethical users of the Internet and its vast resources. In the past we used filtering as our primary tool to prevent misuse and will continue to do so but will also explore ways to provide less restrictive access as our users demonstrate understanding of what responsible and ethical use is. This is critical in our quest to be 21st learners, simply filtering access while at school will not prevent students from finding ways around those filters and more importantly many students already carry technology with them that is unfiltered. RUSD's open access philosophy focuses on

training all students and staff on responsible and ethical use of the Internet and once mastery of this content is demonstrated grant expanded access to students and staff.

Goal 3g.1: All students and staff in our district will be educated to be safe, responsible, and ethical users of digital tools in the 21st century; students and staff will be knowledgeable of internet safety including awareness and dangers of cyber bullying, protection against online predators, and how to maintain online privacy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Using the Federal Communications Commission’s Netcetera resources design a required course for students and staff to be delivered online focusing on safe and responsible use of the internet and ethical use of information technology including the review and acceptance of RUSD’s acceptable use policy.	July 2013-August 2014	Instructional Services Directors as coordinated by the Director of Instructional Technology	Team of administrators, and selected site technology committee members will review the training prior to the roll out in September, 2013	Demonstration of Mastery in the form of a final product will be developed.
Information on how to access and complete the online trainings will be provided to all students and staff.	September 2013 and quarterly on an annual basis	Director of Instructional Technology	All monitoring in terms of delivery of information and completion of courses will be monitored via our learning management system.	Online Learning Management System

Completion of online course for safe and responsible and ethical use of the internet will be required of all RUSD students and staff.	September 2013, annually or as new students or staff enter the system	NIS and Director of Instructional Technology	Access to Internet access will require completion of course and acceptance of Acceptable Use Policy	Online Learning Management and content system will track completion of course
Review and update the online course as necessary to keep information and course materials relevant	Annually or as needed during regularly scheduled technology committee review meetings held twice annually (August and January).	District Technology Committee	District Technology Committee will review course.	Data collected from our online learning management and content system will be used to capture meeting notes.

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

Much of what has been outlined earlier in this plan hinges on making all of our learning resources available anywhere anytime. This requires two major things to be in place. The first is the moving all of our educational resources to the Internet so that they can be accessed by anyone from wherever they may be. The second piece that's required to do this is for our students and staff to have access to some sort of device that is capable of getting on the Internet to access and process the resources housed there. Both of these things need to be in place regardless of student's status or income. RUSD has provided an online collaboration space where all RUSD educational resources are available via the Internet. Every staff member, student and parent has access to this system and can access high quality learning resources as well as grade and attendance information. RUSD's open access philosophy attempts to meet the need for a device and Internet access. Even in good budgetary times we struggled to provide equitable technology access and that is especially the case now as we face some of the worst economic times in recent history. Open access allows us to leverage resources that parents have already purchased for their students. Informal surveys indicate that a minimum of 50% of our students already has their own technology and in some of our communities that percentage goes as high as 85%. RUSD has modified our acceptable use policy and our infrastructure to allow those students to bring this technology to school as a learning resource. This allows the district to focus its resources on those who are unable to provide their students with technology. RUSD has also leveraged the use of grants and cooperative efforts with the city of Riverside, as well as a variety

of corporate sponsors. These efforts combined with the open access policy described above truly enable RUSD and its partners to state that they are able to bridge the digital divide, providing equitable one to one access to our online resources regardless of students socioeconomically status. RUSD will also provide technology tools for students with special needs as identified in specific IEP's as well as continually monitoring access and new technologies specifically designed to meet their needs. Open access also hinges on expecting and teaching responsible and ethical use, which has resulted in the updating of both our staff and student acceptable use policies. Both students and staff take an online course covering these topics prior to gaining Internet access. Our district's filter blocks inappropriate sites but the linchpin of our efforts is training staff and students on appropriate use. The policy described above has allowed us to pilot the use of new technologies that are rich in multimedia content and capability. Using this technology we have been able to better meet the needs of divergent student groups and have especially seen growth with our English learner and special education populations. This technology is mobile allowing students to be able to take it with them when they leave school and continue to interact with educational resources.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Assessment is one of the major tenets of the National Technology Plan. As such we have used that plan as a template for the district plan in coordination with our vision of learning in the year 2020.

Through the use of engaging formative assessments that incorporate technology, teachers will be able to examine the facets of students' learning and gain insight as to how students approach and solve complex problems. Data from these assessments will allow teachers to address misconceptions and provide additional instruction so that all students can achieve the intended learning outcomes. Results from these formative assessments will be available to students, parents, and teachers in a timely manner through the most appropriate technology in an effort to enhance communication between school and home. Additionally, administrators at the site and district will be able to disaggregate the formative assessment data in meaningful ways to ensure all subgroups are learning and closing the achievement gap. Professional development to build human, intellectual and technical capacity will be ongoing to facilitate this endeavor.

A key concept would be “measuring what matters” for the benefit of optimal student learning for all students. The process will begin with defining what is needed for students to learn in the 21st century classroom (what is the desired output of the student learning.) For such assessment to be effective the results of the measurement (i.e., individual student progress) must be timely (within 24 hours) and in the hands of the teacher (on the teacher's desktop and web available). The results of assessment should provide direct information on the specific learning and growth of each individual student.

Additionally, timely and actionable feedback to stakeholders is critical for optimal learning of students. The notion of timely feedback is paramount so that stakeholders can constructively address learning progress in an effort to intervene and correct misunderstandings or misconceptions. As a result, assessment results will be available to ALL stakeholders on an on-going basis and within 48 hours of assessment. In order to achieve the quality of desirable assessment we will need to acquire or develop assessments that fully meet the specifications of the 2020 vision. To assist parents, students, and related stakeholders they will be provided with an on-going, timely "dashboard" view of their progress relative to the desired learning -- along with possible "next steps" and/or supplemental learning options.

Building the capacity of educators and district will be important in providing quality assessment that is directly linked to high levels of student learning. Training will be provided to staff that focuses not only on the current assessment instruments and reports, but also what changes and innovations are available through the daily change of technology. The District commitment is to provide on-going development of human, intellectual, and technical capacity to meet the changing needs of effective formative assessment that monitors student progress. Additionally, the District must provide appropriate technology infrastructure to meet the same requirements. A part of building this capacity involves a cultural shift in which all staff develops an individualized professional growth plan and assumes the responsibility of their learning.

In order to provide true 21st century assessments it will be important for the District to conduct research and development on embedded and motivating assessment of student learning. To assist in this effort there will be an on-going task force established that would explore and research assessment options that would be motivating to students (at each grade level and/or program destination) and/or embedded (vs. stand alone or pull out) within instructional activities. This committee would report no less than once a year to the administration and Board of Education (June Board meeting) on their findings.

Assessment will become an integral, embedded component of the learning process in order to support a system of continuous student improvement. Student learning assessment should be gathered on an on-going basis (no less than once per week of instruction) and then used within a timely period (no less than the following week). The use of personalized electronic portfolios is one way in which ongoing student progress will be reflected. With the increased sharing and availability of data, all student privacy issues will be protected.

Goal 3i.1: Goal 3i1: Ensure that RUSD assessments are accurately measuring the desired outcome and that results are available to teachers and students in a timely manner

Objective 3i.1.1: By June 2018 desired outcomes (mastery) in each curriculum or grade level will be identified and a corresponding web based system to deliver the assessments and results to teachers, students and parents in a timely manner.

Benchmarks:

- Year 1: By June 2014 the superintendent will appoint an assessment committee, which will study the issues surrounding assessment and recommend actions.

- Year 2: By June 2015 the RUSD assessment committee will identify grade level and curriculum based teams that will be tasked with defining assessments or projects that will serve to measure mastery of particular courses, curriculum or grade level.
- Year 3: By June 2016 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 10th through 12th. Online system will provide results and feedback to teachers students and parents within 72 hours
- Year 4: By June 2017 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 8th through 12th. Online system will provide results and feedback to teachers students and parents within 72 hours
- Year 5: By June 2018 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 6th through 12th. Online system will provide results and feedback to teachers students and parents within 72 hours

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Superintendent will appoint an RUSD assessment committee	August 2013-June 2014	Superintendent		Board updates
Committee will identify grade level and curriculum level working groups to identify and define a master assessment or project	August 2014-June 2015	Superintendent, RUSD assessment committee	RUSD assessment Committee	RUSD assessment Committee minutes, grade level and curriculum level working teams minutes
RUSD assessment committee will identify and recommend online system for delivery of mastery assessments and delivery of data in a timely manner	August 2015-June 2016	Superintendent, RUSD assessment committee	RUSD assessment Committee	RUSD assessment Committee minutes, grade level and curriculum level working teams minutes
Mastery level assessments and or projects will be managed and data delivered for all 10th - 12th grade curriculum	August 2016-June 2017	Department of Educational Accountability, NIS, Instructional services	Assessments will be monitored and reviewed as necessary	Online assessment system logs

Mastery level assessments and or projects will be managed and data delivered for all 8th - 12th grade curriculum	August 2017-June 2018	Department of Educational Accountability, NIS, Instructional services	Assessments will be monitored and reviewed as necessary	Online assessment system logs
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Goal 3i.2: RUSD will provide assessment results to all stakeholders in a timely fashion providing actionable feedback to stakeholders.

Objective 3i.2.1: By June 2018 an internet based program will be identified, procured and implemented providing assessment results to ALL stakeholders on an on-going basis and within 72 hours of assessment, this system will also provide parents, students, and related stakeholders will be provided an on-going, timely "dashboard" view of their progress relative to the desired learning -- along with possible "next steps" and/or supplemental learning options.

Benchmarks:

- Year 1: By June 2014 the RUSD assessment committee will examine all existing RUSD data delivery systems and structures as well as new technology available to identify online system capable of providing a dashboard that contains all data collected on a school, teacher or student.
- Year 2: By June 2015 the RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders
- Year 3: By June 2016 the RUSD assessment committee will work with previously identified grade level and curriculum level teams to add online interventions, enrichment or advancement opportunities and deliver identified options to all RUSD stakeholders based on their specific data
- Year 4: By June 2017 RUSD will implement recommended structural changes and implement online data warehouse.
- Year 5: By June 2018 the RUSD assessment committee will review online data warehouse and data supporting structure on a yearly basis and report findings to the superintendent

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Committee will review existing data systems and available technology and identify online systems capable of delivering all pertinent data in one location in a timely manner	August 2013-June 2014	Superintendent, RUSD assessment committee	Committee to report progress to superintendent	Board updates and committee minutes
RUSD assessment committee will recommend any RUSD departmental structural changes required to deliver all data effectively and efficiently	August 2014-June 2015	Superintendent, RUSD assessment committee	Committee to report progress to superintendent	Board updates and committee minutes
Assessment committee and grade level and curriculum level working groups will identify intervention, enrichment or advancement opportunities that can be automatically be offered to schools or students based on data	August 2015-June 2016	Superintendent, assessment committee, grade level and curriculum level working groups	Assessment committee, grade level and curriculum level working groups to report to superintendent	Board updates and committee minutes and working group reports
RUSD will implement recommended structural changes and implement online data warehouse system	August 2016-June 2017	Superintendent, assessment committee, department of educational accountability, NIS	Implementation progress and report	Board updates and committee minutes

Online data warehouse fully implemented. Annual committee review and recommendations	June 2018	Superintendent, RUSD assessment committee	Committee to report progress to superintendent	Board updates and committee minutes
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Goal 3i.3: RUSD will identify a process that will continually build the capacity of educators and the district in the area of effective, authentic assessments and the staff development, management, delivery and future design of assessments

Objective 3i.3.1: By June 2018 RUSD will have identified and implemented a system where educators and district staff will be provided with ongoing staff development or made aware of staff development opportunities, on current assessment instruments and reports, but also changes and innovations available through the daily change of technology. This system will seek to continually develop human, intellectual, and technical capacity to meet the changing assessment needs. Additionally, the District will provide the appropriate technology infrastructure to meet these needs.

Benchmarks:

- Year 1: By June 2014 the superintendent will appoint an assessment committee which will study the issues surrounding assessment and recommend staff development options for RUSD staff
- Year 2: By June 2015 the RUSD assessment committee will provide an ongoing online collaborative space designed to provide information and professional opportunities concerning innovative ways that technology is being used to provide real-time data to inform instruction
- Year 3: By June 2016 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 10th through 12th and will provide online staff development options to all stakeholders on the use of the system
- Year 4: By June 2017 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 8th through 12th and will provide online staff development options to all stakeholders on the use of the system
- Year 5: By June 2018 the RUSD assessment committee will identify an online system to manage mastery level assessments for grades 6th through 12th and will provide online staff development options to all stakeholders on the use of the system

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Superintendent will appoint an RUSD assessment committee	January 2013-June 2013	Superintendent		Board updates

RUSD will provide an online collaboration space centered around the use of data and identifying professional opportunities and innovative use of technology to provide data	August 2014-June 2015	Superintendent, RUSD assessment committee	RUSD assessment Committee	RUSD assessment Committee minutes, online learning management and content management systems
RUSD will provide staff development options including district led staff development, professional training opportunities and other options for personal and professional growth	August 2015-June 2018	Superintendent, RUSD assessment committee		RUSD assessment Committee minutes, online learning management and content management systems

Goal 3i.4: RUSD will conduct ongoing research and development to identify high quality embedded assessments that students are motivated to do well.

Objective 3i.4.1: By June 2018 RUSD will have identified and implemented various pilots identifying authentic assessments built into projects, games and real world problem solving.

Benchmarks:

- Year 1: By June 2014 the superintendent will appoint an assessment committee which will study the issues surrounding assessment and recommend actions.
- Year 2: On a yearly basis RUSD assessment committee and instructional technology will identify and implement pilots identifying effective and authentic assessments embedded into specific project based software, games or other types of technology to identify effective and efficient ways to provide authentic assessments.
- Year 3: On a yearly basis RUSD assessment committee and instructional technology will identify and implement pilots identifying effective and authentic assessments embedded into specific project based software, games or other types of technology to identify effective and efficient ways to provide authentic assessments.
- Year 4: On a yearly basis RUSD assessment committee and instructional technology will identify and implement pilots identifying effective and authentic assessments embedded into specific project based software, games or other types of technology to identify effective and efficient ways to provide authentic assessments.
- Year 5: On a yearly basis RUSD assessment committee and instructional technology will identify and implement pilots identifying effective and authentic assessments embedded

into specific project based software, games or other types of technology to identify effective and efficient ways to provide authentic assessments.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Superintendent will appoint an RUSD assessment committee	January 2014	Superintendent		Board updates
On a yearly basis RUSD assessment committee and instructional technology will identify and implement pilots identifying effective and authentic assessments embedded into specific project based software, games or other types of technology to identify effective and efficient ways to provide authentic assessments.	August 2013-June 2018	Assessment committee, Director of Instructional Technology, instructional services division	Ongoing proposed pilots to be examined by stakeholders	Minutes. implementation notes and surveys

Goal 3i.5: RUSD will continually review its existing data gathering structures both organizationally and technologically to identify the most effective way of providing relevant data to all stakeholders in a timely manner.

Objective 3i.5.1: By September 2013 a committee will be formed to review our current systems for collecting and providing data, as well as reviewing the various departmental structures that are involved in supporting the collection and distribution of that data and make recommendations for more effective and efficient ways of accomplishing this. The committee will repeat this process yearly.

Benchmarks:

- Year 1: By June 2013 the superintendent will appoint an assessment committee which will study the issues surrounding assessment and recommend actions.

- Year 2: By June 2014 the RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders
- Year 3: On an annual basis RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders
- Year 4: On an annual basis RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders
- Year 5: On an annual basis RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Superintendent will appoint an RUSD assessment committee	August 2013-June 2014	Superintendent		Board updates
RUSD assessment committee will recommend any RUSD departmental structural changes required to deliver all data effectively and efficiently	August 2014-June 2015	Superintendent, RUSD assessment committee	Committee to report progress to superintendent	Board updates and committee minutes
On an annual basis RUSD assessment committee will recommend any structural changes needed to provide for the most effective and efficient delivery of data to all RUSD stakeholders	August 2015-June 2018	Superintendent, RUSD assessment committee	Committee to report progress to superintendent	Board updates and committee minutes

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Goal 3j.1: Establish a communication protocol between school and home that focuses on supporting student learning.

Objective 3j.1.1: By 2018 RUSD all students, staff and parents will have access to the RUSD Learning Management and Content Management Systems that is accessible from both within and outside of the school.

Benchmarks:

- Year 1: By June 2013 RUSD will identify and implement an effective learning management and content system and provide all staff, students and parents access.
- Year 2: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 3: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 4: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.
- Year 5: RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify and implement an effective learning management and content system and provide all staff, students and parents access.	August 2013-June 2014	Instructional Services Division, NIS, RVS and Instructional Technology	Process to identify, procure and implement LMS and CMS to be communicated to stakeholders	
RUSD will annually review effectiveness and use of existing learning management and content system and recommend any changes as needed.	August 2014-June 2018	Instructional Services Division, NIS, RVS and Instructional Technology	Process to identify, procure and implement and review LMS and CMS to be communicated to stakeholders	Board updates, department meetings minutes

Objective 3j.1.2: By June 2018 all teachers will use the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.

Benchmarks:

- Year 1: By June 2013 online staff development options concerning the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress will be identified or created
- Year 2: By June 2014 all teachers will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 3: By June 2015 and on an annual basis thereafter all new teachers will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 4: All new teachers will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 5: All new teachers will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Online staff development options for LMS and CMS to be identified or created	August 2013-June 2014	Instructional technology, Riverside Virtual School	Communications board subcommittee will evaluate resources	Online Learning and Content Management System Logs

All teachers will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.	August 2014-June 2018	Instructional technology, Riverside Virtual School	Communications board subcommittee will evaluate resources	Online Learning and Content Management System Logs
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Objective 3j.1.3: By June 2018 all parents will be provided with access to the RUSD Learning Management System and Content Management System and be provided with online and/or face-to-face training regarding how best to use the technology to support student learning.

Benchmarks:

- Year 1: By June 2014 online parent training options concerning the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress will be identified or created
- Year 2: By June 2015 all parents will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress.
- Year 3: On an annual basis all parents will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress.
- Year 4: On an annual basis all parents will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress.
- Year 5: On an annual basis all parents will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Online parent training options for LMS and CMS to be identified or created	August 2013-June 2014	Instructional technology, Riverside Virtual School	Communications Board Subcommittee to evaluate resources	Online Learning and Content Management System Logs
All parents will be provided online training options in the effective use of the Learning Management System and Content Management System to effectively communicate with the teachers of their students regarding student academic progress.	August 2014-June 2018	Instructional technology, Riverside Virtual School	Online Learning and Content Management System Logs	Online Learning and Content Management System Logs

Goal 3j.2: RUSD will maximize its web presence utilizing web 2.0 and 3.0 technology to improve two way communications between home and school

Objective 3j.2.1: By June 2018 RUSD will fully implement a variety of web 2.0 and 3.0 technologies

Benchmarks:

- Year 1: By June 2013 the RUSD technology committee will identify and implement various methods of web 2.0 and 3.0 communication to maximize home to school communication. RUD will create and maintain Facebook, twitter, Youtube and other social networking tools.
- Year 2: By June 2014 RUSD will continue to expand its open access philosophy allowing unfiltered access to students and staff social networking tools used to increase home to school communication.
- Year 3: On an annual basis RUSD will implement a process for continually reviewing and utilizing the most effective technology to maintain communication between home and school
- Year 4: On an annual basis RUSD will implement a process for continually reviewing and utilizing the most effective technology to maintain communication between home and school

- Year 5: On an annual basis RUSD will implement a process for continually reviewing and utilizing the most effective technology to maintain communication between home and school

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify and implement various methods of web 2.0 and 3.0 communication to maximize home to school communication. RUSD will create and maintain Facebook, twitter, Youtube and other social networking tools.	August 2013 - June 2014	RUSD technology committee, RUSD communications board subcommittee, NIS, publications	NIS and publications will monitor collaborative spaces	Web 2.0 logs and RSS feeds
RUSD will continue to expand its open access philosophy allowing unfiltered access to students and staff social networking tools used to increase home to school communication.	August 2014-June 2015	RUSD technology committee, RUSD communications board subcommittee, NIS, publications	NIS and publications will monitor collaborative spaces	Web 2.0 logs and RSS feeds
On an annual basis RUSD will implement a process for continually reviewing and utilizing the most effective technology to maintain communication between home and school	August 2015-June 2018	RUSD technology committee, RUSD communications board subcommittee, NIS, publications	NIS and publications will monitor collaborative spaces	Web 2.0 logs and RSS feeds

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The District Technology Committee will monitor all aspects of the implementation plan including the curriculum component of this plan. The committee will physically meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process.

4. Professional Development

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

RUSD currently has approximately 2000 certificated teachers of which 1,423 have completed RUSD's online training course in the use of technology in teaching. Results from the survey show continued growth in the three main categories (personal computer knowledge, the use of technology in the classroom by the teacher and the use of the technology by the teacher to support student learning.) RUSD teachers as a whole identified themselves as intermediate in each area. Currently there are no identified means of collecting data concerning administrator use of technology. An informal survey at the end of 2009 showed that the vast majority of administrators would be identified as beginning users but in the two years since that survey the numbers have flipped showing the vast majority to be proficient if not advanced users of technology. RUSD has been aggressively pursuing grant funding to extend the use of technology within the curriculum and has been successful in obtaining several federal and state grants totaling over 10 million dollars. Each grant required extensive staff development and also had on site in class support in the form of classified technical support and certificated coaching support. As a result of these efforts RUSD currently has over 1,100 classrooms with interactive Promethean whiteboards. RUSD teachers and administrators also have access to extensive online resources, which range from our standard student information system, curriculum based programs, digital textbook resources and this year all RUSD staff has access to our online learning management and content system. RUSD has a wealth of technology, as well as online resources and innovative approaches to using technology. RUSD has done a good job making sure that we have highly qualified teachers in curriculum areas as well as in technology but in both cases highly prepared has not translated into highly effective teachers. This has led to a shift of our focus, which you will see reflected throughout this plan. RUSD staff development this year will be offered almost exclusively online. Effective teaching and best practices are the focus and technology will be infused into every area. Completion of coursework will require some form of demonstration on mastery and ultimately on student achievement. RUSD's open access philosophy is also infused into staff development. Increased access to technology in almost every classroom requires some training on effective classroom management of technology. Staff development focusing on best initial instruction emphasizes the central role of the teacher in education but also provides training on how technology can be used outside the classroom to extend the learning. Staff development at all levels is focusing on output rather than input. Ultimately whatever staff development is provided it will have a technology piece and will be measured for effectiveness by student growth. Education lags behind other professions in the expectation of a certain level of proficiency where technology is concerned. RUSD will provide staff development as described in this plan but will also expect its professionals to seek training, as they need it from a variety of sources.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

While technology dramatically changes the role of the teacher in the classroom and as a member of a larger community of educators, the teacher will continue to be of critical importance in our educational process. The connections that technology provides will allow the teacher to access teaching and learning resources far beyond what was ever available before. Teachers will no longer feel isolated, as they are they able to think, share, plan, and analyze outcomes with peers as well as world-class experts in order to improve student learning. Teachers will no longer carry full responsibility for defining and delivering every piece of content and experience that their students receive; instead, they can serve as facilitators to students as they teach students how to connect to required content as well as other information and experiences that meet their personal needs and interests. Teacher and administration preparation programs as well as on-going professional development needs to provide technology-supported learning experiences that promote and enable the use of technology to improve learning, assessment, and instructional practices. Technology with all staff should be taught within the context of their work whether it be within a subject area, administrative task, common collaborative communities, or the facilitating the use of relevant technology by students.

Goal 4b.1: Identify effective tool (s) to accurately assess teacher and administrator needs for staff development

Objective 4b.1.1: By June 2018 RUSD will identify and implement various tools to accurately assess specific staff development needs

Benchmarks:

- Year 1: By June 2014 the superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.
- Year 2: By June 2015 the RUSD staff development committee will examine all existing RUSD staff development systems and structures as well as new technology available to identify and deliver staff development needs.
- Year 3: By June 2016 the RUSD staff development committee will recommend any structural changes needed to provide for the most effective and efficient delivery of staff development to all RUSD stakeholders
- Year 4: By June 2017 RUSD will implement recommended structural changes and implement online needs assessment (s)
- Year 5: By June 2018 the RUSD staff development committee will review online staff development and staff development structures on a yearly basis and report findings to the superintendent

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.	August 2013-June 2014	Superintendent	Superintendent will receive committee reports	Committee minutes
RUSD staff development committee will examine all existing RUSD staff development systems and structures as well as new technology available to identify and deliver staff development needs.	August 2014-June 2015	Superintendent, Staff development committee	Superintendent will receive committee reports	Board updates, Committee meeting minutes
RUSD staff development committee will recommend any structural changes needed to provide for the most effective and efficient delivery of staff development to all RUSD stakeholders	August 2015-June 2016	Superintendent, Staff development committee	Superintendent will receive committee reports	Board updates, Committee meeting minutes
RUSD will implement recommended structural changes and implement online needs assessment (s)	August 2016-June 2017	Superintendent, Staff development committee, Instructional services division, NIS	Implementation plans, board reports	Board updates, Committee meeting minutes

Online staff development fully implemented. Annual committee review and recommendations	June 2018	Superintendent, Staff development committee, Instructional services division, NIS	Implementation plans, board reports	Board updates, Committee meeting minutes
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Goal 4b.2: Provide professional development that will enable every educator to access and use data, resources, and expertise that enable and inspire effective teaching and learning

Objective 4b.2.1: By June of 2018 all administrators, teachers and instructional support staff will receive annual training in the districts data management system and demonstrate mastery in using student and teacher data to provide individualized staff development or interventions as needed.

Benchmarks:

- Year 1: By June 2014 online staff development options concerning the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress will be identified or created
- Year 2: By June 2015 all administrators, teachers and instructional staff will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 3: By June 2016 and on an annual basis thereafter all new staff will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 4: All new staff will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.
- Year 5: All new staff will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Online staff development options for LMS and CMS to be identified or created	August 2013-June 2015	Instructional technology, Riverside Virtual School, staff development committee	Sites will monitor communications	Surveys, Online Learning and Content Management system logs

All staff will be provided online staff development options in the effective use of the Learning Management System and Content Management System to effectively communicate with the families of their students regarding student academic progress.	August 2015-June 2018	Instructional technology, Riverside Virtual School, staff development committee	Sites will monitor communications	Surveys, Online Learning and Content Management system logs
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Objective 4b.2.2: By June 2018, Establish online resources for educators to collaborate and share content and best practices and that all staff has access to using a common learning management system to allow for collaboration and participation in Professional Learning Communities.

Benchmarks:

- Year 1: By June 2014 the superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.
- Year 2: By June 2015 RUSD will identify and or create high quality resources for best practices and provide ongoing access to a common online platform to extend participation in professional learning communities
- Year 3: By June 2016 RUSD will provide all staff online training options for using the online professional learning community space.
- Year 4: RUSD will annually review and revise online professional learning community space and provide training for any new staff members.
- Year 5: RUSD will annually review and revise online professional learning community space and provide training for any new staff members.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.	August 2013	Superintendent	Superintendent will receive regular committee reports	Committee minutes
RUSD will identify and or create high quality resources for best practices and provide ongoing access to a common online platform to extend participation in professional learning communities	August 2013-June 2014	Superintendent, staff development committee	Superintendent will receive regular committee reports	Board updates, Committee meeting minutes
RUSD will provide all staff online training options for using the online professional learning community space.	August 2015-June 2016	Superintendent, Staff development committee	Implementation plans, board reports	Board updates, Committee meeting minutes
RUSD will annually review and revise online professional learning community space and provide training for any new staff members.	August 2016-June 2018	Superintendent, Staff development committee, Instructional services division, NIS	Implementation plans, board reports	Board updates, Committee meeting minutes

Objective 4b.2.3: By June 2018 RUSD will provide and maintain online learning management systems that will allow all RUSD stakeholders to connect with regional, national and international organizations and higher education entities.

Benchmarks:

- Year 1: By June of 2014 RUSD will identify a working group of international educators to identify skills and traits necessary to compete in the global workforce and to develop

tools for communication and collaboration using or learning management and content management systems.

- Year 2: By June of 2015 RUSD will incorporate and extend its local professional learning community to include regional, national and international organizations and higher education entities.
- Year 3: RUSD will continue to extend its professional learning community and will review and revise the online PLC space as needed.
- Year 4: RUSD will continue to extend its professional learning community and will review and revise the online PLC space as needed.
- Year 5: RUSD will continue to extend its professional learning community and will review and revise the online PLC space as needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify and invite K-20 educators to join and collaborate using RUSD's online professional learning community collaborative space	August 2013-June 2015	Superintendent, Directors of Elementary and Secondary Education, staff development committee	Superintendents and Directors will review participants on a quarterly basis	Meeting minutes
RUSD will incorporate and extend its local professional learning community to include regional, national and international organizations and higher education entities on an annual basis	August 2015-June 2018	Superintendent, Directors of Elementary and Secondary Education, staff development committee	Superintendents and Directors will review participants on a quarterly basis	Meeting minutes

Objective 4b.2.4: By June 2018 RUSD will identify technology based resources for career long personal learning network tools and resources that make professional learning timely and relevant, as well as, an ongoing activity that continually improves practices.

Benchmarks:

- Year 1: By June of 2014 RUSD will provide access to a variety of high quality technology based resources for career long personal learning network tools and resources that make professional learning timely and relevant, as well as, an ongoing activity that continually improves practices.

- Year 2: By June of 2015, and annually thereafter RUSD will extend its open access philosophy to RUSD's learning management and content management systems allowing various universities, educators and other educationally focused entities access thereby providing a robust learning environment where learners can find ongoing education and support outside of what the district may or may not offer.
- Year 3: On an annual basis RUSD will extend its open access philosophy to RUSD's learning management and content management systems allowing various universities, educators and other educationally focused entities access thereby providing a robust learning environment where learners can find ongoing education and support outside of what the district may or may not offer.
- Year 4: On an annual basis RUSD will extend its open access philosophy to RUSD's learning management and content management systems allowing various universities, educators and other educationally focused entities access thereby providing a robust learning environment where learners can find ongoing education and support outside of what the district may or may not offer.
- Year 5: On an annual basis RUSD will extend its open access philosophy to RUSD's learning management and content management systems allowing various universities, educators and other educationally focused entities access thereby providing a robust learning environment where learners can find ongoing education and support outside of what the district may or may not offer.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will provide access to a variety of high quality technology based resources for career long personal learning network tools and resources that make professional learning timely and relevant, as well as, an ongoing activity that continually improves practices.	August 2013-June 2015	Superintendent, Staff development committee, Instructional services division, NIS	Superintendent will receive quarterly reports	Meeting minutes

<p>RUSD will extend its open access philosophy to RUSD's learning management and content management systems allowing various universities, educators and other educationally focused entities access thereby providing a robust learning environment where learners can find ongoing education and support outside of what the district may or may not offer.</p>	<p>August 2015-June 2018</p>	<p>Superintendent, Staff development committee, Instructional services division, NIS</p>	<p>Superintendent will receive quarterly reports</p>	<p>Meeting minutes</p>
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Goal 4b.3: RUSD will identify and implement various types of technology to provide powerful professional development experiences

Objective 4b.3.1: By June 2018 RUSD will provide online staff development delivered both synchronously or asynchronously. Completion of staff development will be determined not by seat time, but mastery of the content. In addition RUSD will seek ways to sell or share content in with other districts.

Benchmarks:

- Year 1: By June 2014 RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members. In addition RUSD will begin identifying methods and contractual a venues for selling content to other districts. Proceeds from any sales will be reinvested into high quality staff development content and courses
- Year 2: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members. RUSD will begin selling/sharing content with other districts
- Year 3: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review

and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members. RUSD will continue to leverage income from content to create or purchase staff development content.

- Year 4: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members. RUSD will continue to leverage income from content to create or purchase staff development content.
- Year 5: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members. RUSD will continue to leverage income from content to create or purchase staff development content.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members	August 2013-June 2018	Superintendent, Staff development committee, Instructional services division, NIS	Directors of Instructional Services will receive quarterly reports concerning resources	Committee minutes

Objective 4b.3.2: By June 2018 RUSD will identify, design or purchase online courses for the learning management system that will include district developed content, commercial high quality resources such as research based practices, videos, and webinars and high quality open source content.

Benchmarks:

- Year 1: By June 2014 RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion.

RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members

- Year 2: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members
- Year 3: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members
- Year 4: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members
- Year 5: RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify, create or purchase high quality professional development resources that require a mastery assessment or project for completion. RUSD will review and revise these resources on an annual basis and continue to provide highly qualified and highly effective staff members	August 2013-June 2018	Superintendent, Staff development committee, Instructional services division, NIS	Instructional Services Directors will receive quarterly reports	Committee minutes

Objective 4b.3.3: By June 2018 RUSD will identify and implement a system that rewards demonstration of mastery in our staff development. Teachers and staff who demonstrate mastery of a menu of online courses will receive a certificate of completion for field experience requirements.

Benchmarks:

- Year 1: By June 2014 RUSD's staff development committee will identify an online system that offers a variety of courses and provides both intrinsic and extrinsic rewards.
- Year 2: RUSD staff completing identified courses of study will receive recognition in the form of a certificate recognizing mastery of courses.
- Year 3: RUSD staff completing identified courses of study will receive recognition in the form of a certificate recognizing mastery of courses.
- Year 4: RUSD staff completing identified courses of study will receive recognition in the form of a certificate recognizing mastery of courses.
- Year 5: RUSD staff completing identified courses of study will receive recognition in the form of a certificate recognizing mastery of courses.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD's staff development committee will identify an online system that offers a variety of courses and provides both intrinsic and extrinsic rewards.	August 2013-June 2015	Staff development committee	Instructional Services Directors will receive quarterly reports	Committee minutes
RUSD staff completing identified courses of study will receive recognition in the form of a certificate recognizing mastery of courses.	August 2015-June 2018	staff development committee, Instructional services directors	Instructional Services Directors will receive quarterly reports	Committee minutes

Objective 4b.3.4: By June 2018 RUSD will provide ongoing training for the implementation of embedded technology assessment and data analysis tools that support differentiated instruction.

Benchmarks:

- Year 1: By June 2013 the superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.
- Year 2: By June 2014 RUSD staff development committee will identify and implement systems of staff development for the implementation of embedded technology assessment and data analysis tools that support differentiated instruction.
- Year 3: On an annual basis RUSD will provide ongoing training for the implementation of embedded technology assessment and data analysis tools that support differentiated

instruction. Committee will review and revise training as needed based on feedback from stakeholders.

- Year 4: On an annual basis RUSD will provide ongoing training for the implementation of embedded technology assessment and data analysis tools that support differentiated instruction. Committee will review and revise training as needed based on feedback from stakeholders.
- Year 5: On an annual basis RUSD will provide ongoing training for the implementation of embedded technology assessment and data analysis tools that support differentiated instruction. Committee will review and revise training as needed based on feedback from stakeholders.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The superintendent will appoint a staff development committee, which will study the issues surrounding staff development and recommend actions.	August 2013-June 2015	Superintendent	Superintendent will receive quarterly committee reports	Committee minutes
On an annual basis RUSD will provide ongoing training for the implementation of embedded technology assessment and data analysis tools that support differentiated instruction. Committee will review and revise training as needed based on feedback from stakeholders.	August 2015-June 2018	Superintendent, staff development committee	Evaluations	Online learning and content management system logs

Goal 4b.4: RUSD will utilize various types of technology to provide access to teaching and learning resources.

Objective 4b.4.1: By June 2018 RUSD will leverage the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels.

Benchmarks:

- Year 1: By June 2014 RUSD will identify a process to leverage the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels.
- Year 2: By June 2015 RUSD will implement a process to leverage the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels.
- Year 3: On an annual basis RUSD will review the process for leveraging the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels and revise as needed.
- Year 4: On an annual basis RUSD will review the process for leveraging the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels and revise as needed.
- Year 5: On an annual basis RUSD will review the process for leveraging the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels and revise as needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify a process to leverage the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels.	August 2013-June 2014	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes
RUSD will implement a process to leverage the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels.	August 2014-June 2015	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes

On an annual basis RUSD will review the process for leveraging the use of online learning for teachers and staff to provide best teaching practices and establish high quality online learning options for all learners at all levels and revise as needed.	August 2015-June 2018	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes
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Objective 4b.4.2: By June 2018 RUSD will provide professional development for technology that will be embedded in every content area and/or in the context and need of the audience it is intended for.

Benchmarks:

- Year 1: By June 2014 RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for.
- Year 2: By June 2015 RUSD will implement technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for.
- Year 3: On an annual basis RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for. RUSD will review and revise technology strands as needed.
- Year 4: On an annual basis RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for. RUSD will review and revise technology strands as needed.
- Year 5: On an annual basis RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for. RUSD will review and revise technology strands as needed.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for.	August 2013-June 2014	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes
RUSD will implement technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for.	August 2014-June 2015	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes
On an annual basis RUSD will identify technology based staff development themes that will be embedded in every content area and/or in the context and need of the audience it is intended for. RUSD will review and revise technology strands as needed.	August 2015-June 2018	Superintendent, staff development committee	Superintendent will receive quarterly reports	Committee minutes

Objective 4b.4.3: By June 2018 RUSD will establish an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.

Benchmarks:

- Year 1: By June 2014 RUSD will identify key aspects needed in an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.
- Year 2: By June 2015 RUSD will identify an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas or identify a vendor who will work to create this system.
- Year 3: By June 2016 RUSD will pilot the use of an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.
- Year 4: By June 2017 RUSD will implement an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.
- Year 5: By June 2018 RUSD will implement an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas. RUSD will review and revise the system annually.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify key aspects needed in an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.	August 2013-June 2014	Superintendent, staff development committee, instructional services directors, NIS	Superintendent and directors will receive quarterly reports	Committee minutes

<p>By June 2013 RUSD will identify an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas or identify a vendor who will work to create this system.</p>	<p>August 2014-June 2015</p>	<p>Superintendent, staff development committee, instructional services directors, NIS</p>	<p>Superintendent and directors will receive quarterly reports</p>	<p>Committee minutes</p>
<p>RUSD will pilot the use of an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.</p>	<p>August 2015-June 2016</p>	<p>Superintendent, staff development committee, instructional services directors, NIS</p>	<p>Superintendent and directors will receive quarterly reports</p>	<p>Committee minutes</p>

RUSD will implement an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas.	August 2015-June 2016	Superintendent, staff development committee, instructional services directors, NIS	Superintendent and directors will receive quarterly reports	Committee minutes
RUSD will implement an online system utilizing artificial intelligence that will gather data from a variety of resources to identify teacher staff development needs in the context of the teacher's student achievement data to establish priorities that focus on content knowledge and expertise in specialized areas. RUSD will review and revise the system annually.	August 2016-June 2018	Superintendent, staff development committee, instructional services directors, NIS	Superintendent and directors will receive quarterly reports	Committee minutes

Objective 4b.4.4: By June 2018 RUSD will develop a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.

Benchmarks:

- Year 1: By June 2014 RUSD will identify high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction

in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.

- Year 2: By June 2015 RUSD will implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.
- Year 3: RUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning. RUSD will annually review and revise as needed
- Year 4: RUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning. RUSD will annually review and revise as needed
- Year 5: RUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning. RUSD will annually review and revise as needed

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
RUSD will identify high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.	August 2013-June 2014	Superintendent, staff development committee, instructional services division, RVS	Superintendent and directors will receive quarterly reports	Committee minutes

RUSD will implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning.	August 2014-June 2015	Superintendent, staff development committee, instructional services division, RVS	Superintendent and directors will receive quarterly reports	Committee minutes
RUSD will continue to implement high quality staff development resources required to build a teaching force skilled in online learning in order to provide instruction in a variety of environments such as blended classrooms, virtual learning, artificial intelligence platforms, distance learning. RUSD will annually review and revise as needed	August 2015-June 2018	Superintendent, staff development committee, instructional services division, RVS	Superintendent and directors will receive quarterly reports	Committee minutes

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

The District Technology Committee will monitor all aspects of the implementation plan including the professional development component of this plan. The committee will physically

meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: The district supports over 150 servers. The servers support various functions such as curriculum, textbook management, web, accounting, warehouse orders, ASB, student systems, Database, application, system monitoring, system management and network based storage. The district has over 8,000 nodes on the network. The systems are updated automatically using Microsoft Software Update Service (SUS). The district uses Lightspeed anti-virus software. The anti-virus software is automatically updated on a scheduled basis. At present RUSD has 7,996 computers that are 5 years old or newer. There are 1,314 computers that are between 8 years old and 5 years old. The district has installed and supports 1000 promethean interactive classrooms including interactive whiteboards, document cameras, interactive voting devices and tablet pc's. In addition RUSD has provided over 20,000 student Netbooks, Digital textbook readers, iPads and iTouches in addition to the devices that students already own and bring into our system.

Existing Internet Access: RUSDnet consist of 10 megabit per second (mbps) Multi-Protocol Label Switching (MPLS) fiber circuits to each school site and district facility. These connections terminate into a 500 mbps backbone at our district hub location. The district has a 250 mbps fiber optic MPLS connection to our county office of education for access to the K12 High Speed Network (K12HSN), business systems and the Internet. The district operates a converged network. Voice, data and video are supported. Network traffic is prioritized using Quality of Service (QoS) protocol and Virtual Local Area Networks (VLAN). The district phone system is Voice over Internet (VoIP) based. The voice system provides E911, unified messaging, directory lookup, conference calling, fax capabilities, etc. The voice system also provides Interactive Voice Response (IVR) menu's to help our clients find the appropriate personnel within the district. Web and email filters are in place to prevent inappropriate access and to reduce the amount of spam delivered to district mailboxes. A district firewall is in place to prevent unauthorized intrusion. The district provides email to all employees, for both internal and external communication. The email system is housed on two servers at the hub location. The district provides external access to email from any web browser and Smartphone. The district's email system provides electronic calendaring as well.

Existing Electronic Learning Resources: RUSD provides a wide variety of electronic learning resources that include curriculum resources from our adopted textbook materials, teacher created resources that are posted in our online learning and content management system, resources from the governors free digital textbook initiative as well as systems like Brain Pop, ALEKS math, Accelerated Reader, Read 180, Learn 360, Rosetta stone, United Streaming, Study Island, DimensionM, iTunes U, ePals and a variety of applications that directly supports specific learning and curriculum styles.

Existing Technical Support: NIS has three (3) level one Technicians that take software support calls and perform initial problem analysis. We strive to solve seventy-five percent of problems at level one. Three (3) network Technicians support VoIP, Servers, and the network infrastructure. Three (3) Technicians are assigned full time to six high schools, Arlington, EOC, King, North, Ramona and RVS. Five (5) level two Technicians handle more complex problems that cannot be solved by level one, generally level two requires on-site support.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

As mentioned in the executive summary (RUSD 20202 Vision) the world has changed and perhaps most dramatically in the area of how technology and access is provided, supported and maintained. RUSD recognizes that there is a part of the network that needs to be highly secure, systems like payroll, student information, staff information and budgets are and need to continue to be protected by highly qualified technicians and security protocols that allow the “business” end of the district to function. However there is a different need for an open and accessible instructional network that allows for ease of use and access to multiple educational resources that do not need to be heavily focused on security. RUSD has created such a network that is used in that way and by splitting out these networks we have identified a way to secure what needs to be secure but open what should be readily available to or students and educators without intervention from technicians. Increasingly the role of technology in education is more and more a function of instruction (as you have seen throughout this plan) and as such RUSD will continue to explore ways of bringing existing NIS support personnel under the management and direction of the Instructional Services division while at the same time keeping a portion of NIS under business services for those areas of technology that are truly business oriented (as described above) RUSD is an educational institution with defined educational goals and those goals where technology is concerned will be defined by educators and not technicians.

Networking and Telecommunications: All school sites across the district have been modernized or identified to be upgraded to provide a universal data network consisting of single-mode fiber, multi-mode fiber, and gigabit copper physical infrastructures. Network electronics have been installed at all school sites to ensure modern data-rate switching of electronic signals capable of supporting learning-system and communication traffic. Cisco networking equipment has been installed across the district to support the requirements of learning system, data, and communications traffic. Systems have been professionally developed, designed, and installed to provide a common and homogeneous platform for these signals. Monitoring, management, repair, and other upkeep of these systems are put in place to ensure high availability of these connections. RUSD will continue to expand its network to meet the needs of 21st century learners.

Hardware Needed: RUSD recognizes that the future of technology will increasingly hinge on access to cloud based resources. These resources continue to evolve and grow in their richness but at the same time they also grow in needs for higher bandwidth and quicker speeds. RUSD is committed to providing high quality connectivity to these cloud based learning resources to provide anytime anywhere access to its parents students and staff. This will involve the weaving together of many different networks (ours and others) to provide a series of networks that are capable of providing access. RUSD understands that access to connectivity requires a device of some sort and will continue to pursue open access policies allowing the use of personal electronic devices and the ability for RUSD to provide devices to those students/families that currently have none. RUSD is committed to the concept of “one-one access” where all RUSD students have at least one device that can be used to access cloud based learning resources. RUSD continues to work with educational agencies to move the creation of policy and compliance up to the same level of technology advancement. RUSD will continue its use of open source software and open source educational resources with the end goal of providing high quality resources and tools with which to interact with those resources in a more effective and efficient way. RUSD’s end goal is to weave each of the areas mentioned above into a seamless experience for our constituents. This will require collaboration and communication between several public and private entities. RUSD takes advantage of eRate funding and receives approximately 2 million dollars a year in rebates.

Electronic Learning Resources Needed: RUSD will continue the support of its existing learning resources but will increasingly look to open source and cloud based multimedia resources. RUSD's open initiative will take advantage of these new technologies as they are developed. Every electronic learning resource (both new and existing) will be required to run on multiple platforms and be deliverable on multiple devices. RUSD's guiding principal will be to provide one-one access to a variety of high quality learning objects that will be cloud based and managed by our online learning and content management systems. . RUSD takes advantage of eRate funding and receives approximately 2 million dollars a year in rebates.

Physical Plant Modifications Needed: Physical plant modifications will be driven by the goals and objectives in this plan. These will include increased bandwidth and connectivity, media servers or cloud services capable of providing multimedia content within and without the firewall. An updated firewall application that applies appropriate access that supports the concepts and implementation of “Open Access” as described in this plan. In addition all instructionally based resources will be housed in the cloud requiring existing connectivity to cover all campuses and provide anywhere anytime access to these cloud based resources. The physical plant will need to be designed to meet the needs of instruction.

Technical Support Needed: RUSD understands the need for technical support and will continue to provide its current level of support as budgets permit. RUSD will also explore the use of students and or career technical classes to provide support and will increasingly leverage the use of online technical support wherever possible. RUSD's open access philosophy comes into play

in this area as well because a well-informed and responsible technology user will encounter less need for technical support.

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

RUSD recognizes that the future of technology will increasingly hinge on access to cloud based resources. These resources continue to evolve and grow in their richness but at the same time they also grow in needs for higher bandwidth and quicker speeds. RUSD is committed to providing high quality connectivity to these cloud based learning resources to provide anytime anywhere access to its parents students and staff. This will involve the weaving together of many different networks (ours and others) to provide a series of networks that are capable of providing access. RUSD understands that access to connectivity requires a device of some sort and will continue to pursue open access policies allowing the use of personal electronic devices and the ability for RUSD to provide devices to those students/families that currently have none. RUSD is committed to the concept of “one-one access” where all RUSD students have at least one device that can be used to access cloud based learning resources. RUSD continues to work with educational agencies to move the creation of policy and compliance up to the same level of technology advancement. RUSD will continue its use of open source software and open source educational resources with the end goal of providing high quality resources and tools with which to interact with those resources in a more effective and efficient way. RUSD’s end goal is to weave each of the areas mentioned above into a seamless experience for our constituents. This will require collaboration and communication between several public and private entities.

Year 1 Benchmark: Bandwidth: RUSD will Identify network (s) that are available to RUSD students, staff and parents and leverage existing access as well as provide information for obtaining access. (NIS, SmartRiverside, Charter, ATT, Verizon etc) Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use. Open Access II) Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity Open Access Devices: Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity. Provide internet access devices for students that do not have access at home. Assessment: Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Wireless Connectivity: Expand and upgrade wireless infrastructure for data and voice traffic. Data Center: Green datacenter Online LMS and Content System: Continue to expand online community based system providing online storage, collaborative areas and access to high quality learning resources. Continue to expand online community to include staff development on best practices as well as provide resources for responsible use and built in support Identify and implement alternative methods of providing technical support to maintain existing support levels, including the use and empowerment of technology mentors and or student mentors. Multi Media Resources: Identify and purchase technology capable of housing and providing access to high quality multi-media resources to support curriculum and staff development goals. District Web Site: Review and improve existing web presence and explore options to provide efficient and effective use of our web portal. Open Source: Leverage open source software and open educational resources to provide low or no cost alternatives. SD-Video Conferencing-skype etc.: Identify and implement alternative technology based methods of providing Staff development. Global Collaboration: Utilize technology to facilitate collaboration between staff, classrooms and students on a global basis. Policies: Maintain current policies that keep pace with technology implementations and that provide secure anywhere anytime access that meet instructional/administrative needs. Multiple Devices: Provide training, support and infrastructure for multiple devices. Home to School communication Artificial Intelligence

Recommended Actions/Activities	Timeline	Person(s) Responsible
Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use.	July 2013	Director of Instructional Technology, NIS, District Technology Committee
Procure and implement the bandwidth necessary to support the Administrative and Instructional technology goals contained in this plan. Identify the appropriate telecommunications technology to accomplish this.	July 2013	NIS
Procure telecommunications technology identified in implementing the bandwidth necessary to support the Administrative and Instructional technology goals contained in this plan.	March 2013	Deputy Superintendent Business, NIS, Director of Instructional Technology, District Technology Committee,

Fully implement telecommunications technology procured in objective 2	June 2013	NIS, Director of Instructional Technology, District Technology Committee
Identify Technology Mentors	September 2013	Director Instructional Technology
Train Technology Mentors	December 2013	Director Instructional Technology, NIS
Identify Student Technology Mentors	February 2014	Director Instructional Technology
Re-Train Student Technology Mentors	March 2014	Technology Mentors
Identify new Technology Mentors as needed	September 2014	Director Instruction Technology
Identify most appropriate multi-media resources	September 2014	Manager Publications
Purchase identified multi-media technology	December 2013	Deputy Superintendent Business, Manager Publications
Implement Multi-Media Technology	March 2013	Manager Publications
Regular review of existing and future web presence to determine if changes are appropriate	Monthly	Messaging Option Group
Implement recommended changes by the Messaging Option Group as needed	Monthly	NIS, Messaging Option Group
Identify Open Source and Open Educational resources	Monthly	Instructional Services Division
Implement recommended open source and open educational resources	Monthly	Instructional Services Division
Buy and Implement SD/HD-Video Conferencing - Skype etc...	January 2013	Director Instructional technology, Manager Publication
Develop new and maintain current policies for Technology	Monthly	Director Instructional Technology, Tech Plan Committee
Identify online LMS and Content System	September 2013	Director Instructional Technology
Implement online LMS and Content System	January 2014	Director Instructional Technology
Identify Student needs of resources for use of Broadband Connection	October 2013	Director Instructional Technology
Purchase as needed, resources for Student to use Broadband Connection	January 2014	Deputy Superintendent Business, Director Instructional Technology
Identify reasonable method of filtering out inappropriate web traffic	July 2013	Director Instructional Technology, NIS

Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Compare commercial solutions vs. in-house development.	March 2013	Instructional Services Division
Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Procure or develop Assessment software.	June 2014	Deputy Superintendent Business, Instructional Service Division
Conduct site surveys to determine wireless coverage by site and share information with all site administrators.	June 2014	NIS
Migrate legacy servers to blade environment.	June 2014	NIS
Migrate server-based files to Storage Area Network (SAN).	June 2014	NIS

Year 2 Benchmark: Bandwidth: RUSD will Identify network (s) that are available to RUSD students, staff and parents and leverage existing access as well as provide information for obtaining access. (NIS, SmartRiverside, Charter, ATT, Verizon etc) Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use. Open Access II) Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity Open Access Devices: Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity. Provide internet access devices for students that do not have access at home. Assessment: Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Wireless Connectivity: Expand and upgrade wireless infrastructure for data and voice traffic. Data Center: Green datacenter Online LMS and Content System: Continue to expand online community based system providing online storage, collaborative areas and access to high quality learning resources. Continue to expand online community to include staff development on best practices as well as provide resources for responsible use and built in support Identify and implement alternative methods of providing technical support to maintain existing support levels, including the use and empowerment of technology mentors and or student mentors. Multi Media Resources: Identify and purchase technology capable of housing and providing access to high quality multi-media resources to support curriculum and staff development goals. District Web Site: Review and improve existing web presence and explore options to provide efficient and effective use of our web portal. Open Source: Leverage open source software and open educational resources to provide low or no cost alternatives. SD-Video Conferencing-skype etc.: Identify and implement alternative technology based methods of providing Staff development. Global Collaboration: Utilize technology to facilitate collaboration between staff, classrooms and students on a global basis. Policies: Maintain current policies that keep pace with technology implementations and that provide secure anywhere anytime access that meet instructional/administrative needs. Multiple Devices: Provide training, support and infrastructure for multiple devices. Home to School communication Artificial Intelligence

Recommended Actions/Activities	Timeline	Person(s) Responsible
Re-Identify Student Technology Mentors	February 2015	Technology Mentors
Train Student Technology Mentors	March 2015	Technology Mentors
Identify most appropriate multi-media resources	September 2014	NIS, Director Instructional Technology, Manager Publications
Purchase identified multi-media technology	December 2014	NIS, Assistant Superintendent Business, Manager Publications
Implement Multi-Media Technology	March 2015	NIS, Manager Publications
Regular review of existing and future web presence to determine if changes are appropriate	Monthly	Messaging Option Group
Implement recommended changes by the Messaging Option Group as needed	Monthly	NIS

Identify Open Source and Open Educational resources	Monthly	Instructional Services Division
Implement recommended open source and open educational resources	Monthly	NIS, Instructional Services Division
Update and Implement SD/HD-Video Conferencing - Skype etc... as needed	January 2015	NIS, Director Instructional technology, Manager Publication
Develop new and maintain current policies for Technology	Monthly	Assistant Superintendent Business, Director Instructional Technology
Purchase as needed, resources for Student to use Broadband Connection	January 2015	Deputy Superintendent Business, Director Instructional Technology
Use site surveys to determine need for additional wireless access points and controllers.	September 2014	NIS
Select and procure wireless access points and controllers	June 2015	Deputy Superintendent Business, NIS
Virtualize all existing real servers	June 2015	NIS

Year 3 Benchmark: Bandwidth: RUSD will Identify network (s) that are available to RUSD students, staff and parents and leverage existing access as well as provide information for obtaining access. (NIS, SmartRiverside, Charter, ATT, Verizon etc.) Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use. Open Access II) Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity Open Access Devices: Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity. Provide internet access devices for students that do not have access at home. Assessment: Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Wireless Connectivity: Expand and upgrade wireless infrastructure for data and voice traffic. Data Center: Green datacenter Online LMS and Content System: Continue to expand online community based system providing online storage, collaborative areas and access to high quality learning resources. Continue to expand online community to include staff development on best practices as well as provide resources for responsible use and built in support Identify and implement alternative methods of providing technical support to maintain existing support levels, including the use and empowerment of technology mentors and or student mentors. Multi Media Resources: Identify and purchase technology capable of housing and providing access to high quality multi-media resources to support curriculum and staff development goals. District Web Site: Review and improve existing web presence and explore options to provide efficient and effective use of our web portal. Open Source: Leverage open source software and open educational resources to provide low or no cost alternatives. SD-Video Conferencing-skype etc.: Identify and implement alternative technology based methods of providing Staff development. Global Collaboration: Utilize technology to facilitate collaboration between staff, classrooms and students on a global basis. Policies: Maintain current policies that keep pace with technology implementations and that provide secure anywhere anytime access that meet instructional/administrative needs. Multiple Devices: Provide training, support and infrastructure for multiple devices. Home to School communication Artificial Intelligence

Recommended Actions/Activities	Timeline	Person(s) Responsible
Re-Identify Student Technology Mentors	February 2016	Technology Mentors
Train Student Technology Mentors	March 2016	Technology Mentors
Identify most appropriate multi-media resources	September 2015	NIS, Director Instructional Technology, Manager Publications
Purchase identified multi-media technology	December 2015	NIS, Deputy Superintendent Business, Manager Publications
Implement Multi-Media Technology	March 2016	NIS, Manager Publications
Regular review of existing and future web presence to determine if changes are appropriate	Monthly	Messaging Option Group
Implement recommended changes by the Messaging Option Group as needed	Monthly	NIS

Identify Open Source and Open Educational resources	Monthly	Instructional Services Division
Implement recommended open source and open educational resources	Monthly	NIS, Instructional Services Division
Update and Implement SD/HD-Video Conferencing - Skype etc...as needed	January 2016	NIS, Director Instructional technology, Manager Publication
Develop new and maintain current policies for Technology	Monthly	Deputy Superintendent Business, Director Instructional Technology
Purchase as needed, resources for Student to use Broadband Connection	January 2016	Deputy Superintendent Business, Director Instructional Technology
Acquire and install power efficient Routers and switches that support automated power management.	June 2016	NIS

Year 4 Benchmark: Bandwidth: RUSD will Identify network (s) that are available to RUSD students, staff and parents and leverage existing access as well as provide information for obtaining access. (NIS, SmartRiverside, Charter, ATT, Verizon etc.) Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use. Open Access II) Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity Open Access Devices: Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity. Provide internet access devices for students that do not have access at home. Assessment: Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Wireless Connectivity: Expand and upgrade wireless infrastructure for data and voice traffic. Data Center: Green datacenter Online LMS and Content System: Continue to expand online community based system providing online storage, collaborative areas and access to high quality learning resources. Continue to expand online community to include staff development on best practices as well as provide resources for responsible use and built in support Identify and implement alternative methods of providing technical support to maintain existing support levels, including the use and empowerment of technology mentors and or student mentors. Multi Media Resources: Identify and purchase technology capable of housing and providing access to high quality multi-media resources to support curriculum and staff development goals. District Web Site: Review and improve existing web presence and explore options to provide efficient and effective use of our web portal. Open Source: Leverage open source software and open educational resources to provide low or no cost alternatives. SD-Video Conferencing-skype etc.: Identify and implement alternative technology based methods of providing Staff development. Global Collaboration: Utilize technology to facilitate collaboration between staff, classrooms and students on a global basis. Policies: Maintain current policies that keep pace with technology implementations and that provide secure anywhere anytime access that meet instructional/administrative needs. Multiple Devices: Provide training, support and infrastructure for multiple devices. Home to School communication Artificial Intelligence

Recommended Actions/Activities	Timeline	Person(s) Responsible
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Re-Identify Student Technology Mentors	February 2017	Technology Mentors
Train Student Technology Mentors	March 2017	Technology Mentors
Identify most appropriate multi-media resources	September 2016	NIS, Director Instructional Technology, Manager Publications
Purchase identified multi-media technology	December 2016	NIS, Assistant Superintendent Business, Manager Publications
Implement Multi-Media Technology	March 2017	NIS, Manager Publications
Regular review of existing and future web presence to determine if changes are appropriate	Monthly	Messaging Option Group
Implement recommended changes by the Messaging Option Group as needed	Monthly	NIS
Identify Open Source and Open Educational resources	Monthly	Instructional Services Division
Implement recommended open source and open educational resources	Monthly	NIS, Instructional Services Division
Update and Implement SD/HD-Video Conferencing - Skype etc... as needed	January 2017	NIS, Director Instructional technology, Manager Publication
Develop new and maintain current policies for Technology	Monthly	Deputy Superintendent Business, Director Instructional Technology
Review and implement as needed online LMS and Content System	January 2017	NIS, Director Instructional Technology
Purchase as needed, resources for Student to use Broadband Connection	January 2017	Deputy Superintendent Business, Director Instructional Technology

Year 5 Benchmark: Bandwidth: RUSD will Identify network (s) that are available to RUSD students, staff and parents and leverage existing access as well as provide information for obtaining access. (NIS, SmartRiverside, Charter, ATT, Verizon etc.) Provide infrastructure and guidelines for access to each network and develop processes and guidelines for use. Open Access II) Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity Open Access Devices: Continue to expand RUSD’s open access policy identifying both need and providing resources for those without a device or broadband connectivity. Provide internet access devices for students that do not have access at home. Assessment: Identify and Implement software to support the Assessment goal in this plan. Benchmarks to be driven by Assessment subcommittee. Wireless Connectivity: Expand and upgrade wireless infrastructure for data and voice traffic. Data Center: Green datacenter Online LMS and Content System: Continue to expand online community based system providing online storage, collaborative areas and access to high quality learning resources. Continue to expand online community to include staff development on best practices as well as provide resources for responsible use and built in support Identify and implement alternative methods of providing technical support to maintain existing support levels, including the use and empowerment of technology mentors and or student mentors. Multi Media Resources: Identify and purchase technology capable of housing and providing access to high quality multi-media resources to support curriculum and staff development goals. District Web Site: Review and improve existing web presence and explore options to provide efficient and effective use of our web portal. Open Source: Leverage open source software and open educational resources to provide low or no cost alternatives. SD-Video Conferencing-skype etc.: Identify and implement alternative technology based methods of providing Staff development. Global Collaboration: Utilize technology to facilitate collaboration between staff, classrooms and students on a global basis. Policies: Maintain current policies that keep pace with technology implementations and that provide secure anywhere anytime access that meet instructional/administrative needs. Multiple Devices: Provide training, support and infrastructure for multiple devices. Home to School communication Artificial Intelligence

Recommended Actions/Activities	Timeline	Person(s) Responsible
Re-Identify Student Technology Mentors	February 2018	Technology Mentors
Train Student Technology Mentors	March 2018	Technology Mentors
Identify most appropriate multi-media resources	September 2017	NIS, Director Instructional Technology, Manager Publications
Purchase identified multi-media technology	December 2017	NIS, Deputy Superintendent Business, Manager Publications
Implement Multi-Media Technology	March 2018	NIS, Manager Publications
Regular review of existing and future web presence to determine if changes are appropriate	Monthly	Messaging Option Group
Identify Open Source and Open Educational resources	Monthly	Instructional Services Division

Implement recommended open source and open educational resources	Monthly	Assistant Superintendent NIS, Instructional Services Division
Update and Implement SD/HD-Video Conferencing - Skype etc... as needed	January 2018	NIS, Director Instructional technology, Manager Publication
Develop new and maintain current policies for Technology	Monthly	Assistant Superintendent Business, Director Instructional Technology
Identify Student needs of resources for use of Broadband Connection	October 2017	Director Instructional Technology
Purchase as needed, resources for Student to use Broadband Connection	January 2018	Deputy Superintendent Business, Director Instructional Technology

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

The District Technology Committee will monitor all aspects of the implementation plan including the Infrastructure, Hardware, Technical Support, and Software portion of this plan. The committee will physically meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: RUSD has established the practice of using at least a part of existing funding to provide for technology. Technology and the costs associated with it touch every aspect of what we do in the district. Subsequently we have used, are using or will use funding from each of the budgets listed below:

Categorical: Title I

Title II A

Title III (EL)

Title IV

Title V (Innovative Programs)

GATE

Economic Impact Aid (state EL)

Lottery

Perkins

Professional Development Block Grant

IDEA Staff Development

Program Improvement

- One-time block grants

Facilities Budget: State construction funds

- Deferred Maintenance
- CAHSEE Intensive Instruction
- ADTech (for PD)
- Site budgets
- Grants
- One-time block grants
- Lottery
- California Partnership Academies Grants
- Business partnerships (in-kind)
- E-rate discounts and rebates
- K-12 EdTech Vouchers
- Donations
- Developer Fees

General Fund

Potential Funding Sources: In addition to the funding listed above RUSD is continuing to pursue our open access policy, which will not directly provide funds for the district but will help limit the amount of funding, actually needed to implement the goals outlined in this plan. RUSD has also been piloting the use of digital textbooks and anticipate being able to use instructional materials funding to purchase electronic devices capable of holding or accessing digital textbook resources. Recent changes in state legislation have made this possible, as will the potential removal of the tier 3 funding option under the current budget crisis. In addition RUSD is pursuing foundation funding including the Hewlett Foundation, the Gates Foundation and our own REEF foundation. RUSD employs a full time grant writer and grant writing technician and has obtained over 12 million dollars in technology funding over the past five years. RUSD is constantly seeking federal, state and private enterprise grants to extend the effective use of technology. Another area that RUSD will focus on is the eRate fund and will work with consultants to identify the most effective ways that RUSD can leverage these dollars. All eRate discounts will be applied directly to fund resources identified within this plan. Finally RUSD will begin identifying other ongoing forms of funding (Bonds, Parcel Taxes etc.) to provide a source of ongoing support for the goals in this plan.

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

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E-Rate
1000-1999 Certificated Salaries						

4b.2.2 Objective	\$0	\$150,000 Staff will identify and create high quality PLC resources to be shared in an online community space	\$960,000 All staff will be trained on access and use of PLC resources and staff will continue to add to high quality PLC resources	\$960,000 All staff will be trained on access and use of PLC resources and staff will continue to add to high quality PLC resources	\$960,000 All staff will be trained on access and use of PLC resources and staff will continue to add to high quality PLC resources	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
4b.3.1 Objective	\$300,000 Ongoing staff development and associated time card and salaries.	\$300,000 Ongoing staff development and associated time card and salaries.	\$300,000 Ongoing staff development and associated time card and salaries.	\$300,000 Ongoing staff development and associated time card and salaries.	\$300,000 Ongoing staff development and associated time card and salaries.	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

4b.3.4 Objective	\$150,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool	\$150,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool	\$150,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool	\$150,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool	\$150,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3i.2.1 Objective	\$100,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool for parents	\$0	\$20,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool for parents	\$50,000 Salary and time card costs associated with training and support of an embedded assessment and data analysis online tool for parents	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3i.3.1 Objective	\$0 This expense is shown in infrastructure area.	\$0 This expense is shown in infrastructure area.	\$0 This expense is shown in infrastructure area.	\$0 This expense is shown in infrastructure area.	\$0 This expense is shown in infrastructure area.	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3i.4.1 Objective	\$0	\$60,000 Salaries and timecards associated with innovative pilots	\$60,000 Salaries and timecards associated with innovative pilots	\$60,000 Salaries and timecards associated with innovative pilots	\$60,000 Salaries and timecards associated with innovative pilots	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3i.5.1 Objective	\$0	\$0	\$20,000 Salaries and timecards associated with the study of existing structures and any restructuring plans	\$20,000 Salaries and timecards associated with the study of existing structures and any restructuring plans	\$20,000 Salaries and timecards associated with the study of existing structures and any restructuring plans	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3d.6.2 Objective	\$0	\$0	\$348,000 Estimated dollars to begin the implementation of hybrid learning environments at the middle school level	\$580,000 Estimated dollars to begin the implementation of hybrid learning environments at the high school level	\$580,000 Estimated dollars to begin the implementation of hybrid learning environments at the K-6 level	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3d.7.1 Objective	\$0	\$0	\$0	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3e.1.1 Objective	\$10,000 Costs associated with creating a technology based scope and sequence K-12	\$10,000 Costs associated with creating a technology based scope and sequence K-12	\$0	\$16,000 Costs associated with creating a technology based scope and sequence K-12	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3e.2.1 Objective	\$0	\$0	\$0	\$20,000 Costs associated with the review and updating of RUSD's online safe and responsible use course for students	\$20,000 Costs associated with the review and updating of RUSD's online safe and responsible use course for students	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3e.3.2 Objective	\$0	\$0	\$0	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3e.3.3 Objective	\$0	\$0	\$10,000 Costs associated with providing the scope and sequence survey	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3e.4 Objective	\$0	\$10,000 Costs associated with updating our existing technology skills courses	\$0	\$0	\$10,000 Costs associated with updating our existing technology skills courses	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

8. Adult Education Goal	\$100,000 Costs associated with the ongoing collaboration with adult literacy providers	\$100,000 Costs associated with the ongoing collaboration with adult literacy providers	\$100,000 Costs associated with the ongoing collaboration with adult literacy providers	\$100,000 Costs associated with the ongoing collaboration with adult literacy providers	\$100,000 Costs associated with the ongoing collaboration with adult literacy providers	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
4b.3.3 Objective	\$65,000 Costs associated with creating a system that measures mastery in staff development and provides a certificate for teachers obtaining mastery	\$65,000 Costs associated with creating a system that measures mastery in staff development and provides a certificate for teachers obtaining mastery	\$65,000 Costs associated with creating a system that measures mastery in staff development and provides a certificate for teachers obtaining mastery	\$65,000 Costs associated with creating a system that measures mastery in staff development and provides a certificate for teachers obtaining mastery	\$65,000 Costs associated with creating a system that measures mastery in staff development and provides a certificate for teachers obtaining mastery	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3d.1.2 Objective	\$600,000 Costs associated with maintaining open access policy and providing equipment for those students unable to provide their own.	\$600,000 Costs associated with maintaining open access policy and providing equipment for those students unable to provide their own.	\$600,000 Costs associated with maintaining open access policy and providing equipment for those students unable to provide their own.	\$600,000 Costs associated with maintaining open access policy and providing equipment for those students unable to provide their own.	\$600,000 Costs associated with maintaining open access policy and providing equipment for those students unable to provide their own.	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3d.2.1 Objective	\$350,000 Costs associated with creating or purchasing high quality learning resources	\$350,000 Costs associated with creating or purchasing high quality learning resources	\$350,000 Costs associated with creating or purchasing high quality learning resources	\$350,000 Costs associated with creating or purchasing high quality learning resources	\$350,000 Costs associated with creating or purchasing high quality learning resources	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3d.5.1 Objective	\$0	\$0	\$400,000 Costs associated with creating and providing online systems that promote real world project based learning grade K-6	\$800,000 Costs associated with creating and providing online systems that promote real world project based learning grade K-8	\$1,200,000 Costs associated with creating and providing online systems that promote real world project based learning grade K-12	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
5a, 5b, 5c, 5d	\$7,975,000 Estimated costs associated with all aspects of the physical plant including increasing bandwidth, connectivity, cloud based resources and security systems	\$4,724,900 Estimated costs associated with all aspects of the physical plant including increasing bandwidth, connectivity, cloud based resources and security systems	\$4,725,950 Estimated costs associated with all aspects of the physical plant including increasing bandwidth, connectivity, cloud based resources and security systems	\$7,189,045 Estimated costs associated with all aspects of the physical plant including increasing bandwidth, connectivity, cloud based resources and security systems	\$5,897,950 Estimated costs associated with all aspects of the physical plant including increasing bandwidth, connectivity, cloud based resources and security systems	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

4b.2.4 Objective	\$10,000 Costs associated with creation of online collaboration and extended professional learning opportunities	\$10,000 Costs associated with creation of online collaboration and extended professional learning opportunities	\$10,000 Costs associated with creation of online collaboration and extended professional learning opportunities	\$10,000 Costs associated with creation of online collaboration and extended professional learning opportunities	\$10,000 Costs associated with creation of online collaboration and extended professional learning opportunities	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3j.1.1 Objective	\$250,000 Costs associated with the procurement and licensing of an online learning management and course content system available to all RUSD stakeholders	\$250,000 Costs associated with the procurement and licensing of an online learning management and course content system available to all RUSD stakeholders	\$250,000 Costs associated with the procurement and licensing of an online learning management and course content system available to all RUSD stakeholders	\$250,000 Costs associated with the procurement and licensing of an online learning management and course content system available to all RUSD stakeholders	\$250,000 Costs associated with the procurement and licensing of an online learning management and course content system available to all RUSD stakeholders	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3d.3 Objective	\$0	\$0	\$0	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3d.6.1 Objective	\$0	\$0	\$0	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

4b.2.1 Objective	\$45,000 Costs associated with training staff, students and parents on district data management system	\$45,000 Costs associated with training staff, students and parents on district data management system	\$45,000 Costs associated with training staff, students and parents on district data management system	\$45,000 Costs associated with training staff, students and parents on district data management system	\$45,000 Costs associated with training staff, students and parents on district data management system	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
4b.2.3 Objective	\$10,000 Costs associated with leveraging existing Learning Management System to increase collaboration on a state, national and international basis	\$10,000 Costs associated with leveraging existing Learning Management System to increase collaboration on a state, national and international basis	\$10,000 Costs associated with leveraging existing Learning Management System to increase collaboration on a state, national and international basis	\$10,000 Costs associated with leveraging existing Learning Management System to increase collaboration on a state, national and international basis	\$10,000 Costs associated with leveraging existing Learning Management System to increase collaboration on a state, national and international basis	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3i.1.1 Objective	\$10,000 Costs associated with leveraging existing Learning Management System to provide real time mastery based data to all RUSD stakeholders	\$10,000 Costs associated with leveraging existing Learning Management System to provide real time mastery based data to all RUSD stakeholders	\$10,000 Costs associated with leveraging existing Learning Management System to provide real time mastery based data to all RUSD stakeholders	\$10,000 Costs associated with leveraging existing Learning Management System to provide real time mastery based data to all RUSD stakeholders	\$10,000 Costs associated with leveraging existing Learning Management System to provide real time mastery based data to all RUSD stakeholders	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3d.1.1 Objective	\$0	\$0	\$0	\$0	\$0	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3d.4.1 Objective	\$0	\$140,000 Costs associated with creating and delivering mastery based online learning opportunities that are tailored to individual learning needs and based on students pacing	\$280,000 Costs associated with creating and delivering mastery based online learning opportunities that are tailored to individual learning needs and based on students pacing	\$1,400,000 Costs associated with creating and delivering mastery based online learning opportunities that are tailored to individual learning needs and based on students pacing	\$3,010,000 Costs associated with creating and delivering mastery based online learning opportunities that are tailored to individual learning needs and based on students pacing	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3e.3 Objective	\$0	\$0	\$0	\$0	\$120,000 Costs associated with providing online learning opportunities aligned to multiple standards	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.

3f.1 Goal	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	\$10,000 Costs associated with online training for staff and students covering copyright and fair use issues	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
3g.1 Goal	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	\$10,000 Costs associated with online training for staff and students covering safe and responsible use of the Internet	RUSD will leverage all appropriate funding resources available and applicable to implementing this goal as identified in section 6.a of this plan. RUSD will apply E-Rate reductions where available and pursue grant and other sources of funding.
Totals:	\$9,825,000	\$6,754,900	\$8,478,950	\$12,750,045	\$13,532,950		

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

Currently hardware replacement in Riverside Unified School District is decentralized, allowing site personnel to make decisions based on need and budget considerations. RUSD's Network and Information Systems provides no-cost repairs for equipment. The repair cost must be less than or equal to 33% of the cost of new hardware. The site has the option of paying for the total cost of repair or purchasing replacement equipment if Network and Information Systems determines the repair is too costly. The general fund provides for the cost of computer repair, some replacement equipment, and computer software and maintenance agreements. Prior to this year the technology pieces were so expensive that sites purchased devices with 5-year warranties and replaced non-functioning equipment, as they were able. In addition much of our technology funding has been from grants, donations or other one time funding source preventing the implementation of a regular replacement cycle. The advent of low cost computing devices has changed that discussion as its relatively inexpensive when compared to our earlier costs (for instance we can purchase an interactive student device for as low as \$150 dollars apiece) When you combine this with our ongoing pursuit of providing all students with digital textbooks using existing instructional materials funding, RUSD believes that it has identified an ongoing source for replacing obsolete student devices. Where feasible RUSD will pursue leasing of equipment with a built in 2-5 year refresh rate and budget accordingly. When a computer no longer functions in RUSD it surpluses the equipment and provide it to our SmartRiverside partners who use the e-waste to fund the free city wide wifi system as well as provide reconditioned computers to low income RUSD students.

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

RUSD is facing an unprecedented budget crisis resulting in the elimination of hundreds of jobs and forcing the district to operate at funding levels that prevent the effective implementation of many programs. It is essential to understand that the budget reflected in this plan will likely remain largely unfunded until we pass through this crisis. RUSD has defined priorities and expected costs but will only be able to move forward as funding is identified and or obtained through grants, partnerships etc. that we pursue. The general fund portion of this plan will continue to be funded but as budget cuts continue they will also affect the portion of general funding dedicated to providing network and computer resources. Every department is encouraged to set aside a portion of their budget to fund the acquisition of technology needed to implement their departmental and district goals. The District Technology Committee will monitor all aspects of the implementation plan including the budget. The committee will physically meet twice a year (August and January) to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in anticipated funding. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned

implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process. RUSD employs a full time grant writer and a grant technician who will continue to monitor any and all Ed Tech funding opportunities in order to obtain the funding necessary to implement RUSD's technology plan. RUSD will also explore other funding options that include but are not limited to a bond or Parcel Tax with the intent of identifying ongoing funding to support the resources identified in this plan.

7. Monitoring and Evaluation

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

The District Technology Committee will monitor all aspects of the implementation plan including the overall progress and impact on teaching and learning. The committee will physically meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process.

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

The District Technology Committee will monitor all aspects of the technology plan. The committee will physically meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of the plan. In this environment it is likely that there will be items described and budgeted for in the plan that will not be implemented due to lack of funding. If that occurs the technology committee will review the plan and revise planned implementations accordingly. There have also been instances in the past where unexpected funding sources have accelerated implementation. If that occurs it will be handled in the same way by the technology committee review process.

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

The District Technology Committee will monitor all aspects of the technology plan. The committee will physically meet twice a year (August and January) for the duration of the plan, to review progress of the plan and its associated funding. The superintendent is a standing member of the committee and the Committee itself will present a yearly board report describing progress, any revisions necessary and any difficulties or deficiencies in the anticipated implementation of

the plan. RUSD will maintain several avenues of communication including the superintendent's blog and our online collaborative systems to share information concerning the tech plan as well as take in ideas, comments and concerns for revision and review during the tech plan meetings. If there are revisions or additions required these will be instituted by the Tech plan and communicated out to all stakeholders via our various publicity outlets and communicated to the board during the annual report. RUSD maintains a series of online collaborative spaces for teachers, students, staff and the community itself. RUSD will post information concerning the progress of the plan and provide information concerning best practice and effective use of technology within the educational system.

Annual Review of Goals Year One:

July 2013, October 2013, Board Report November 2013

Annual Review of Goals Year Two:

July 2014, October 2014, Board Report November 2014

Annual Review of Goals Year Three:

July 2015, October 2015, Board Report November 2015

Annual Review of Goals Year Four:

July 2016, October 2016, Board Report November 2016

Annual Review of Goals Year Five:

July 2017, October 2017, Board Report November 2017 (Reauthorization of five year plan January 2018)

8. Collaborative Strategies with Adult Literacy Providers

The Riverside Unified School District Adult Education Program is the largest in the county and serves thousands of students annually. However, the California state budget problems have tremendously impacted school districts. Further, adult education programs have received even greater reductions due to the flexibility options available to districts through June 2013. Budget shortfalls have required adult school staff members to seek alternative and innovative methods for providing literacy services with fewer resources, as well as determining methods for performing administrative functions as efficiently as possible with fewer staff members. Technology can provide wide ranging and effective solutions to these challenges. California's economy has not yet shown significant signs of recovery and the local unemployment rate has been reported as high as 14.5% in June 2010. The demand for services from Riverside Adult School (RAS) has increased as a result of the state budget crisis, but RAS has been forced to reduce services due to the reduced funding levels at the state and local level. Although the enrollment numbers overall at RAS have decreased by over 2,000 students since the 2007-08 school year, enrollment in the core literacy classes, high school diploma/GED, English as a Second Language (ESL), and Adult Basic Education (ABE) has slightly increased (2%). As a result of the funding reductions, RAS was forced to close enrollment and turn away at least 400 potential students over the last few months of the school year. Increased use of distance learning, or electronic learning, can provide increased access to existing services as well as increase the availability of instructional programs to the Riverside community. Currently, RAS provides three distance learning opportunities to its students. First is the Adult Independent Study (AIS) program, within which students can work on completing their high school diploma at home. The program is based on a typical independent study model, found throughout school districts in California. Students meet with a certificated teacher once a week to review work, complete assessments and determine the next set of assignments. Approximately 400 students per year enroll in this program. A second distance learning option is provided through the ESL program. In this program, students check-out videos, DVDs and books on a weekly basis and use these tools to complete assignments designed to help them improve their English listening, speaking, writing and reading skills. As in AIS, these students meet with a certificated teacher once a week. Approximately 200 students per year are currently served in this program. The third distance learning option available to RAS students is the online ABE/GED program. This is a "true" electronic learning modality as students access the curriculum via the Internet. The curriculum is owned and operated by Plato, and students are provided a username and password to access their work. These students can contact an RAS teacher by e-mail or phone to obtain assistance in accessing the software or with the work itself. This program currently serves over 500 students every year. Within the next five to ten years, RAS will need to increase its distance learning options. Other classes that have been identified as appropriate for online instruction expansion include CAHSEE preparation, Medical Billing and Coding, and Spanish GED preparation. These classes would consist of recorded teacher presentations, Internet research and class work completion online that would be accessed through an RAS server. This proposed expansion would require RAS technology staff to work with district NIS staff to ensure hardware and software would be adequate to meet the increased volume of traffic. The most common complaint RAS staff receives from online GED student is their inability to properly access the software. This is a major reason why students drop the program prior to completing the GED. Another major area of focus for RAS is the increased need of computer/technology literacy skills. In addition to the need for English literacy skills, adults seeking employment need to be

able to properly use a computer and other advanced technological applications. RAS is currently incorporating computer literacy within all of the English literacy programs, but by 2015 and beyond, there will be a need for additional computer application training. Current devices such as advanced cell phones, iPod and others contain numerous applications that will be important for employment-seeking adults to master. The budget reductions imposed upon RAS the past two years have resulted in a significant loss of staff. Nearly 50% of the staffing positions at the adult school have been eliminated at the adult school since 2007-08. While many of these were part-time teaching positions, there have been over twenty full-time employees laid off during this period. RAS administration is facing a challenge in maintaining sufficient student services and administrative support functions. Technology will be utilized to address many of the problems created by the reductions in staff. By 2015-2020 RAS will need to increase the number of administrative functions completed through technology. RAS has recently completed converting all attendance and state-mandated student update from manual completion to electronic. Within the next two years, this process is expected to be perfected in terms of notifying administration when attendance and/or student performance records are missing or incomplete. One of the two most labor-intensive functions at the adult school includes Comprehensive Adult Student Assessment System (CASAS) testing and the enrollment/registration process. The CASAS testing is a requirement for schools receiving WIA Title II Adult Literacy funding. The test results are used to determine if the school is meeting state requirements for student performance in the various adult literacy programs. The CASAS scores are also used to determine the level of funding the school will receive which is based upon the number of students who gain at least three points, using the CASAS scale scoring system, from pre-test to post-test. To ensure that all students are not only completing the assessments, but being administered the correct instrument, in terms of level of difficulty; electronic or e-testing was implemented this past year. By 2015, all CASAS testing in the school will be completed electronically. E-testing will provide immediate feedback to the student and school in regards to student performance. Up until the implementation of e-testing, scoring the tests by hand or scantron machine would take staff days. The second most labor-intensive administrative function is the student registration/enrollment process. Currently, this process has been completed by various classified support staff members on an individual basis to ensure that critical student demographic information is gathered to not only properly enroll the student, but to keep the school eligible for federal adult literacy and career technical funding. With the loss of so many support staff the last two years, administration has been forced to examine electronic options to enrolling students. By 2015, it is anticipated that all returning RAS students will be able to enroll/register in classes online, either on-site or remotely. RAS technology staff is currently working with the school's attendance software provider to develop an e-registration process. A small scale testing of the system is anticipated to be ready for fall 2010. Administration is hopeful that by 2020, approximately 90% of all RAS students will be able to register online twenty-four hours a day, seven days a week, throughout the school's open registration periods. Other sources of funding to support the expansion of technology to support adult literacy will include the previously mentioned Federal Workforce Investment Act, Carl Perkins, and Local Department of Public Social Services funds.

9. Effective, Researched-Based Methods and Strategies

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

Researched-Based Methods and Strategies

Riverside Unified School District uses data to inform the decision-making processes at all levels of the organization, with the explicit goal of raising student achievement. This model incorporates three primary measures within this process; the California Academic Performance Index (API), the Adequate Yearly Progress (AYP), and the results of RUSD standardized trimester assessments in language arts and math. The 2010-2011 and 2011-2012 district goals have included a 15% increase in student achievement in math and language arts (20% growth for English learners and students with disabilities). The Instructional Services Division, school administrators, and teachers routinely analyze student performance data, which is accessible 24-hour per day, 7-days per week via the Internet, in order to identify specific areas in which improvement is needed. As site-based learning needs are determined, Instructional Services staff works with sites to identifying effective instructional technology uses designed to extend and reinforce student access to learning.

Student achievement data also serves to inform decision-making regarding development of staff expertise in the effective use of instructional technology. The district determines teacher technology proficiency levels using assessment data, classroom walkthroughs, and other locally developed needs assessment tools. This allows the district to identify specific improvement needs with regard to technology proficiencies and provide access to staff development opportunities. Professional development is provided to teachers and administrators to support developing capacity for integrating technology into the instructional program of the school. The district's professional development for teachers and administrators is accessible at any time, from anywhere using online resources and online learning strategies. This design supports an organizational model that ties activities to outcomes and ensures resources and activities are aligned student learning goals.

Annotated Bibliography

Dufour, R., & Eaker, R. (1998). Professional Learning Communities at Work. Bloomington: National Education Service.

This book provides specific information for professional development that links curriculum, teacher development, collaborative school leadership, parent involvement, and assessment to student achievement.

Application: Consistent with this research, school and district instructional leaders/groups will develop a results-oriented professional learning community. The

development of this community will impact staff development in all areas, including the integration of instructional technology.

Marzano, R. & Kendall, J. (1996). *A Comprehensive Guide to Designing Standards-Based Districts, Schools, and Classrooms*. Aurora: Mid-Continental Regional Educational Laboratory.

This book establishes the need for standards-based instruction. Marzano describes methods to format benchmarks, assess students, and guides accountability measures.

Application: A standards-based instructional program in core curricular areas is provided at all schools. Instructional technology and information literacy skills are address as stand-alone standards as well as components of the standards in all core content areas.

Cradler, J., & Cradler, R. (2000). *The Curriculum Technology Integration Plan (CTIP): Impact of the CTIP on Technology Integration in the DoE DoD Presidential Technology Initiative*. San Mateo, CA: Educational Support Systems.

This report focuses on the success of the Curriculum Technology Integration Plan (CTIP) process that has consistently resulted in improved student learning directly linked to the professional development and resources supported by participating schools and districts. CTIP is both a results-driven staff development process and technology integration strategy that is based on extensive research.

Application: The technology plan addresses the integration of technology within the instructional program in all classrooms and speaks to student use of technology to acquire information and demonstrate understanding. Staff development activities are designed to support instructional, standards-aligned objectives within the core curriculum.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction That Works: Researched-Based Strategies for Increasing Student Achievement*. Alexandria: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven success in raising student achievement. The strategies include: 1) identifying conceptual similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and, 9) cues, questions, and advance organizers.

Application: Student and teacher objectives explicitly reference these instructional strategies to assist students in acquiring informational literacy and core content learning and performance objectives. Instructional technology serves to enhance the effectiveness of these research-proven strategies (e.g., taking notes, giving

presentations, and using graphic organizers). Professional development increases the capacities of teachers to use instructional technology when integrating these strategies into what they do in the classroom to support student learning.

Wiggins, G. & McTighe, J. (1998). Understanding by Design. Alexandria: Association for Supervision and Curriculum Development.

Wiggins and McTighe analyze the logic of backward design as an alternative to coverage and activity-orientated instructional plans. This approach brings focus to the process of identifying learning targets, using appropriate assessments to identify student levels of proficiency, and planning for the instruction required to enable students to meet the learning targets. The book discusses understanding and its various facets. It also proposes an approach to curriculum and instruction designed to engage students in inquiry.

Application: Students learn the skills necessary to utilize technology to locate, analyze, synthesize, and communicate information. Using the backward design model, teachers plan lessons that incorporate the use of technology in core curricular subject matter.

Lundin, J. & Bruton, S. (Eds.). (2000) Mathematical Framework for California Public Schools: Kindergarten through Grade Twelve. Sacramento: California Department of Education.

The state's mathematics framework is the basis for the district's math program. The framework identifies critical or key components necessary in a math program and makes grade-specific suggestions for instruction.

Application: The standards-based mathematics program includes web and software resources to assist students in acquiring content knowledge. Quarterly and trimester student achievement data is analyzed to identify areas of growth and to target needs. This information is also used to plan for the training and support of classroom teachers. Instructional technology supports the process through the use of an instructional intranet and the integration of best practices into staff development.

O'Malley, E. (Ed.). (1999). Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve. Sacramento: California Department of Education.

The Reading/Language Arts Framework provides the blueprint for an effective and comprehensive language arts program. In addition, the framework speaks to key components for reading, writing, speaking, listening, and written and oral English-language conventions. The district uses the framework to provide content-specific teaching suggestions and integration techniques across other curricular areas.

Application: Reading/language arts instruction integrates instructional technology with classroom activities such as using graphic organizers in the writing process, developing

information literacy, conducting research, preparing and giving presentations, and word processing. The state framework provides a guide for the integration of these technology uses. Instructional leaders analyze student achievement outcomes and identify areas in which instruction would be strengthened by the appropriate use of technology. Recently adopted text-based materials provide resources for incorporating instructional technology in grades seven through twelve.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key Building Blocks for Student Achievement in the 21st Century. www.rum.org/downloads/report4.pdf.

This report concludes that effective uses of technology to enhance student achievement are based on three elements: alignment to curricular standards and objectives; assessment that accurately and completely reflects the full range of academic and performance skills; and equity of access across geographic, cultural, and socio-economic boundaries.

Application: Consistent with this research, the district carefully analyzes learning resources and lessons for alignment with content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the district continuously monitors its progress toward reaching the goals and objectives identified in the technology plan. Attention is paid to providing equitable access to all students in our community, including students in special needs populations. The plan calls for equitable student-to-computer ratios across the district.

WestEd Regional Technology in Education Consortium (June, 2002). The Learning Return on Our Educational Technology Investment. www.wested.org/cs/wew/view/rs/619

This report focuses on questions regarding the return on investment for technology purchases. It offers suggestions related to issues such as professional development, access to technology, and long-term planning. One conclusion drawn in the study is that technology is effective when used for problem-solving, conceptual development, and critical thinking. The report validates the use of technology to support the acquisition of basic skills.

Application: The technology plan and district goals call for technology-infused learning environments that evidence increased student achievement. Resources for teaching basic skills include an independent reading incentive program called Accelerated Reader, which is in use at all elementary and middle schools. District-adopted textbook series include software and related web support materials for all core content areas. Access to additional web and software resources in the areas of language arts, math, science, and social studies are available to students and teachers via the districts intranet.

Johnston, M. & Cooley, N. (2001). *Supporting New Models of Teaching and Learning Through Technology. Arlington: Educational Research Service.*

In one chapter, the authors detail potential barriers to technology implementation that include: poor equipment choices, lack of technical assistance and support, insufficient time for teachers to implement in the classroom, lack of administrative leadership, and inadequate professional development.

Application: The technology plan contains a service-level agreement to support access to working technology resources at each school and in each classroom. Technical support policies and reports are monitored by the Network and Information System Division to meet the needs of the district. The plan calls for an increase in the level of technical support, especially at the high school level. The RUSD Standards Committee supports the standardization of hardware and software applications in support of instructional and fiscal priorities. Administrators are actively engaged in training related to technology integration techniques and development of personal technology proficiency. Professional development programs are continuously monitored for effectiveness using data analysis, teacher survey, and classroom visitation/observation.

Hayes, D., Schuck, S., Dega, G., Dwyer, J. & McEwen, C. (2001). *Net Gain? The Integration of Computer-based Learning in Six NSW Government Schools, 2000.*

<http://www.curriculumsupport.nsw.edu.au/learningtechnologies/files/Leanetgain.pdf>.

This report identifies six key findings, including some that relate to barriers to integration also identified in Johnston and Cooley's book. Unique to this report are the ideas that whole-school projects have the potential to mobilize broad based support for the integration of computer-based learning and that teachers tend to implement technology in ways that are consistent with their existing teaching strategies.

Application: One example of a whole-school project is the independent reading software program, Accelerated Reader and STAR Reading. Recent textbook adoptions in language arts, mathematics, social science, and science contain software and web materials that support the base instructional programs in these areas.

Bernard, R.M., Abrami, P.C., Lou, Y., & Borokhovski, E. (2004). *How does Distance Education Compare with Classroom Instruction? A Meta-Analysis of the Empirical Literature. Review of Educational Research, 74(3), 379-440.*

Nora, A. & Snyder, B.P. (2008). *Technology and Higher Education: The Impact of E-Learning Approaches on Student Academic Achievement, Perceptions and Persistence. Journal of College Student Retention, 10(1), 3-19.*

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, Washington D.C. 2009.*

A meta-analysis and review of online learning studies by the U.S. Department of Education (2009) found that students in online learning environments performed better than students in face-to-face classes, but students in hybrid courses that combined face-to-face instruction and classroom instruction did even better. The 99 articles analyzed by the US DOE were published between 1996 and 2008 and were limited to studies using Web-based instruction, had random-assignment or controlled quasi-experimental designs, and examined objective measures of student learning. The authors noted that data do not demonstrate online learning is superior as a medium. Instead, data show that the combination of time spent, curriculum and pedagogy natural to the online learning environment produced the observed learning advantages. A meta-analysis by Nora and Snyder (2008) on the impact of online learning on student academic achievement, perceptions and persistence found that an online education could increase student engagement, and improve student achievement, course completion and degree attainment. A meta-analysis by Bernard, Abrami, Lou and Borokhovski (2004) stated that there was wide variability in achievement, attitude and retention outcomes, and that some Distance Education (DE) applications outperform traditional classes and vice versa. The U.S. Department of Education (2009) found that online settings – especially blended courses that provide face-to-face and online teaching – give students a more effective learning experience, but that instructional technique is what ultimately matters.

Application: Consistent with this research, this plan incorporates virtual learning environments to support online and face-to-face instruction for learners at all levels. The plan call foe blended learning opportunity as well as the creation of hybrid schools and classes in order to extend and reinforce the curricular program of the schools and to provide anytime / anywhere access to learning resources. Teachers are critical to this plan and developing professional capacity to instruct within virtual learning environments is a key component of the professional development plan.

Allen, E. & Seaman, J. (2008). *Staying the Course: Online Education in the United States. (1st Ed). The Sloan Consortium. Wellesley, Massachusetts.*
Folkers, D. (2005). *Competing in the Marketplace: Incorporating Online Education into Higher Education – An Organizational Perspective. Information Resources Management Journal, 18(1), 61-77.*

The Sloan Consortium’s definition of traditional and online learning refers to educational material delivered to students electronically instead of in a “brick-and-mortar” classroom (Allen & Seaman, 2008). A traditional face-to-face course delivers all of its content in oral and written form; nothing is delivered online outside of routine communication and the use of the Internet for research purposes. A web-enabled course delivers a portion of its content via virtual learning environments, yet relies on the traditional classroom structure. This type of course facilitates what is essentially a face-to-face course by using a learning management system (LMS) to post the syllabus and to facilitate communication, submission of assignments and ongoing assessment. A blended or hybrid course uses the LMS to deliver the majority of its content online, typically through online discussions and virtual learning opportunities, and may incorporate face-to-face

meetings (wet labs, proctored exams, shared-learning experiences) as required by the curriculum. A fully online course delivers all of its content online (synchronous or asynchronous delivery) and typically has no face-to-face meetings, outside of the mid-term and final exams. Folkers (2005) wrote that the growth of DE will lead to three types of schools: Traditional “brick and mortar” campuses, virtual institutions, and a hybrid of traditional and online, or “brick and click” institutions. The virtual and hybrid schools will need more student support services, library services, staff, and faculty development and training. In addition, faculty power will be redistributed at virtual and hybrid schools with power shifting to students.

Application: The plan defines how (and if), why (and why not), and where (or where not) traditional classroom environments will be supplemented and/or replaced with virtual learning opportunities. The integration of 21st century information and communication technologies into the school setting and curricular program will engage digital natives in learning and build students who are ready to take on the complex skill set being demanded in the increasingly global world of work.

Tallent-Runnels, M.K., Thomas, J.A., Yan, W.Y., & Cooper, S., et al. (2006). *Teaching Courses Online: A Review of the Research. Review of Educational Research, 76(1), 93-126.*

Shachar, M. & Neumann, Y. (2003). *Differences Between Traditional and Distance Education Academic Performances: A Meta-Analytic Approach. International Review of Research in Open and Distance Learning, 4(2), 1-19.*

A meta-analysis by Tallent-Runnels, et al. (2006) analyzed 40 quantitative, 20 qualitative and 16 mixed methodology studies focusing on four topics: course environment, learners’ outcomes, learners’ characteristics, and institutional and administrative factors. Finding: Inconclusive. Some online students outperformed traditional students and vice versa. A meta-analysis by Shachar and Neumann (2003) analyzed academic performance of more than 15,000 distance learning students vs. traditional students as demonstrated by final course grades in 86 experimental and quasi-experimental studies conducted between 1990 and 2002. Finding: In two-thirds of the cases, online students outperformed student counterparts in traditional courses.

Application: The plan acknowledges that not all students learn in the same way or at the same time. It is important to use technology where it has the greatest impact on student learning and avoid it where it gets in the way of student learning. Professional development must support increasing teacher and administrator capacity with technology integration as well as development of a nuanced pedagogical sense of appropriate application(s).

Christensen, C.M. (2008). *Disrupting Class: How Disruptive Innovations Will Change the Way the World Learns. New York: McGraw-Hill.*

Christensen, C.M. (2006). *The Innovator’s Dilemma. New York: Collins Business Essentials.*

Rogers, E.M. (2003). *Diffusion of Innovations (Fifth Ed)*. New York: Free Press.

Rogers' (2003) seminal work on the diffusion of innovation, first published in 1962, states that the main elements of new idea diffusion are: 1) an innovation 2) that is communicated through certain channels 3) over time 4) among the members of a social system. This process can lead to either the adoption of an innovation or discontinuance, which is rejection of a previously adopted innovation. The characteristics of innovations that help explain different rates of adoption are relative advantage, compatibility, complexity, trialability and observability. Most innovations have an S-shaped rate of adoption that "takes off" after the adoption rate reaches 10-20 percent. Christensen (2006) extended Rogers' theory, explaining that technological progress often outpaces what markets need, and that investments that appear attractive to successful companies are influenced by their customer demands and the company's financial structures. Christensen differentiated between sustaining technologies, which improve the performance of an existing product, and disrupting technologies, which underperform established products, at least in the short-term. While Rogers and Christensen focused on the adoption and diffusion of innovations, usually in a business setting, Christensen more recently applied his theory of disruptive innovation, specifically that of educational technology, to the K-12 U.S. education system. Christensen (2008) writes that computer-based learning is growing in popularity because for many students and instructors, it is better than having "nothing at all". Christensen developed a formula that he believes can predict when an innovation will take off, or "flip." Using this formula, Christensen claims that almost half of U.S. high school courses will be delivered online by 2019.

Application: Plan acknowledges the role that innovation plays in the development of the plan and the experimentation it supports at the school and classroom level. While the district encourages thoughtful implementation, it also acknowledges the value of creativity and entrepreneurship. Various approaches to online learning are implemented in this plan and the role of institutional resistance to the "new" realities has been planned for.

Ely, D.P. (1999). *New Perspectives on the Implementation of Educational Technology Innovations*. ERIC 427775.

Fullan, M. & Pomfret, A. (1977). *Research on Curriculum and Instruction Implementation*. *Review of Educational Research*, 47(2), 335-397.

Ely (1999) focused on implementation of innovations in educational technology. He determined that eight conditions prompt implementation: 1) dissatisfaction with the status quo, or the idea that things could be better, 2) existence of knowledge and skills required by the ultimate user of the innovation, 3) availability of resources such as funds and equipment, 4) availability of time to acquire knowledge and skills, and to plan and reflect on what you are doing, 5) the existence of rewards (something given for performance) or incentives (something that serves as an expectation of a reward or fear of punishment), 6) participation such as shared decision-making and communication, 7) firm evidence that there is a commitment to the innovation and 8) leadership of the

executive officer or board, and project leadership. An innovation's trajectory, however, does not end with adoption. The next phase is implementation. Fullan and Pomfret's (1977) seminal article described implementation as the use of an innovation. Usually, an innovation must maintain high fidelity to its original, but Fullan and Pomfret (1977) introduced concept of "mutual adaptation" where local conditions should be considered and modification of original materials and procedures altered accordingly.

Application: The natural tendency of schools and teachers when introduced to technology is to find ways to integrate the tools to replace existing practices and increase effectiveness of current practice. The LCD projector replacing the overhead is a good example. This plan works to embrace the transformative nature of technology in order to drive adoption of new practices and improve learning outcomes (motivation) by engaging digital natives in learning better matched to their needs and preferences.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

RUSD has been and will continue to be a leader in the identification and implementation of innovative uses of technology to extend or supplement the district's curriculum. RUSD began this process with the creation of our district virtual school. This year RVS had approximately 3600 enrollments that included full time students as well as students who needed to make up courses or wished to accelerate. In addition RVS is working in concert with 16 other districts statewide to extend virtual learning via the California open campus initiative. In addition to our virtual school RUSD has been the lead LEA in implementing the Governor's free digital textbook initiative. Last year 2000 students took part in an RUSD pilot providing high quality curriculum based resources to students to extend the day. RUSD is also implementing the use of iPods and iPads as tools that can be used to help our traditionally underserved populations and especially focused on our English Learner populations as well as focusing on improving literacy. Members of RUSD staff serve on various local, state, national and international boards focused on the effective use of technology within education. In addition RUSD belongs to various listserves, blogs and other forms of international collaboration to obtain current information on innovative ideas or concepts. RUSD also presents regularly at state, national and international conferences as well as conducting regular benchmarking visits to progressive districts to learn from them. In addition to these efforts RUSD uses various state and national resources for data, research and best practices.

**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 Address" 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)	Pages 3-108. Duration identified on page 3	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Pages 4 and 5	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.	Page 6	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.	Page 6	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	Pages 7-8	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	Pages 8-16	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>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.</p>	<p>Pages 16-24</p>	<p>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.</p>	<p>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.</p>
<p>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</p>	<p>Pages 24-25</p>	<p>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.</p>	<p>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.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>Pages 26-28</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>Pages 28-29</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>Pages 29-37</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 to use technology to improve two-way communication between home and school.</p>	<p>Pages 37-42</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</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>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>Page 42</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 Pages 43-65</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>Pages 43-44</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, 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>Pages 44-63</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</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>Page 63</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>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan Pages 65-77</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>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.</p>	<p>Pages 64-65</p>	<p>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.</p>	<p>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.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>Page 66</p>	<p>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.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</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>Pages 67-77</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>Page 78</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	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	Pages 78-96	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.	Pages 79-95	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.	Pages 95-96	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.	Pages 96-97	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 Pages 98-99	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.	Pages 98-99	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.	Pages 98-99	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.	Pages 98-99	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan Pages 100-101	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	Pages 100-101	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan Pages 100-101	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	Pages 102-107	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	Page 108	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 33 - 67215

School Code (Direct-funded charters only): _____

LEA Name: Riverside Unified

*Salutation: Mr.

*First Name: Jay

*Last Name: McPhail

*Job Title: Director of Instructional Technology

*Address: 3380 14th Street

*City: Riverside

*Zip Code: 92501

*Telephone: 951-788-7135 Ext: 80307

Fax: (951) 778-5672

*E-mail: jmcphail@rusd.k12.ca.us

Please provide backup contact information.

1st Backup Name: Dr. Richard L. Miller

E-mail: rmiller@rusd.k12.ca.us

2nd Backup Name: Judi Paredes

E-mail: jparedes@rusd.k12.ca.us

* Required information in the ETPRS

Appendix D: Executive Summary Tech Plan Revision RUSD Board Approved Dec 3rd 2012

Tech Plan Revision – 9-2012-Executive Summary

In August of 2012 the RUSD tech plan committee came together to begin the review process written into the original plan (2011-2016). It was decided as part of this process that RUSD would revise the existing tech plan with the intent of making it a living document that would guide and direct RUSD towards the original 2020 vision. In reviewing our progress, we identified many areas of growth, some areas we needed to revisit, and some that needed to be added and or dropped. Some of those areas are mentioned below, this document is meant to serve as a summary of the areas met and recommended changes for 2012-13.

Specific Areas met or exceeded in Year One:

Student Access and Learning:

- RUSD surpassed 22,500 semester course enrollments in blended learning and/or online courses during the 2011-2012 school years.
- Approximately 75% of those enrollments represented students in traditional classrooms that engaged virtual learning activities as supports to classroom-based instruction.
- Data relating to the specific number of students engaged in this process is being developed and a strategy for continuous reporting via AEIRES is in the planning stage.
- Riverside Virtual School students are interacting with students outside of RUSD through the enrollments facilitated by the California Open Campus.
- We have seen explosive growth in the use of personal and mobile technology by our students and staff. Over 20,000 students in RUSD are using mobile technology to learn in and outside of class. Students are beginning to understand the equation of ownership of their device and therefore their education.
- Madison, Central, Chemawa, Earhart, Sierra and Ramona are all 1-1 campuses
- Riverside Virtual School (RVS) offers comprehensive online and blended learning programs within and beyond RUSD, serving 1,727 full-time students (a 59% increase) and 2,958 supplemental course enrollments (a 46% increase), for a total of 4,685 enrollments during 2011-12. RUSD is one of the few districts in the country that tracks blended learning enrollments, serving 17,805 enrollments in 2011-12, an increase of 52%. In addition, RUSD has provided approximately 20,000 devices (Kindle Fires, Coby, Google and Lenovo Android devices, netbooks, iPods, iPads) to students, reaching 57% of its student population.

Teaching and Learning Cloud-Based Resources:

- RUSD use of online learning management systems grew from 7,000 regular users to close to 30,000 in year one.
- Many traditional classroom teachers have begun to use digital resources to extend the reach (time and location) of their instructional program.

- Staff continues to develop courses and identify digital resources that are shared with teachers across the district and beyond. Many of these resources are being used to extend learning in traditional classrooms.
- The California Open Campus Professional Learning Network (PLN) was established to support teacher and administrator understanding and application of best practices relating to online and blended-learning.
- Over 1,100 teachers and administrators have completed the training (162 of them online). All trainings were voluntary.

Assessment and Accountability:

Online systems that assess individual students and provide personalized options for remediation, acceleration and enrichment include:

- Study Island
- Read 180
- ST Math
- Khan Academy
- NovaNET
- FUSE
- TurnItIn
- Accelerated Reader
- HippoCampus
- ALEKS Math
- My Math Lab
- Rosetta Stone
- Lexia
- The digital dashboard has been a huge success and is being used daily by 7-12 students across the district to track progress towards their goals.

Staff Development:

- On-line Pace Yourself Course :
 Foundational Reading Skills: A comprehensive course that can be taken in its entirety or in sections according to the user’s preference.
- On-line Courses to Complete Requirements:
 Advanced GATE Certificate
 ELA material-based training (elementary and secondary)
 Math material-based training (elementary and secondary)
 Pythagoras Math Project Grant
 Teaching American History Grant
- On-line Resources for Reference and Collaboration:
 RCOE Countywide Common Core State Standards site

Read 180

K/1 Institute

Preschool

Kindergarten Kibitz (by and for kindergarten teachers)

Response to Intervention (Rti)

Principal's Site(s)

Android User Group

Google User Group

Apple User Group

K-12 VAPA Teachers' partnership with California Arts Project (TCAP)

Gotomeeting/webinar allows for ad hoc, a/synchronous collaboration

- On -line resources to extend, enrich, personalize professional practice:
 - PLC - tools for teaching and facilitating the work of Professional Learning Communities
 - Standards based planning, teaching, assessing
 - Analysis and response to data
- Staff development is completed using a blended approach where portions are delivered face to face and others online. Staff developers and instructional services specialists have been trained or in the process of being trained by national experts in effective online course design.

RUSD Social Media and Marketing:

RUSD maintains many different social media presences on the web and has continued to maximize the use of video to tell our story. Most of this work is being accomplished with little or no budget and maintained and produced by students.

- All Graduation were streamed LIVE and carried on the City Channels
- Attended several marketing events such as Health Fairs, City Events, REEF events and Business Events (Home Depot etc..)
- Assisted Video Production classes and Clubs throughout the District including initiation of the Poly video club helped it grow to a class with over 200 students
- First worked on developing procedures to use YouTube for schools then transitioned into very inexpensive solution for hosting of videos
- Facebook support: All High Schools and Middle Schools
- Website mentioned by Schoolwires as “Best Practices”

- Website video nearing 1 Million hits
- Developed 2 different focus groups to help with Marketing.
- The RUSD Publications/video team produced 121 videos between July 1, 2011 and Aug. 1, 2012.
 - Videos include several requests from sites – i.e.: STEM parent info. night; Safety meeting with Brian Caldwell
 - We also videotape all Board meetings.
 - Who’s watching? The Website instruction video we produced has more than 800,000 hits. The A-G Music video has nearly 227,000 hits, gaining an average of 3,000 new views per day. Classroom-produced, non-edited videos

Teleconferencing:

Designed and priced a complete video/teleconferencing solution that included the following:

- Low cost end user equipment that captures whole room and sound
- Storage and on demand retrieval of video recordings
- Multi-cast capable to reduce bandwidth usage
- Firewall transversing to allow multiple outside connection easily
- Enterprise level expandability
- ERate funded

(Project was not funded due to lack of matching funds for eRate.)

District Events:

- King High School Special Events: We organized, developed, and executed three large events to market King High School. These included a Public Safety Night, Breast Cancer Awareness Night,
- REEF Craft Fair – We coordinated and promoted this first-ever fundraising event, which featured 200 vendors and raised more than \$5,000 for REEF.
- District Events: We organize numerous large district events. These take hundreds of hours to plan and execute. We take care of our own sound, lighting, decorations, scripts, printing, etc.

- Party at the Plaza over 8,000 attended with all High Schools and Middle Schools with booths.
- Sports/School Events: 12 Football games, 4 Basketball games, numerous plays and performances.

Surveys:

- Participated in “Speak Up” nation survey with 2,500 RUSD Parents and Students responding to technology questions. These we combined with results from all across the nation and put in a compiled report. This report and the people that compiled the information testified before Congress on Technology in the School in March of 2012.
- Participated in a website usage survey that assisted us in improving the web presence.

Technical Infrastructure and Support:

The infrastructure required to support these initiatives has been or is being evaluated and either upgraded or slated to be upgraded as funds become available.

- Issued a WAN (Wide Area Network) specifications document
- Fiber based 1 Gbps (Gigabits per second) WAN was selected
- New WAN will be installed by February 2013
- The new WAN will represent a 100 fold increase in capacity for most of our district sites
- Conducted wireless site surveys at all district sites
- Full wireless coverage has been installed at twenty-one district sites
- Converted most standalone servers to blade server environment
- Blade servers saves space, power and cooling
- Migrated most server based files to Storage Area Network (SAN)
- SAN is more economical and flexible
- Established a student/guest wireless access network across all RUSD campuses
- Created and maintains Digital Dashboard Application as well as other educationally focused applications

Recommended Action Steps Year Two:

In addition to existing year two goals already identified in approved tech plan the areas below are recommended as specific actions needed to keep RUSD on track to meet its 2020 Technology and Learning goals.

- Find external funding source (bond or parcel tax) that will provide sustainable and ongoing funding for technology.

- Hire eRate consultant (s) to review all current practices and recommend strategies and objectives to maximize eRate funding.
- Re-invest any eRate discounts to support Tech Plan.
- The superintendent will appoint and task committees with identifying and recommending solutions in the following areas:
 1. Blended Learning
 2. Assessment
 3. Staff Development and Support
- Provide access and control to end users where technology is concerned
- Develop District Wide Open Access Survey to determine/encourage Bring Your Own Technology (BYOT)
- Identify common data sets at Pre-K-6 in order to allow creation and use of a student data dashboard
- Upgrade network hardware that cannot support full gigabit
- Increase Internet bandwidth to prevent a new “bottleneck” point in our network
- Partner with governmental and private organizations to bring separate and autonomous wireless networks to our campuses to support learning.
- Implement separate and autonomous wireless networks to minimize the risk of using BYOD device
- Install complete wireless coverage at all remaining district sites
- Leverage existing separate and autonomous wireless networks to provide the desired coverage at some sites
- Include wireless infrastructure in all new or upgraded facility construction
- Expand collection of videos and resources for teachers and staff to provide best teaching practices for all learners at all levels
- Identify and train Technology Mentors (students and staff) at every site to provide direct support with all aspects of instructional technology. NIS and Instructional Technology can share responsibility for the training of student mentors (“mouse clubs”).
- Pursue opportunities to sell RUSD on-line professional development courses as a source of revenue for the continued implementation of the technology plan.
- Pursue conversations and decisions regarding teacher compensation models for completion and mastery of on-line courses.

- Identify and fund a CDN (content delivery network)
- Identify and fund inexpensive short term “loaner” equipment for schools to use to start a video program.
- Monitor and possibly increase hours allowed for video personnel within the Communications budget.
- Fund additional video equipment for the District
- Re-submit teleconferencing eRate application with updated technology in January of 2013 and fund the match requirement.
- Design and implement two surveys for just RUSD parents and students. One in the beginning of the year to set a baseline and one in February to help school make decision in purchasing equipment for the next school year.
- Participate in the “Speak Up” survey again this year and budget money for prizes to increase participation.
- Expand the Marketing program to include more involvement and communication directly with RUSD parents and extend reach to potential partners and or investors.
- Increase district events to include an event for parents and students that has a focus on just technology and its uses in the classroom.
- Increase focus group participation to include professional groups.
- Increase communication to our bilingual population such as increased programming on Spanish language radio (which we began last year) and develop more opportunities to reach out to our Spanish-speaking community.
- Develop a monthly video/newsletter containing “news you can use” for staff.