



**LUSD**

Livingston Union School District

**Livingston Union School District  
Instruction and Technology Improvement Plan  
2018-2021**

*“One of the most important aspects of technology in education is its ability to level the field of opportunity for students.”*

*--- John King, Former U.S. Secretary of Education*

## Table of Contents

<b>District Summary</b>	<b>2</b>
<b>LUSD Vision and Core Values</b>	<b>3</b>
<b>Planning Committee and Process Overview</b>	<b>4</b>
<b>Research</b>	<b>5</b>
<b>LUSD Local Control Accountability Plan (LCAP)</b>	<b>7</b>
<b>LCAP Goals and Technology Integration Support</b>	<b>9</b>
<b>Professional Learning</b>	<b>12</b>
<b>Digital Citizenship</b>	<b>12</b>
<b>Infrastructure and Hardware</b>	<b>12</b>
<b>Policies and Procedures</b>	<b>13</b>
<b>Monitoring and Evaluation</b>	<b>14</b>
<b>Resources and References</b>	<b>15</b>

## District Summary

Located in the California Central Valley, Livingston Union School District (LUSD) is largely rural, serving students in preschool through eighth grade. The district is comprised of two preschools, three K-5 elementary schools and one middle school which serves students in grades 6-8.

LUSD is a culturally and ethnically diverse district. Students bring with them a variety of experiences, strengths and challenges. Challenges to student learning include language barriers and a high poverty level. Of the 2,542 students enrolled, 85% are Hispanic/Latino, 10% are Asian, 3% are Caucasian and the remaining 2% represent other ethnicities. (Aeries, 2018) The student population is 52.1% English Learner (EL) and 44.9 % of EL students speak Spanish. The district's LCFF unduplicated count is 89.7%. The percentage of students qualifying for free or reduced priced meals is 86%, compared to a county average of 79% and a state average of 58%. LUSD has a gender balanced student population with 49% females and 51% males. (CALPADS, 2018; Data Quest, 2017)

This plan is written to serve all TK-8 schools in the district.

## LUSD Vision and Core Values

### **LUSD Vision for Technology**

The purpose of technology in Livingston Union School District Schools is to support and enhance effective teaching, personalize student learning and create and facilitate authentic opportunities for students to routinely communicate, collaborate, create and think critically about their learning. It is the collective responsibility of district and site leaders to support and collaborate with staff in the transition to a technology rich, learner centered environment.

### **LUSD Guiding Core Values**

Our "guiding core values" direct our priorities, our goals, and our actions. They establish the foundation of a district culture based on high expectations and collaboration with an unrelenting determination to ensure the success of our students.

*Our Students Are Not to Blame.* We believe that circumstances of birth, socioeconomic status, language proficiency or disability are not barriers to learning.

*Collaboration is an Essential Building Block, Establishing a Productive and Supportive School Culture and Improving Student Learning.* Effective instruction needs to be rigorous, relevant and build on meaningful relationships with our students.

*People, Not Programs, Make the Real Difference.* The professionals at LUSD make the real difference; caring and competent classroom teachers, proactive administrators, a visionary and engaged superintendent and a supportive Board of Trustees.

*Academic English Proficiency and Biliteracy are Keys to Success.* Developing proficient use of academic English is the linguistic goal across all subject areas and grade levels for all students.

*Collective Responsibility for the Success of Our Students.* Within our respective roles--students, parents, teachers, support staff, principals, superintendent, and board members--we are all collectively and individually responsible for the success of each of our students.

*Parents are Our Partners in Education.* Effectively involving parents with students in schools enables parents to understand more clearly the curriculum and expectations so they can support their children at home.

*All Important Decisions Must Be Made Through a "Student Filter".* Sound decisions must always be made in the best interest of students.

### **Planning Committee and Process Overview**

#### **LUSD Instruction and Technology Improvement Planning Committee**

Kuljinder Sekhon	Assistant Superintendent of Instruction and Student Services
Tiffany Pickle	Director of Instructional Technology
Maria Torres-Perez	Director of Categorical Programs
Jennifer Yacoub	English Learner Coordinator
Alma DeLuna	Principal, Yamato Colony Elementary
Victoria Bradshaw	Principal, Livingston Middle School
Filiberto Fuentes	Teacher, Yamato Colony Elementary
Maggie Russell	Teacher, Campus Park Elementary
Susan Neu	Teacher, Selma Herndon Elementary
Joy Silva	Teacher, Livingston Middle School
David Mires	Teacher, Livingston Middle School
Luis Flores	Community Member

## **LUSD Instruction and Technology Improvement Plan Development Process**

The LUSD Instruction and Technology Improvement Plan Committee began meeting during the 2017-18 school year on a monthly basis between February and April 2018. The purpose of the meetings was to move beyond the basic identification of strengths and needs and focus on creating the conditions for today's learners to become tomorrow's leaders. Through our collaborative efforts, we met to achieve the following goals:

1. Alignment of existing plans including the Local Control Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and 2015-18 Educational Technology Plan
2. Identify staff and student instructional needs to support student achievement
3. Identify creative, innovative and transformational uses for technology use to close the digital use divide

The overarching goal was to develop a living document to meet the cornerstones of the district's core beliefs surrounding effective instruction, student achievement and the integration of technology. This plan and its intended measurable outcomes will be reviewed annually by site and district personnel.

### **Research**

#### **Research**

Although previous research has focused on equity of access to internet and devices in an effort to close the digital divide, current research, frameworks and standards are aligning the vision of *pedagogy first, technology second* with a plan for action. The focus is shifting from *equity of access* to *equity of use* as we embark on the new challenge of creating conditions for students to use technology in active and creative ways. Closing the digital use divide will be the challenge in ensuring the ineffective use of technology resources does not become the next achievement gap. "One of the most important aspects of technology in education is its ability to level the field of opportunity for students" (2017 National Education Technology Plan Update, p. 3).

*"A school with devices for every student without a change in pedagogy only looks like a 21st century school."*

One of the most critical elements in creating sustainable change is leadership. Transitioning from an environment of passive technology use rooted in teacher-centric practices to one of active use rooted in student centered activities requires visionary leaders able to create, articulate and execute a vision for transforming learning. Inclusive of that vision is ensuring teachers develop the pedagogical competencies needed to select, evaluate and use

*---George Couros*

appropriate technologies to provide experiences and structured supports for all students.

Advancements in education technology have established the conditions for educators to embrace diversity as a strength and support the varied needs of students through differentiated, individualized and personalized learning opportunities. No longer are students confined to a brick and mortar learning experience as they can be afforded the flexibility of time, location and pace of learning through blended learning opportunities. There is greater potential to positively impact student achievement by connecting *how* we learn with *what* we learn.

Technology allows us to provide ongoing assessment of what is most valuable to measure, provide timely feedback and use the collected information to drive goals and outcomes for each learner. We must effectively leverage tools that give teachers and leaders the ability to use data in a way that will have a positive impact on student learning through learning embedded assessment, personalized intervention and purposeful and timely teacher response.

To support such conditions, districts should have access to a robust, stable and reliable infrastructure to assist with the growing and expanding needs for a digital learning environment, guided by appropriate policies and procedures for staff and student use.

The principles and actions in this plan were designed to reflect the need and aspiration to move beyond *learning to use technology* to *emphasizing the potential technology has to transform learning* for all learners.



**Digital Divide** referred to the gap between those students who had access to the internet and devices at home and school and those who did not. The **digital use divide** separates those students who use technology in ways that transform learning and those who use it as a substitution for traditional activities and assignments.

-- 2017 National Education Technology Plan Update, p.7

## **Data**

### Bright Bytes Data

LUSD has partnered with Bright Bytes data platform to obtain information on the use of technology and the learning environment. Data is acquired through annual student, staff and parent surveys. Student participation includes grades 3-8.

The Bright Bytes Technology and Learning module is comprised of 4 domains--*Classroom, Access, Skills* and *Environment*-- and provides valuable information on the the beliefs, skills and practices regarding the use of technology resources for educational purposes. The data is reviewed annually by site and district

administrators to identify areas of strength from which to build and areas of need to drive instruction, professional learning goals and outcomes.

Since adopting Bright Bytes, LUSD has participated in 3 data collections from 2016-2018. The district has made an overall gain of 20 points since the initial collection in 2016. “Access” has been identified as an overall strength as measured by an “*exemplary*” ranking and a growth of 30 points over a 3 year period. Although the “*Classroom*” domain score has increased by 33 points from 2017, it remains the lowest of the 4 domains and has been identified as the area of greatest need.

Below is additional information from the 2018 Bright Bytes Technology and Learning data collection:

*Strengths (advanced/exemplary)--Access to Devices and Internet; Foundational Skills; Confidence and Frequency of Use*

- 96% of teachers report a 2:1 student to device ratio or better
- 82% of parents report having internet access at home
- 75% of teachers and 80% of students report “collaboration using online documents” is easy or very easy

*Proficiencies (proficient)--Policies, Priorities and Procedures; Support; Professional Learning and Beliefs; Use of the 4C’s and Digital Citizenship*

- 96% agree with the statement, “My school encourages technology use for learning.”
- 87% of teachers want to learn more about effective technology use for teaching and learning
- 15% of teachers and 26% of students report identifying and solving authentic problems on a weekly basis
- 41% of middle school students and 28% of elementary students surveyed report being taught how to act respectfully online on a weekly basis

*Areas of Need (beginning/emerging)--*Based on the 2018 data collection, no domain received a ranking of “beginning” or “emerging”. Although LUSD scored proficient in the *Classroom* domain, it is the lowest scoring domain and will be an area of emphasis and development.

### **LUSD Local Control Accountability Plan (LCAP)**

The LCAP is a critical part of California's new funding system for school districts across the state. Each school district must engage parents, educators, employees and the community to develop a 3-year plan that best serves the needs of its students. The Instruction and Technology Improvement Plan was written to support the goals and actions of the LUSD LCAP. Below are the district’s LCAP goals related to student learning and integration of technology for 2018-2021:

**Goal 1** LUSD will create and expand conditions for teaching and learning through the implementation of Common Core with a focus on the essential competencies of communication, collaboration, critical thinking, creativity and technology integration, ensuring our students are future ready.

**Goal 2** Students learning English as a second language will have increased access and support while in the core program as measured by participation in intervention and support services. Parents of English learners will be involved in their own learning and in program decisions benefiting their children.

**Goal 4** With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.

Based on the input of all stakeholders, the district's LCAP plan is customized to address the needs of students including English learners, low-income and foster youth students.

### **LCAP Technology and Learning Highlights**

Since the inception of the LCAP, the district has reached or exceeded targeted student to device ratios at all grade levels. Through Erate and district funding, improvements have been made to the district's infrastructure to support the increase in mobile devices and use of digital resources. As the result of site and district trainings, there has been a notable increase in familiarity and use of digital resources by staff and students. Structures have been established within schools to support teachers with technology basics and daily troubleshooting tips. The increase in online activity across grade levels has generated a need for comprehensive digital citizenship education. In response, a curriculum has been adopted and implemented for K-8 students, as well as staff and parent opportunities to learn best online practices.

### **LCAP Goals and Identified Technology Support**

After review of LCAP goals, data sources and committee and stakeholder input, the following needs were identified. Not all LCAP goals were determined to have a need for instructional technology support.

#### **Goal 1**

***LUSD will create and expand conditions for teaching and learning through the implementation of Common Core with a focus on the essential competencies of Communication, Collaboration, Critical Thinking, Creativity and technology integration, ensuring our students are future ready.***

#### **Identified Needs:**

- Differentiated professional development for certificated and classified staff
- Alignment of ISTE standards for students, teachers and administrators with professional learning and classroom practices
- Knowledge and application of technology integration models
- Develop expertise and access to site technology integration experts

- Modeling and sharing of effective teaching strategies
- Hands on and project based learning (PBL) opportunities

**Goal 2**

*Students learning English as a second language will have increased access and support while in the core program as measured by participation in intervention and support services. Parents of English learners will be involved in their own learning and in program decisions benefiting their children.*

**Identified Needs:**

- Strategies and materials to support English Language Learners (ELL) in ELA, Math and language acquisition
- Strategies and materials to support newcomer and Long Term EL (LTEL) students

**Goal 4**

*With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.*

**Identified Needs:**

- Professional learning for teachers and support staff on differentiated and individualized instruction
- Differentiated and individualized learning opportunities for students in ELA and Math to meet varied learning needs

**LCAP Goals and Technology Integration Support**

**LCAP Goal 1: LUSD will create and expand conditions for teaching and learning through the implementation of Common Core with a focus on the essential competencies of Communication, Collaboration, Critical Thinking, Creativity and technology integration, ensuring our students are future ready.**

**Goal 1 Need: Develop site experts for assisting in the relevant and purposeful use of technology to support innovation, inquiry and project based learning activities.**

Tech Integration to Support Need	Person Responsible
Collaborative development of an instructional rubric that incorporates the competencies of communication, collaboration, critical thinking, creativity and technology integration into existing content. Collaborative meetings	Assistant Superintendent of Instruction and Student Services;

<p>inclusive of site and district staff will be scheduled during the 2018-19 school year.</p> <p>Develop site technology lead teachers, academic coaches, instructional resource teachers (IRT) and library media teacher (LMT) in the most current ISTE Standards for Educators and Students to build site capacity for continued improvement and sustainability of ISTE Standards.</p>	<p>Director of Instructional Technology; Committee Members; Principals; Site Tech Leads</p>
<b>Outcome</b>	Person Responsible
<p>As a result of collaborative planning sessions, a rubric will be finalized by the end of 2018-2019 school year.</p> <p>As a result of developing instructional and technology proficiency of site staff, sites will annually plan, develop and execute 3-4 site based trainings for the 2018-19, 2019-2020 and 2020-2021 school years.</p>	<p>Assistant Superintendent of Instruction and Student Services; Director of Instructional Technology; Committee Members; Principals; Site Tech Leads</p>

**Goal 1 Need: Differentiated professional learning opportunities for certificated and classified staff.**

<b>Tech Integration to Support Need</b>	Person Responsible
<p>Provide site and district technology training opportunities based on needs assessment, Bright Bytes Classroom Domain survey data and observational data. Trainings will be provided in small groups based on individual learning needs.</p> <p>Promote and support Google certification for administrators, teachers, coaches and classified staff through site and district led Google certification training sessions and other relevant district training opportunities.</p>	<p>Director of Instructional Technology; Principals; Site Tech Leads</p>
<b>Outcome</b>	Person Responsible
<p>After participating in training sessions:</p> <p>There will be an increased use of foundational technology skills as measured by an increase in the overall score in the the Skills Domain on the Bright Bytes teacher survey.</p> <p>There will be noticeable movement beyond the basics of Google applications in delivering classroom instruction and providing visionary leadership as measured by district created rubric.</p>	<p>Director of Instructional Technology; Principals; Site Tech Leads</p>

**LCAP Goal 2: Students learning English as a second language will have increased access and support while in the core program as measured by participation in intervention and support services. Parents of English learners will be involved in their own learning and in program decisions benefiting their children.**

**Goal 2 Need: Instructional support for students with language needs, including ELL, LTEL and newcomer students with an emphasis on literacy and language acquisition.**

Tech Integration to Support Need	Person Responsible
Use of currently acquired digital resources such as online collaboration tools, voice recording and video tools, text to speech and speech to text tools and online literacy resources, with the specific focus on developing writing, speaking and listening skills and assessing the proficiency of these skills.	Assistant Superintendent of Instruction and Student Services; Director of Instructional Technology; EL Coordinator; Principals
Outcome	Person Responsible
As a result of increased technology support of language acquisition and development, there will be improvement in STAR Reading scores between fall and spring test administrations.  Livingston Middle School will maintain a graduation rate of 96% or higher.	Assistant Superintendent of Instruction and Student Services; Director of Instructional Technology; EL Coordinator; Principals

**LCAP Goal 4: With a focus on closing the academic achievement gap before it widens, LUSD students will be supported in their learning of increasingly complex concepts through a tiered system of intervention. The focus of intervention will be literacy and math skills and success measured by student performance on classwork and on assessments.**

**Need: Differentiated and personalized learning opportunities to meet varied needs of identified students in ELA and Math.**

Tech Integration to Support Need	Person Responsible
Using appropriate resources such as collaboration platforms, research tools, digital curriculum and assessment tools, instructional staff will be able to provide personalized learning opportunities that emphasize flexible content and tools, targeted instruction, student reflection and ownership, and data driven decisions.	Assistant Superintendent of Instruction and Student Services; Director of Instructional Technology

<b>Outcome</b>	
As a result of personalized learning opportunities for students, there will be improvement in ELA and Math performance on the California Assessment on Student Performance and Progress (CAASPP) for all student groups with emphasis on ELL students, socioeconomically disadvantaged students and students with disabilities (SWD).	Assistant Superintendent of Instruction and Student Services; Principals

*Note:* The goals and actions of the LUSD Instruction and Technology Improvement Plan are flexible to reflect the ongoing changes and improvements in digital resources and effective integration practices. The plan will be reviewed and adapted to reflect such changes in support of student needs.

**Professional Learning**

LUSD is committed to providing purposeful, relevant and research based professional learning opportunities for all staff. Through needs assessment surveys and employee feedback, job specific training will continue to be provided to meet the needs of certificated and classified staff. The transition from district based to site led professional development will increase the capacity of teachers as co-leaders, further sustaining the district’s ability to provide learning opportunities *for teachers by teachers*.

*“The illiterate of the 21st Century are not those who cannot read and write but those who cannot learn, unlearn and relearn.”*

— Alvin Toffler

**Digital Citizenship**

As staff and students increase their use of digital resources, there is an urgent need to teach and assess the skills required to safely navigate a digital environment. Users of online content and services must be well versed in evaluating the accuracy of such content and following the criterion for its legal and ethical use. Therefore, LUSD has adopted a comprehensive digital citizenship curriculum for grades K-8 with the expectation that the teaching and learning of safe, ethical and responsible use extends beyond the curriculum and becomes the culture of the district. This implies a commitment to continuous education of students and staff and continued opportunities for parents to support students in this learning.

 **Digital Citizenship**  
*can be defined as the safe, ethical, responsible and informed use of technology.*

---2017 National Education Technology Plan Update, p.11

## **Infrastructure and Hardware**

### **Network**

The district currently utilizes a 1 Gigabit internet connection from the district office to each of the school sites as well as a 10 Gigabit ethernet local area network (LAN) at the elementary and middle school sites. All cabling is rated as category 5 (CAT5) or category 6 (CAT6). Wireless internet access is available district wide. Virtual servers are utilized for maintenance and cost efficiency. A CIPA compliant filtering solution is in use for desktop and mobile devices.

### **Hardware**

The district has a robust infrastructure and sufficient end user hardware, which will allow us to meet the goals and objectives of this plan. There has been, and will continue to be, a need to upgrade, refresh or expand the existing equipment to maintain its functionality in meeting ever-expanding operating system advances as well as utilizing various platforms and digital resources. The district is committed to the following actions to keep pace with educational technology needs and advancements:

- Maintain or exceed the following device to student ratios:
  - 1:1 in grades 3-8
  - 1:2 in grades K-2
  - 1:3 in TK
- Maintain high caliber and functional end user equipment through the refresh of desktops (6 years), mobile devices (5 years) and projection equipment (4-5 years)
- Maintain network equipment to support the dynamic teaching and learning goals for all grades
- Upgrade to a 10 Gigabit internet connection from the district office to each of the school sites

### **Erate**

The Livingston Union School District has applied for E-rate discounts through the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) for as long as this funding option has been available. The district will continue to apply for Erate discounts to assist in funding Basic Telecommunication Services, Internet Access, and Internal Connections as defined under the E-rate Eligible Services List (ESL). In addition to the assistance provided by the E-rate program, the district is committed to supporting the implementation of the Instruction and Technology Improvement Plan goals by meeting infrastructure and hardware needs.

## **Policies and Procedures**

### **Procurement and Inventory Procedures**

The procurement and inventory of hardware and digital resources shall be in compliance with district policy per the District Procedure Manual.

### **Data Privacy**

The district is committed to the protection of student privacy and appropriate use of student data to improve teaching and learning. The purchase and use of digital resources and services shall be consistent

with student privacy laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Children’s Online Privacy and Protection Act (COPPA), Student Online Personal Information Protection Act (SOPIPA) and California Assembly Bill 1584 (AB 1584). A process for requesting and vetting resources for staff and student use will be in effect by October 1, 2018.

**Responsible Use Policy**

Employees are authorized to use end user equipment and digital resources in accordance with Board policy and user obligations and responsibilities. The district Responsible Use Policy ([BP/AR 4040](#)) shall be signed annually by staff and students and shall be updated as needed to reflect current legislation and practices consistent with district expectations for professional use.

**Monitoring and Evaluation**

The implementation of an effective student centric learning environment embedded with technology support requires ongoing monitoring, evaluation and revision. This plan will be assessed annually to ensure relevancy of pedagogical practices, efficacy in achieving desired outcomes and alignment of site and district plans and goals.

<b>Monitoring Body</b>	<b>Action/Purpose</b>	<b>Timeframe</b>	<b>Persons Responsible</b>
LCAP Planning Team	LCAP progress monitoring	TBD	LCAP Planning Team
Instruction and Technology Improvement Committee	Review actions, outcomes and progress of Instruction and Technology Improvement Plan	Annual--Spring	Assistant Superintendent, Ed Services Director, Instructional Technology
LCAP Planning Team and Leadership Team	Review various data collection results (Bright Bytes Survey,, LCAP climate survey, state and local assessments)	Annual--Spring	LCAP Planning Team Leadership Team

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