Academy for Academic Excellence Technology Plan

July 2022 – June 2025

Academy for Academic Excellence
District Technology Plan
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1. Technology Plan Duration

Technology Plan from July 2022 - June 2025

2. Stakeholder Description

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college- preparatory education. AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. AAE serves a TK-12 population of approximately 1,444 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,444 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.

We are a college-preparatory program, committed to high levels of learning for all students. A strong emphasis on academic rigor, content relevance, and teacher-practitioner research has allowed AAE to develop many best practices for the benefit of students and staff. Students graduating from AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. AAE maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining a strong connectedness between parents, students, and the school.

3. Curriculum

3a. Description of technology resources at Academy for Academic Excellence

Every classroom has a standard technology setup of a projector, audio receiver, DVD player, document camera, Swivl robot, Apple TV, Television, and ip phone and wireless access point.

Currently the district has a total of 1445 computers that are both used for administration and students. These are listed in the table below:

Room	Number of Computers	Description
Building A	108	14 student lab laptops, 8 staff desktops, 9 staff laptops, 6 video editing stations, 30 Chromebooks in a mobile cart, 30 spare MacBook airs for student replacement, 4 spare desktops, 7 desktops for IT staff
Building B	1	1 staff desktop for lunch pos
Building C	16	10 staff desktops, 6 staff laptops
Building E	138	20 student desktops, 5 staff desktops, 15 staff MacBook airs, 98 classroom iPads
Gym	15	8 staff desktops, 3 staff MacBook airs, 4 student desktops
Building D	96	30 computer lab desktops, 27 student desktops, 39 classroom iPads
Building F	16	6 student desktops, 4 staff MacBook airs, 4 staff iPads
Building M	16	11 staff desktops, 2 staff PC laptops, 2 staff MacBook airs, 1 staff iMac
Building N	12	1 student desktop, 7 staff desktops, 4 staff MacBook airs
Building O	7	5 staff desktops, 2 staff MacBook airs
Building P	7	5 student desktops, 2 staff MacBook airs
Building Q	4	4 staff MacBook airs
Building T	3	3 staff Macbook airs
3rd - 12th Grade Devices	1056	1056 one-to-one devices (iPads and Chromebooks)

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

The AAE's Internet User Agreement (IUA) and the guidelines of the Children's Internet Protection Act (CIPA) are followed by staff and students schoolwide. The AAE has and enforces the use of an Internet protection measure supported by County Schools and WebSense Enterprise technology. All teachers and administrators require and enforce the use of the IUA. The AAE has a Squid caching proxy server available for monitoring Internet traffic not filtered by the Barracuda Web Filter.

All teachers use technology to assist in the management of the instructional program – producing presentations for class, interactive learning, use of Google Classroom (LMS), recording and reporting grades and attendance, and email contacts with one another, students, and parents. All TK-12 grade classrooms are equipped to facilitate digital-audio presentations. Students in all grades have the ability to research, manage assignments, use online tools and communicate through Internet access. They also create multimedia presentations in the form of movies, slideshows, audio, and spreadsheets to present their learning. All teacher and students have access to the Google Suite for Education allowing for collaboration and classroom organization through Google Classroom and the G Suite apps.

The most common use of technology for teachers who integrate technology includes:

- Communicating with colleagues (daily)
- Communicating with parents (daily, weekly)
- Recording student information including grades and attendance (daily, weekly)
- Monitoring individual student progress (daily, weekly)
- Online course and grade management systems (daily, weekly)
- Enhancing classroom instruction with technology resources (daily)
- Google Classroom (daily)
- Google Suite for Education (daily)
- Assessment (weekly)

The most common uses of technology for students includes:

- Word processing (weekly)
- Research (weekly)
- Creating reports, presentations and projects (monthly)
- Value added supplemental academic activities (weekly)
- Accelerated Math and Reading (daily)
- BYU online credit recovery courses (daily)
- Communication (daily)
- Assessment (weekly)
- iReady Math (daily)

Other use of technology for students includes:

- Corresponding with experts (annually)
- Demonstrations or simulations (monthly)
- Graphically presenting materials (daily)
- Science labs using computer-assisted instruction (weekly)
- Technology-based projects in Yearbook and Journalism (daily)
- Solving problems and/or analyzing data (daily)
- Computer-generated laboratory experiences in Science courses (monthly)
- Video production (daily).

AAE uses the following software in core curriculum areas and in school management:

Elementary Grades TK-5:

- Reading A-Z
- iReady Math
- Internet research
- iWorks for students and teachers
- iLife for students and teachers
- Email
- Google Classroom (LMS)
- Google Suite for Education (daily)
- Infinite Campus (Student data, assessment, & communication)
- IXL Math & ELA
- Core Instructional Materials Software

Middle School Grades 6-8:

- Core Instructional Materials Software
- IXL Math
- iWorks for students and teachers

- iLife for students and teachers
- Google Classroom (LMS)
- Google Suite for Education
- Email
- Infinite Campus (Student data, assessment, & communication)
- Internet Research
- Turn-It-In
- iReady Math & ELA

High School Grades 9-12:

- Core Instructional Materials Software
- iWorks for students and teachers
- iLife for students and teachers
- Internet research
- Adobe Creative Cloud
- Google Classroom (LMS)
- Google Suite for Education
- IXL Math
- Infinite Campus (Student data, assessment, & communication)
- Email
- Turn-It-In

One of the activities to support the goals of this plan is to review, evaluate, and adopt additional school-wide diagnostic or prescriptive software, which further supports teaching and learning.

iReady(Diagnostic example)
Students have access to and utilize computers to participate in the iReady reading and math diagnostic assessments three times a year in grades 2-8. Currently, grades 2nd-8th utilize iReady instruction as a supplement to the core ELA and Math curricula during and outside of the regular school day. Progress is consistently monitored by teachers to evaluate mastery.

Reading A-Z (Prescriptive example)
Reading A-Z is a suite of assessments and daily reading resources for grades K-5. The suite of assessments includes running records and an assessment for reading an individual book. Both of these are monitored by the teacher. Students have access to leveled readers based on their running record placement scores ensuring students find the right book. This individual reading time is supplemental to the core reading curriculum and has an assessment at the end to check for understanding. We also use the vocabulary component and English learner component in Reading A-Z to meet the specific needs of students. Students have access to the reading components both during normal school hours and at home. Assessments are done in the classroom with their teacher.

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

The Academy for Academic Excellence will use instructional strategies based on the Common Core State Standards while continuing to follow the charter as approved by Apple Valley Unified School District and WASC action plan. Adherence to these primary documents will assist students to meet or exceed state content performance standards. Areas of growth as outlined by the AAE's WASC action plan are as follows:

WASC Area of Growth: Increase the percentage of students meeting Math Achievement Standards.
Rationale: State and site-based assessment data for the last three years continues to show minimal growth toward proficiency in grade levels 3-8. Many students do not demonstrate the necessary skills for grade 9, Math 1, an a-g course and a current graduation requirement. High school math classes do not have aligned formative benchmarks to analyze progress over the three years of math instruction, grades 9-11.

WASC Area of Growth: Increase the percentage of students meeting ELA Achievement Standards focusing on early literacy.

Rationale: State, norm-referenced and site-based assessment data for the last three years shows little growth with the achievement gap larger at grade levels 3-8, while high school students are achieving at a 92% proficient achievement level. The research is clear that early literacy skills such as phonemic awareness and phonics are critical for reading and future academic success.

WASC Area of Growth: Triangulate multiple data sources to inform curricular, pedagogical decisions schoolwide.
Rationale: When making decisions to inform purchasing of curriculum or changes in pedagogy, the AAE relies heavily on state testing data, such as the current CAASPP system. A single assessment could be influenced by a variety of factors and therefore does not provide enough data to make informed decisions. In the previous two years, data measurements at the AAE have evolved to include norm-referenced testing, quarterly benchmarks, and diagnostic assessments along with state assessments. While these assessments have been used to make informed decisions about individual student learning, they have not been combined to formulate change schoolwide.

Triangulating data would diminish the margin of error, increasing the accuracy of data used in making educational decisions in classroom instruction and schoolwide.

WASC Area of Growth: Implement Professional Development designed to increase student learning and academic achievement.
Rationale: n years past, the AAE has adopted curricula without a clear adoption process and without structures to assist teachers with implementation. Professional development has been limited to an initial workshop, if provided at all. This has resulted in wasted resources, inconsistent implementation, and little evidence of improved student outcomes.

Although PD has been aligned with the AAE's schoolwide mission and goals, it has been fragmented and inconsistently provided. It is clear that the AAE needs to reform its approach to PD to include research-proven approaches and develop teacher efficacy in the areas of content standards, best practices, and adopted curricula.

AAE's Expected School wide Learning Results are the following:

Students who graduate from the Academy for Academic Excellence
will demonstrate courage, generosity, and honor in…

Academic Achievement
Use acquired knowledge and skills to connect school to life by being able to prioritize goals, access information, and use time effectively.
Demonstrate academic excellence by achieving and exceeding Common Core State Standards.
Identify academic strengths and career interests.

Analytical Thinking
Demonstrate problem solving skills and critical thinking.
Logically evaluate, synthesize, and apply new information.
Use acquired skills to be a responsible citizen at the school and in the community.

Effective Communication
Articulate ideas, opinions, and information clearly.
Use verbal, written, technical, and creative expression.
Develop individual and collaborative working skills.

The AAE believes that the effective use of properly configured technology by staff who have been trained, will increase student learning and help close the performance gap for all learners. Technology will be aligned to these over-riding curricular goals, and the specific objectives and academic standards for student achievement will be based on the Common Core State Standards.

The AAE is writing and revising scope and sequence for each of the core subject areas. The scope and sequences are a logical sequential way of teaching the Common Core State Standards in math and language arts, and California Content Standards in social studies and science in grades K-12. This provides a consistent way of addressing the defined list of skills and content material mandated by the State and is designed to be used to develop units of instruction that clearly define what will be taught. Corresponding benchmark exams are based upon the logical sequence of skills developed by teachers. These common assessments will be given quarterly throughout the year and will be used by teachers to measure student understanding. The

scope and sequence and benchmark exams will provide consistency of curriculum across grades K-12 and ensure that all students have equal access to the same curriculum.

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:
To prepare students for post-secondary success, AAE students will show an increase in proficiency in the areas of Math and English Language Arts using technology for instruction, curriculum, and monitoring.

Number of Objectives: 8

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
1. 45% of students will be proficient in math as identified by the Smarter Balanced Assessment.	**1:**	Year 1: 1.5% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP.	Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system.	CAASPP SBA Math Achievement Standards reported annually.	Annually at end of year.	Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students.
	2:	Year 2: 1.5% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP.				
	3:	Year 3: 2% increase in the percentage of students meeting the Math Achievement Standards on the CAASPP.				
2. 45%% of students on or above grade level 40% of students one grade level below 15% of students two or more grade levels below as indicated by the iReady Math diagnostic assessment.	**1:**	Year 1: By end of school year, students will show an overall 1.5% increase in proficiency.	Screenings will be given three times during the school year. The 1st will be a baseline measure. Growth will be determined by subsequent screenings in the winter and spring annually.	iReady Math Diagnostic.	Three times annually in grades 3-8.	Using the resulting data, teachers will determine where and when to modify instruction and curriculum to improve student success in math. Results will also help to form groups for differentiated instruction.
	2:	Year 2: By end of school year, students will show an overall 1.5% increase in proficiency.				
	3:	Year 3: By end of school year, students will show an overall 2% increase in proficiency.				
3. 46% of students will show proficiency on end of year Math benchmarks.	**1:**	Year 1: By end of school year, students will show an overall 3% increase in proficiency.	Benchmarks are created in Illuminate by	Illuminate Education benchmarks.	Benchmarks are given quarterly/trimester	Benchmarks will be analyzed after each administration to

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
	2:	Year 2: By end of school year, students will show an overall 3% increase in proficiency.	standard and are administered and analyzed online.		with the end of year before CAASPP testing in May.	identify student learning needs to facilitate changes in instruction and curriculum.
	3:	Year 3: By end of school year, students will show an overall 3% increase in proficiency.				
4. 65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.	**1:**	Year 1: 1.5% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP.	Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system.	CAASPP SBA ELA Achievement Standards reported annually.	Annually at end of year.	Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students.
	2:	Year 2: 1.5% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP.				
	3:	Year 3: 2.0% increase in the percentage of students meeting the ELA Achievement Standards on the CAASPP.				
5. 55% of students on or above grade level 25% of students one grade level below 20% of students two or more grade levels below as indicated by the iReady Reading diagnostic assessment.	**1:**	Year 1: By end of school year, students will show an overall 1% increase in proficiency.	Screenings will be given three times during the school year. The 1st will be a baseline measure. Growth will be determined by subsequent screenings in the winter and spring annually.	iReady Reading Diagnostic.	Three times annually in grades 3-8.	Using the resulting data, teachers will determine where and when to modify instruction and curriculum to improve student success in reading. Results will also help to form groups for differentiated instruction.
	2:	Year 2: By end of school year, students will show an overall 1% increase in proficiency.				
	3:	Year 3: By end of school year, students will show an overall 1% increase in proficiency.				
6. 66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.	**1:**	Year 1: Grades K-2 will show an overall 1.5% increase in student reading readiness at the end of each school year.	Teachers will administer running records to all K-2 students 3 times per year to monitor growth.	Learning A-Z.	Three times annually in grades K-2.	Using the data results will help teachers determine the appropriate instructional level the student needs to be successful in reading across the
	2:	Year 2: Grades K-2 will show an overall 1.5% increase in student reading readiness at the end of each school year.				

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
	3:	Year 3: Grades K-2 will show an overall 2% increase in student reading readiness at the end of each school year.				curriculum. Through progress monitoring, teachers will be able to differentiate instructional to meet these needs.
7. 51% of students will show proficient on end of year ELA benchmarks.	**1:**	Year 1: By end of school year, students will show an overall 2% increase in proficiency.	Benchmarks are created in Illuminate by standard and are administered and analyzed online.	Illuminate Education benchmarks.	Benchmarks are given quarterly/trimester with the end of year before CAASPP testing in May.	Benchmarks will be analyzed after each administration to identify student learning needs to facilitate changes in instruction and curriculum.
	2:	Year 2: By end of school year, students will show an overall 2% increase in proficiency.				
	3:	Year 3: By end of school year, students will show an overall 2% increase in proficiency.				
8. 100% of students serviced through the RTI in the Knights Lab, will meet their academic goals.	**1:**	Year 1: By end of school year, students meeting their academic goal will increase by 2%.	Through diagnostic data, students will be identified for RTI then placed in the Knights Lab for a 6 week session.	Pre and Post assessment to measure growth.	Assessment is given before small group begins and then again at the end.	Growth will be analyzed with the post assessment to determine growth and conclude whether further RTI is necessary.
	2:	Year 2: By end of school year, students meeting their academic goal will increase by 3%.				
	3:	Year 3: By end of school year, students meeting their academic goal will increase by 3%.				

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:
Students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

Number of Objectives: 4

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
1. Students will become an active member in choosing, achieving and demonstrating competency in their learning goals. Students will increase their use of technology to improve learning outcomes by 3% annually.	**1:**	Students will use data generated from diagnostic assessments to inform and improve their practice.	Align with annual assessment schedule	iReady diagnostic CAASPP data Device for access	Measure annually to ensure students make progress towards their goals.	Teacher observation Meeting goals Improvement in assessment data
	2:	Students will articulate and set personal learning goals reflected from current data.				
2. Students will use digital resources effectively to produce, articulate, and learn. Students will increase their competent use of digital resources to improve learning outcomes by 3% annually.	**1:**	Students will glean credible digital information that promotes learning.	Annual implementation	Internet access Media devices Training on deciphering & evaluating credible resources Storage device for information such as Google Drive or Hard Drive Knowledge of note taking, annotating, apps., etc. to use for gathering information	Annual effective use of technology.	Teacher observation Student production of work Assessment of tools used Assessment of knowledge gained
	2:	Students will be able to effectively gather and store digital information for application use.				
3. Students will use digital resources effectively to communicate for a variety of purposes based on learning	**1:**	Students will understand and be able to use a variety of communication platforms for learning.	Annual implementation	Internet access Media devices Multiple communication	Annual analysis of student work demonstrating appropriate	Teacher observation Student production of work Assessment of

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
goals. Students will increase their competency for using digital platforms to communicate by 3% annually.	**2:**	Students will create original digital works to communicate knowledge.		platforms such as iLife Suite, Google Drive, other available software Training on each platform Storage device for information such as Google Drive or Hard Drive Hardware to deliver communication product	communication using technology.	platform use Assessment of knowledge gained Assessment of understanding from those receiving information
4. Students will use digital resources collaboratively for a variety of purposes to meet learning goals. Students will increase their effectiveness for collaboration by 3% annually.	**1:**	Students will effectively use technology collaboratively to produce work.	Annual implementation	Internet access Media devices Multiple communication platforms such as iLife Suite, Google Drive, other available software Training on each platform Training on collaboration protocols Training on how to summarize multiple viewpoints towards a common goal.	Annual analysis of student work demonstrating appropriate use of technology.	Teacher observation Group production of work Assessment of produced work based on objectives Check for understanding from those receiving information Evaluation of working with others
	2:	Students will collaborate in teams with specific roles to meet a common learning goal.				

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; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307).

Goal:
Both teachers and students will be educated on the ethical use of information technology.

Objective 1 of 1: **Educators will be able to effectively teach students about the ethical use of information technology in and out of the classroom setting.**		
End of year 1:	All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing.	
End of year 2:	All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing.	
End of year 3:	All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing.	
Evaluation Instrument(s)	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Administrator observations Student use and production of work Behavior incident log of unethical uses of technology	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to plan trainings and review evidence before the start of the new school year.

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.

Goal:
Both teachers and students will be educated on the appropriate use of information technology.

Objective 1 of 1: **Educators will be able to effectively teach students about Internet safety in and out of the classroom setting. 100% of educators will be trained annually and produce evidence of student lessons.**		
End of year 1:	All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students.	
End of year 2:	All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students.	
End of year 3:	All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students.	
Evaluation Instrument(s)	**Schedule for Evaluation**	**Program Analysis and Modification Process**

Administrator observations Meeting agenda Assessment of elements of IUA Lessons plan along with date for implementation Administrator observation Assessment of student knowledge Behavior incident log of IUA infractions	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to plan trainings and review evidence before the start of the new school year.

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

Goal:
Technology use will be accessible to all students.

Objective 1 of 1: **All students will have technology access available for use.**		
End of year 1: Technology is accessible for 100% of the student population.		
End of year 2: Technology is accessible for 100% of the student population.		
End of year 3: Technology is accessible for 100% of the student population.		
Evaluation Instrument(s)	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Internet Usage data IT department catalog of devices Software usage reports Student work	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to review technology needs annually to make purchasing and modification decisions.

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

Goal:
Technology will be used to ensure efficient record keeping that supports teachers' efforts to meet individual student academic needs.

Objective 1 of 1: **Teachers and school staff will analyze data to drive instruction decisions to meet individual student's academic needs.**		
End of year 1: 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making.		
End of year 2: 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making.		
End of year 3: 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making.		
Implementation Plan		
Professional development will continue to be provided annually on Illuminate and assessment creation. Teachers will meet continually with Coordinator of Assessments and Programs to evaluate data and provide instructional planning support.		
Evaluation Instrument(s)	**Schedule for Evaluation**	**Program Analysis and Modification Process**

School climate survey Illuminate assessment data Data driven team discussion Administrative observations	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet every two months to review evidence and make informed program decisions.

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:
Communication between home and school will continue to in a variety of ways to ensure all families have access.

Objective 1 of 1: **Ensure 100% of families have access to school information.**
End of year 1: 100% of families will have access to school information.
End of year 2: 100% of families will have access to school information.
End of year 3: 100% of families will have access to school information.
Implementation Plan

Continue providing a multitude of ways to ensure parents have access to school information:

Website: http://aae.lewiscenter.org/
The AAE's website provides up-to-date information for families. Some of the most used features are the calendar of events, Infinite Campus, and counseling. The school's website was recently redesigned in 2021 for easier access for families to needed information and is being continually updated.

Infinite Campus Messaging
Infinite Campus provides and all in one solution to sending mass communication to parents including email and text messages. This service has been in place for the past two years and has been well received by all stakeholders. Announcements are the most common form of communication using Infinite Campus.

Infinite Campus Student Information System (SIS)
Infinite Campus SIS provides student updates for both parents and students. Class schedule, current grades, assignments, assessment results, behavior, and attendance are all accessible.

Facebook: Academy for Academic Excellence
Facebook is an online forum the AAE uses to keep parents informed of events at the AAE and any immediate announcements. One example is a video communication both principals used to let parents know about pick-up and drop-off. Awards and other student achievements are also examples of posts. Parents can ask questions and receive responses from administrators.

Instagram: aae_knights
Instagram provides the school community with snapshots of student activities and events.

Twitter: AAE_Knights
Twitter provides the school community with information about activities and events students are involved in and local tweets regarding education or community events.

Google Classroom
Google Classroom provides students and parents with classroom tools such as a syllabus, assignments, online links, communication, and other teacher materials. This also allows students to communicate with each other.

Parents and Pastries
This forum is attended monthly by parents. Both principals facilitate the meeting with agenda items parents have brought attention to and discuss topics parents bring up during the meeting. This is also a time for principals to discuss upcoming events and receive input from parents. These meetings are on the school calendar and are reminded in Parent Square emails.

Classroom Newsletters
Elementary classrooms continue to use newsletters to inform parents of classroom/grade level activities and school news on a weekly basis.

Evaluation Instrument(s)	**Schedule for Evaluation**	**Program Analysis and Modification Process**
Usage Logs of communication from: • Email, Infinite Campus • Number of visitors on school website • Frequency of social media Sign-in sheets from Parents and Pastries	Annually analyze usage	IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to review usage to determine if another communication avenue needs to be added.

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 Data Management Team comprised of IT (Information Technology) administrators, Principals, Vice Principals, Coordinators, and teachers will analyze the following data to inform schoolwide decisions both in instruction and programs:

- Student performance on quarterly benchmarks including Math, English language arts, Science, Writing, and Social Studies
- Student performance on annual CAASPP assessments for Math, English language arts, and Science
- Staff and student climate survey
- Lesson Plans
- Sign-in rosters for professional development
- Outside professional development attendance
- Usage logs
- Administrator observations
- Student work
- IT helpdesk tickets
- IT catalog of devices

Team will meet every two months to review data received and plan for any technology needs to be achieved.

4. Professional Development

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

To determine the current technology skills and needs for professional development, the AAE staff and administration uses an online climate survey detailing the level of technology integration based on the SAMR (Substitution, Augmentation, Modification, Redefinition) Model. The most recent results reported substitution as most often used. Email, note-taking, pdfs are all examples of substitution students are using on a daily basis. Modification was the next reported strategy often used in the production of student work. From presentations with Keynote or Google Slides to online learning, students can implement academic instruction into final products demonstrating learning. Augmentation is often used, but less than modification. Using Google Docs, online research and videos are some of the augmentation used in instruction. The ideal integration of technology is redefinition. 58% of teachers surveyed use redefinition with technology. Writing collaboration with Google Docs and iMovie collaborative presentations are a couple of examples for redefinition.

A sampling—as reported by teachers—of student work produced for each level is below:

Substitution
Email - Outlook
PDF - Replace paper documents
Online text reading
Augmentation
Google, Safari - Search engine used for research
Online subscriptions - Skills practice, research documents, writing
Forums - Discussions with students
Modification
Keynote, Google Slides - Online presentations of research acquired
iMovie - Multimedia presentation of information using video and audio
Interactive notebooks
Redefinition
Differentiating Instruction - Use of technology to meet learning needs
Collaborative Essay - Students working together online to create one product

Based on IT (Information Technology) Help Desk Tickets, both classified and certificated staff have general technical needs ranging from printing to managing software, to basic computer functions. An analysis of these needs will allow the data management team to determine general technology PD benefitting all staff.

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

Goal:
The school will develop and implement specific professional development based on the needs of the staff, according to data gathered from the climate survey and IT Helpdesk tickets.

Number of Objectives: 2

Objective	End of Year		Implementation Plan	Evaluation Instrument(s)	Schedule for Evaluation	Program Analysis and Modification Process
1. Staff will receive professional development on all new software/hardware needed to facilitate appropriate use.	**1:**	100% of staff will receive appropriate training on all new software/hardware.	Training as needed based on new purchases.	Usage data Student work IT Helpdesk tickets Sign-in rosters	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinators will meet annually to review professional development needs.
2. Staff will receive professional development on the use of technology integration in standards-based instruction incorporating the SAMR Model.	**1:**	100% of certificated staff will receive training on building lessons to integrate technology intentionally and appropriately.	Data management team will review data to determine appropriate professional development to meet staff needs.	Administrative Walk-through observations Staff climate survey Lesson plans Sign-in rosters	Continue annually	IT Administrative Staff, Principal, Vice Principals, and Coordinators will meet annually to review professional development needs.

4c. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented.

The monitoring process is included on the Professional Development Goals Form used in section 4b which describes who is responsible and what will be done to make program modifications. Annually, the data management team will review data including progress on goals and climate survey to determine needs for the following school year including modification of future goals. This information will then be presented to all stakeholders.

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 could be used to support the Curriculum and Professional Development Components of the plan.

Hardware								
Classroom	**Age of Computer Systems**							
	# Less 1 Yr.	**% Less 1 Yr.**	**# 1-3 Yrs.**	**% 1-3 Yrs.**	**# 3+ Yrs.**	**% 3+ Yrs.**	**Total**	**# Connected to Internet**
Kindergarten			106	100			106	106
1st Grade			102	100			102	102
2rd and 3th Grade			218	100			218	218
3rd and 4th Grade			234	100			234	218
5th and 6th Grade			247	100			247	247
7th and 8th Grade					255	100	255	255
Old Mobile Cart								
New Mobile Cart			90	100			90	
Main Office			32	66	16	33	48	48
Multi-Purpose Room								
Total			**1029**		**271**		**1300**	**1300**

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.

Year 1 – 2021/2022
All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, audio receiver, DVD player and document camera. Grades K-3 have a class set of 7 student iPads and 2 student desktops in each room to allow students access to digital learning resources such as Renaissance Learning and IXL. Grades 4-6 are on a One to One iPad program for students. The students utilize the iPads to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. 4th-6th grade teachers are issued iPads along with their students and can monitor student activity during class with the Apple Classroom app to keep students on track. Grades 7-12 are on a One to One laptop program for students. Student laptops are utilized to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. All students and teachers also have access to the MyMentor LMS for assignment creation and submission. All state testing is taken on the issued One to One student devices. The Academy for Academic Excellence uses the Illuminate student information system for housing student data, creating and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and devices are managed through the Casper Suite JAMF mobile device management system. All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus still have their web traffic filtered by the Barracuda web filter and firewall. Staff email is managed by a locally hosted Microsoft Exchange server. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.
Year 2 – 2022/2023
All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, Apple TV, audio receiver, DVD player and document camera. Grades K-2 are issued One to One iPads with attached keyboard and case to allow students access to digital learning resources such as Clever, Benchmark Universe, RAZ Kids and IXL. Grades 3-5 are on a One to One Chromebook program for students. The students utilize the Chromebooks to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. 3rd-5th grade teachers are able to use GoGuardian Teacher to monitor student devices in real time and keep them on task. Grades 6-12 are on a One to One program with a mixture of iPads, MacBook Airs and Chromebooks. Student devices are utilized to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. All state testing is taken on the issued One to One student devices. The Academy for Academic Excellence uses the Infinite Campus student information system for housing student data, creating and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and the Google Suite for Education. Devices are managed through the Casper Suite JAMF mobile device management system and the Google Suite for Education administrative console. All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus are monitored and filtered through GoGuardian, allowing for safe student browsing. Staff email is managed through Microsoft Office 365. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.
Year 3 – 2023/2024

All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, Apple TV, audio receiver, DVD player and document camera. Grades K-2 are issued One to One iPads with attached keyboard and case to allow students access to digital learning resources such as Clever, Benchmark Universe, RAZ Kids and IXL. Grades 3-5 are on a One to One Chromebook program for students. The students utilize the Chromebooks to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. Teachers with Chromebooks in their classrooms are able to use GoGuardian Teacher to monitor student devices in real time and keep them on task while teachers with Apple devices in their classrooms can utilize Apple Classroom to monitor student activity. Grades 6-12 are on a One to One program with a mixture of iPads, MacBook Airs and Chromebooks with the goal of migrating each of these students over to Chromebooks for a standardized platform. Student devices are utilized to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. Student laptops are utilized to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. All state testing is taken on the issued One to One student devices. The Academy for Academic Excellence uses the Infinite Campus student information system for housing student data, creating and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and the Google Suite for Education. Devices are managed through the Casper Suite JAMF mobile device management system and the Google Suite for Education administrative console. All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus are monitored and filtered through GoGuardian, allowing for safe student browsing. Staff email is managed through Microsoft Office 365. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.

5c. Benchmarks and timeline for obtaining the needed hardware, infrastructure, learning resources and technical support

Year 1 – 2021/2022			
Benchmark	Start Date (M/Y)	Completion Date (M/Y)	Person Responsible
Purchase iPad's for upcoming 4th grade OTO	5/19	6/19	Ryan Dorcey
Replace classroom equipment	As Needed		Michael Allen
Replace server equipment	As Needed		Ricky Baca
Replace network equipment	As Needed		Thomas Atkisson

Year 2 – 2022/2023			
Benchmark	Start Date (M/Y)	Completion Date (M/Y)	Person Responsible
Purchase iPad's for upcoming 4th grade OTO	5/20	6/20	Ryan Dorcey
Replace classroom equipment	As Needed		Michael Allen
Replace server equipment	As Needed		Ricky Baca
Replace network equipment	As Needed		Thomas Atkisson

Year 3 – 2023/2024			
Benchmark	Start Date (M/Y)	Completion Date (M/Y)	Person Responsible
Purchase Chromebooks for 3rd grade OTO and migration of higher grade levels	5/21	6/21	Ryan Dorcey
Replace classroom equipment	As Needed		Michael Allen
Replace server equipment	As Needed		Michael Allen
Replace network equipment	As Needed		Thomas Atkisson

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

The Information Technology department will be responsible for monitoring, purchasing and implementation of items in Section 5b. Most systems are in place and monitored daily by the IT department. New purchases for student technology are budgeted and purchased by the Director of Technology. Installation of new SAN and servers will be completed over the summer of 2022. All systems maintenance and user support are handled by the Help Desk.

6. Funding and Budget

6a. List of established and potential funding sources.

The funding sources for information technology are through the unrestricted general fund budget for the school site. Recent purchases have been supported through COVID funds to ensure all students have a device and wifi access from home.

6b. Estimate annual implementation costs for the term of the plan. (3-5 years)

Year 1 – 2021/2022			
Expense	Initial Cost	Setup Cost	Recurring Costs (per year)
1 to 1 device initial iPad purchase	50,000		50,000
Annual software renewals	67,000		67,000
Network Connectivity	55,000		55,000
Hardware	30,000		30,000
Telephony	18,000		18,000
Long Distance	3,000		3,000
IT Department	275,000		275,000
Year End Costs			

Year 2 – 2022/2023			
Expense	Initial Cost	Setup Cost	Recurring Costs (per year)
1 to 1 device initial Chromebook purchase	50,000		50,000
Annual software renewals	75,000		75,000
Network Connectivity	55,000		55,000
Hardware	30,000		30,000
Telephony	18,000		18,000
Long Distance	3,000		3,000
IT Department	290,000		290,000
Year End Costs			

Year 3 – 2023/2024			
Expense	Initial Cost	Setup Cost	Recurring Costs (per year)
1 to 1 device Chromebook purchase	50,000		50,000
Annual software renewals	89,000		75,000
Network Connectivity	55,000		55,000
Hardware	30,000		30,000
Telephony	18,000		18,000
Long Distance	3,000		3,000
IT Department	290,000		290,000
1 to 1 device iPad purchase	10,000		10,000
Year End Costs	**545,000**		**545,000**

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

Replacement of Equipment:
The Information Technology department deems equipment as non-supported when repair costs exceed about 75% of the equipment value, or when the equipment can no longer do its required purpose, or the equipment is 6 years old or older.

Understanding that equipment should be replaced and/or upgraded on a regular and consistent basis, computer and/or network equipment will follow these stated guidelines:

- Student computers will be replaced on a 3-5 year cycle as funds allow. Older computers that are still operable will be made available as web stations where basic Internet searches and word processing can be done.
- Servers will be replaced on a minimum 5-year cycle as funds allow. Older servers will be used as image servers, backup servers, or development (beta testing) servers.
- Network hardware such as switches and routers will be replaced and/or upgraded as bandwidth needs expand. Technology staff will monitor local area network and/or wide area network utilization and make appropriate recommendations to the Technology Manager.
- Where feasible, core network equipment will be used as edge switches or classroom switches when appropriate.
- Equipment will be replaced and/or upgraded following the customary purchasing procedures for the purchase of technology equipment.

Obsolete Equipment:
When computer and/or network equipment no longer meets the needs of its originally planned purchase, it will be evaluated to see it if is usable in another capacity. For example, if a large core network switch is no longer large enough it meet the needs of its original purchase requirements, it may be utilized as a classroom or computer lab switch. If the equipment is no longer suitable anywhere within the AAE or is no longer a functional unit, it will be declared surplus by the Board, and offered to other districts or sold to appropriate bidders. Monitors and computers deemed obsolete will be sent to an authorized hazardous waste disposal site. All obsolete equipment will be disposed of according to Federal, State, and Local laws and regulations and AAE board policy.

Monitoring:
The Technology Manager will monitor and evaluate the replacement policy and guidelines and make modifications as deemed necessary.

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.

The IT Manager is responsible for the planning and utilization of grant funds. Budget management and monitoring is part of an ongoing process performed by the Director of Technology of the Lewis Center for Educational Research. As grant funds are received, a combination of AAE administrative staff, the Information Technology staff, and Lewis Center for Educational Research administrative staff as appropriate to the grant will monitor them. The Information Technology manager will report to the CEO, AAE's Technology Committee and Board when appropriate.

7. Monitoring and Evaluation

7a1. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. Summarize the process for monitoring the overall implementation of the plan.

Throughout the academic year, teachers will collect and review student-produced documents. This information will be used to determine the impact of technology on student learning and on the attainment of the school's curricular goals, as well as classroom and school management. The administrative team, grade level chairs, school site council, as well as individual departments will monitor and assess the details in the plan to determine if formative adjustments are needed to accomplish the goals. Evaluation instruments will include, but are not limited to, the following:

- Grade level benchmark and assessments
- Student-produced samples
- Teacher observations
- California Assessment of Student Performance and Progress results

7a2. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. Determine how to evaluate the plan's impact on teaching and learning.

The process for evaluating AAE's technology plan success will be based on student achievement in all areas of learning. Student data will include academic achievement both on local and state assessments, attendance, and behavior. The academic leadership team, administrative team, and executive team will assess annually the plan's impact on teaching and learning through the following methods:

- CAASPP achievement data in all areas (ELA, Math, Science, Physical Education, and English Language Proficiency)
- Analysis of the California School Dashboard
- Graduation rate
- Suspension/Behavior Data
- Attendance Rate
- Usage and analysis logs of online academic software
- Teacher Instruction Survey
- Student Climate Survey

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

Timelines indicated within the goals and objectives form, as outlined in Section 3d, show the curricular goals and benchmarks for each year of this three-year plan and the benchmarks and persons responsible for the data collection. These will be used in evaluating the effectiveness of the implementation of this technology plan. A technology evaluation will be made available annually to school staff, students, parents, and other stakeholders in the school community. In addition, all certificated staff members will complete a school climate survey that includes evaluation of technology use in the classroom based on the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model. These results will be shared with stakeholders to guide further decision-making and funding for future technology.

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

The data from this evaluation piece will give direction and guidance to the administrative team, grade level chairs, school site council, as well as individual departments in making recommendations for annual program modifications in the coming years. A member of the Academic Team or the IT department will make formal reports to the Foundation Board. Comments and feedback will be solicited from business and community contacts as needed. Recommendations for changes may include but are not limited to the following:

- Modifying the technology plan and timelines
- Modifying the use of technology in supporting curriculum and standards
- Modifying the infrastructure (hardware, software, peripherals, etc.)
- Modifying staff training and professional development
- Modifying the budget support of the technology plan
- Modifying the monitoring and evaluation procedures

8. Collaborative Strategies with Adult Literacy Providers

8a. Description of how the program will be developed in collaboration with those providers.

As a direct funded charter school, the Academy for Academic Excellence does not have an adult literacy program. Adults who might inquire about opportunities for such programs will be referred to San Bernardino County Superintendent of Schools or to Victor Valley Community College for appropriate services.

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.

Bitner, N. & Bitner, J. (2002). Integrating Technology into the Classroom: Eight Keys to Success. Journal of Technology and Teacher Education, 10(1), 95-100. Norfolk, VA: Society for Information Technology & Teacher Education. Retrieved March 15, 2019 from https://www.learntechlib.org/primary/p/9304/.

This report describes the process by which teachers can successfully integrate technology into the classroom for blended learning.
Some of the key points are:

-Ensure support for teachers in using technology
-Student engagement
-Professional development for using technology to support learning
-Real world application
-Career and College Readiness
-Inclusion of teachers in the decision making process

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

The Academy for Academic Excellence will use online resources to supplement adopted standards-aligned curriculum to facilitate extended student learning of state standards. Students who are deficient in graduation credits will have the opportunity to learn online through an accredited extended learning platform to receive credit.

Online resources will also increase the types of professional development opportunities available to teachers, administrators, and support staff.

Appendix A: Criteria for EETT Funded Technology Plans

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION			
Requirement	**Page in District Plan**	**Example of…**	
		Adequately Addressed	**Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2018-2022.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**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.	2	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	4	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	6	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	12	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
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 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 (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	14	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)	14	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	15	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
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.	16	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	18	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	19	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	20	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	22	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	23	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	25	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	26	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. List established and potential funding sources.	27	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.	28	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.	29	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.	29	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).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	30	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.	31	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.	31	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).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**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.)	32	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).			
Requirement	**Page in District Plan**	**Example of...**	
		Adequately Addressed	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	32	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.	32	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 B – Technology Plan Contact Information (Required)

Education Technology Plan Review Systems (ETPRS)
Contact Information

County & District Code:	CA
School Code (Direct-funded charters only):	36750773630837
LEA Name:	Academy for Academic Excellence
Salutation:	
First Name:	Heather
Last Name:	Juarez
Job Title:	Coordinator of Assessments & Programs
Address:	17500 Mana Rd.
City:	Apple Valley
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Please provide backup contact information:

1st Backup Name:	Michael Allen
Email:	mallen@lcer.org
2nd Backup Name:	Ryan Dorcey
Email:	rdorcey@lcer.org

*Required information in the ETPRS