# Career Technical Education Technology Plan

**Plan Duration: 2020-2023**
**Committee Review Session Date**(s)**:** 12/1/2020 -12/17/2020
**Public presentation Date:** 01/20/2021

**Mission:** Metropolitan Education District prepares High School and Adult Students for future success in college and careers.
**Vision:** Metropolitan Education District will provide hands-on, life-changing experiences which ignite the passion of our community of learners.

*Prepared by: Chuck King, Manager of Information Technology*

# Table of Contents

## Who We Are

Metropolitan Education District is a regional provider of Career Technical Education and Adult Education. It is the largest career-oriented educational organization in Santa Clara County, consisting of high school and adult career technical, academic programs. Metropolitan Education District annually provides 3,000 students with skills to help them be productive, income-earning and contributors to Silicon Valley. Metropolitan Education District has two distinct and separate programs: Silicon Valley Career Technical Education mission is to educate eligible high school and adult students for success in careers and college in a professional, hands-on environment; Silicon Valley Adult Education mission is to provide a supportive learning environment that prepares students to achieve their fullest potential by developing skills to succeed in a global society; Silicon Valley Career Technical Education and Silicon Valley Adult Education programs are accredited by the Western Association of Schools and Colleges. The accreditation affirms the quality of instruction at Metropolitan Education District and assures coursework taken for credit will be accepted by other institutions, including colleges and universities.

## Purpose of This Plan

Technology is a critical tool for preparing students for college and career readiness. This document represents a shared, forward-thinking vision of how technology can be used to further enrich classroom instruction and augment student learning in today's digitally-enhanced educational environment. The Metropolitan Education District has adopted the Future Ready Framework as a way to organize our key priorities and planning tools for districts. That vision called for equitable, personalized, applied, and engaged digital learning for all students. As MetroED schools begin to implement this vision, they are encouraged to consider the following areas: instruction, learning, and assessment; empowering, innovative leadership; technology & hardware; professional learning and building capacity; and data and privacy. The MetroED schools do not make this journey in isolation. Existing county and statewide systems are in place, and our colleagues nationwide have provided invaluable support and resources. While providing a balanced approach to integration, training, and support of technology over the next three years, the four focus areas, corresponding outcomes, and the actions and services described under each focus area of this plan will serve to strategically guide the procurement and implementation of purchased technology over the next three to five years. Moreover, this plan directly aligns with the goals contained in the district's Strategic Plan and further defines how technology will support the district's mission and vision.

The MetroED Digital Learning Plans four areas of focus are:

- Digital Learning
  - Seven Domains of the [ISTE Standards for Students](#)
- Equity
  - Connectivity
  - Access - Digital Content & Devices
  - Accessibility - Born into Devices
  - Experience - Using technology to its potential (Going Beyond)
- Active Use
  - Students become curators of their learning by creating artifacts
  - Connect curriculum to students' interests, strengths, and aspirations
- Collaborative Leadership
  - Shared Forward Thinking
  - Strengths Based Professional Development

These focus areas are aligned with the Districts Strategic plans identified in 2018 & 2019:

1. Enhance technology knowledge and delivery

2. Build a collaborative and healthy culture

3. Increase organizational effectiveness and efficiency

4. Attract, develop and retain high quality staff

5. Achieve financial stability and sustainability

6. Increase student achievements
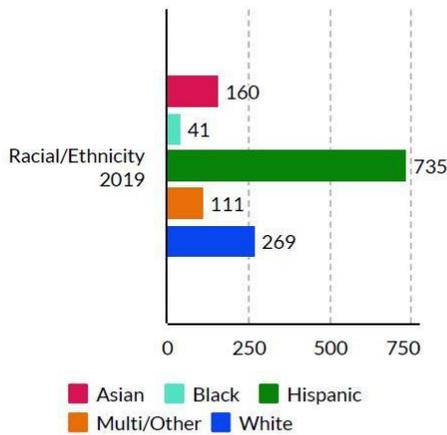
# Student Demographics SVCTE

**Silicon Valley**
Career Technical Education

## 3 Year Enrollment Data

2017  1515    2018  1382    2019  1312

*Enrollment data collected on first Wednesday of October

### Demographics

Racial/Ethnicity 2019

- 160
- 41
- 735
- 111
- 269

| ■ Asian | ■ Black | ■ Hispanic |
| ■ Multi/Other | ■ White |

### Grade Level

- 25
- 1
- 424
- 887

| ■ 10th (0.07%) | ■ 11th (29.75%) |
| ■ 12th (62.25%) | ■ AD (1.75%) |
| ■ JC (6.18%) |
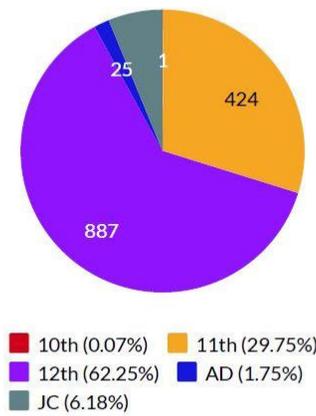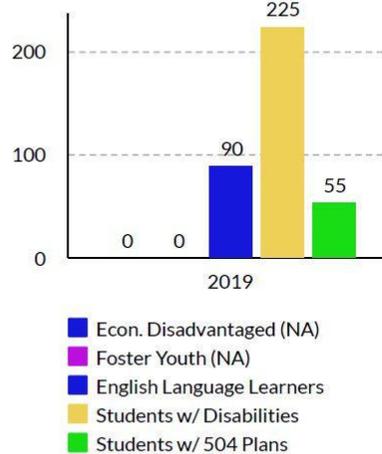
\* Not all demographic data listed is collected from student/schools.

### Students Served

2019

- 0
- 0
- 90
- 225
- 55

- ■ Econ. Disadvantaged (NA)
- ■ Foster Youth (NA)
- ■ English Language Learners
- ■ Students w/ Disabilities
- ■ Students w/ 504 Plans

MetroED was created by a *Joint Powers Authority (JPA)* by six school districts in Santa Clara County. The student population at the high school is currently divided by 617 females to 695 males for a total enrollment of 1312. 20% of students have an Individualized Education Program (IEP) for those eligible for special education.
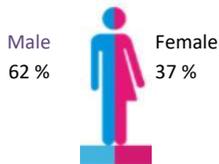
# Student Demographics SVAE

## Silicon Valley Adult Education
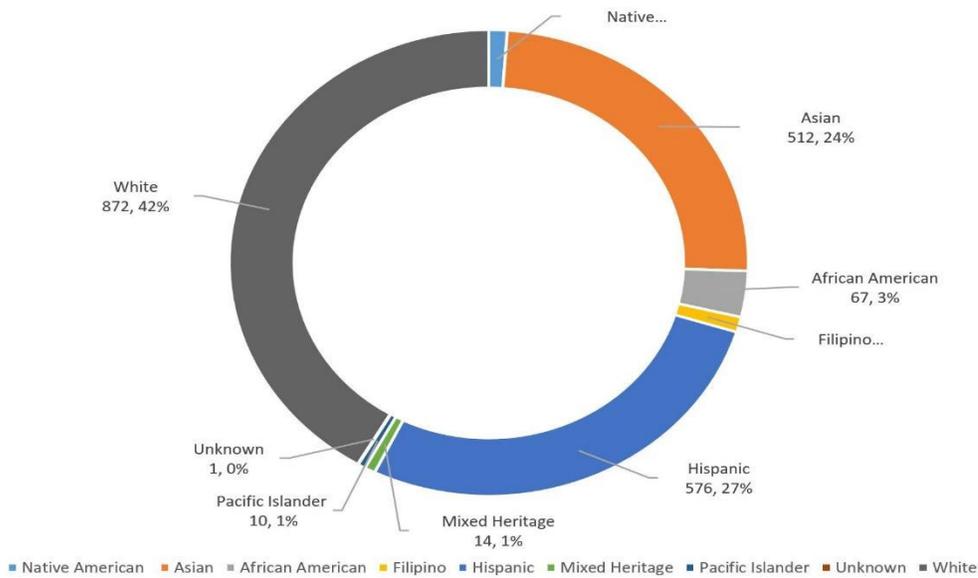
### Student Enrollment

| Course | Enrollment |
|---|---|
| Adult Basic English | 52 |
| English as a Second Language | 448 |
| High School Equivalency | 140 |
| High School Diploma | 45 |
| Career Technical Education | 175 |
| Workforce Reentry | 73 |
| **TOTAL** | **933** |
| High School Graduates | 18 |
| High School Equivalency | 140 |

### Student Gender

Male
62 %

Female
37 %

### Student Age %

- 60 and Older — 5.5%
- 55 - 59 — 3.3%
- 45 - 54 — 9%
- 25 - 44 —
- 19 - 24 — 24%
- 16 - 18 — 1.9%

## Quick Facts 2019- 2020

### Student Ethnicity Profile

- Native...
- Asian 512, 24%
- African American 67, 3%
- Filipino...
- Hispanic 576, 27%
- Mixed Heritage 14, 1%
- Pacific Islander 10, 1%
- Unknown 1, 0%
- White 872, 42%

Legend: ■ Native American ■ Asian ■ African American ■ Filipino ■ Hispanic ■ Mixed Heritage ■ Pacific Islander ■ Unknown ■ White
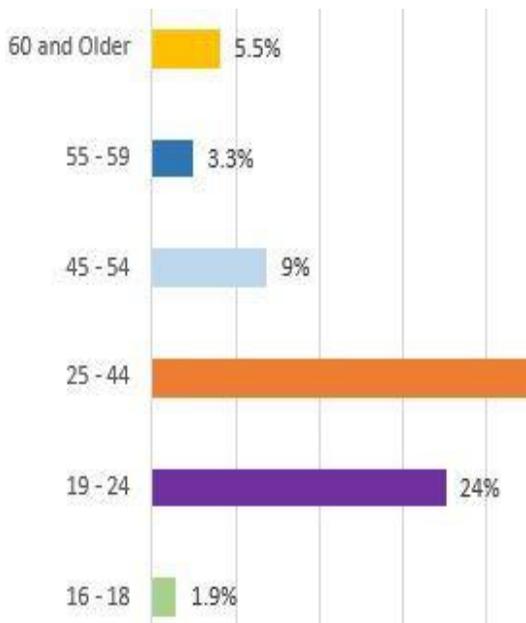
# Technology Planning Structure

The Metropolitan Education District needs to continue defining, setting goals, and planning for classroom instructional technology through regularly scheduled technology meetings. The district's technology committee(s), is made up of members from a wide range of disciplines (administrators, teachers, support staff, etc.). This diversity brings together multiple viewpoints that strengthen the district's technology plans. Regular meetings ensure all stakeholders have a part in the planning process for the direction of classroom technology.

Committee members with input from cabinet include:

| | |
|---|---|
| • Chuck King - Manager of Information Technology<br>• Alyssa Lynch - Superintendent<br>• Ron Lebs - Chief Business Officer<br>• Alecia Myers-Kelley - Director of Programs and Student Services<br>• Ricky Carrillo - Manager of Facilities<br>• Rosalie Ruiz - Accountability Specialist<br>• Shannon McIntosh - Work Based Learning Specialist<br>• Mery Cheung - Network Specialist Lead | • Martha Larson - Systems Support Specialist<br>• Jim Burnham - SVCTE Teacher<br>• Jonathan Furtado - SVCTE Teacher<br>• Norma Martinez - SVAE Coordinator of Adult Programs<br>• Jenna Cestone-Greene - Academic Project Coordinator<br>• Marleen Dinis - Academic Project Coordinator<br>• Mark Brautigam - SVCTE Teacher |

## Technology Refresh Strategy

The Metropolitan Education District is committed to managing its technology resources in an organized, deliberative, and cost-effective manner.

The following core principles guide this fundamental strategy and are expanded on in greater detail throughout:

- Having current technology is critical to the mission of MetroED.
- District technology will follow agreed standards when refreshed.
- A full inventory of technology equipment will be performed every two years (Biennial).
- The replacement cycle for technology at MetroED is:
  - Desktop computers = 7 years
  - Laptop computers = 5 years
  - Copiers/Printers = 7 years
  - Special Use items = Case-by-case (per technology type)
- Whenever budget will allow, any warranty for technology equipment will match expected life and replacement cycle defined herein.
- Prioritization of technology refresh will be based on established criteria and finalized in consultation with the District Technology Committee.
- Refresh of desktop computers will be staggered and represent no less than 20% and no more than 33% of existing equipment annually.
- An annual timeline for implementation of technology refresh will be followed to coincide with both academic and fiscal year constraints and existing planning cycles.

**Reason for Strategic Need**

Adequate computer hardware and software are essential to the delivery of information in today's schools and to the efficient management of those institutions. Further, changes in technology require that a well-managed school have a systematic plan for upgrading and replacing computers, peripherals and other technologies to ensure that it offers access to the most basic services. Additionally, having an equipment replacement strategy in place can assist in allocating available resources and in making the best use of existing resources.

This strategy is intended to outline MetroED's technology refreshment plan. Typically, the term "technology" implies any device containing or operated by a computer chip. This strategy applies to all computer and network-related resources of MetroED, whether located on the campus or in remote locations or facilities. These resources include, but are not necessarily limited to:

- Desktops, laptops, and services;
- Software running on these devices;
- Peripheral equipment (e.g., printers, scanners, etc.);
- Cabling or connectivity-related devices; and
- Audio-visual equipment, such as projectors.

The mission of IT is to provide information technology tools to stakeholders of MetroED, whether faculty, staff or students.

However, MetroED must be prudent in integrating new technologies. If adopted too soon, MetroED risks compatibility issues with existing internal and external systems, as well as the systems of customers and vendors. Conversely, if MetroED fails to adopt new technologies in a timely manner, it runs the risk of having to perform an emergency technology overhaul in order to keep interoperability between its internal systems and those external to MetroED.

Finally, as an institution focused on Career Technical Education, MetroED needs to not only have the correct technology tools available for its faculty and staff, but also needs to have the correct technology resources available for its students. Generational expectations for computer access by the vast majority of today's students make any failure in this regard critical in light of MetroED transitional efforts.

For all of these reasons, this strategy has been adopted to address the life-cycle maintenance needs of MetroED. The objectives of this strategy are:

- Ensure that all faculty and staff who use technology resources in their positions have access to a computer of sufficient capability to support basic computing needs (e.g., word processing, electronic messaging, Internet access, spreadsheets, etc.) in fulfillment of their work responsibilities;
- Ensure that appropriate computing resources are available in Departmental computing facilities and MetroED offices in support of MetroED mission;
- Streamline the specification, acquisition, and deployment of new equipment and re-deployment or disposal of old equipment;

I. **Standardization of Technology**
At any point in time, MetroED gains benefits from maintaining, within reason, the practice of purchasing equipment according to agreed-upon standards. These standards will be utilized in any technology being refreshed. Agreement by a purchaser to accept standard configurations benefits MetroED in multiples ways, including:

- Better pricing of components and supplies;
- Reduced administrative overhead;
- More expeditious processing of purchase requests;
- Greater technology support;
- A reduction in maintenance costs; and
- A better ability to train on the new equipment.

Notwithstanding the above, the purchase of non-standard technology components is not prohibited by this strategy. However, such purchases should be minimized as much as reasonably possible. The purchase of non-standard technology components must be justified by the existence of special circumstances that require it. Also, the purchaser of a non-standard technology component must document the source of support for the component before purchase will be approved.

Additional information regarding current standards for various types of technology equipment are defined and hosted on the MetroED IT Website. Standards are reviewed annually for currency and appropriateness to the mission of MetroED by the District Technology Committee.

II. **Biennial Inventory Requirement**

Continuous advances in software functionality dictate the need for advances in computer hardware. Over time, the hardware system that performed well with one version of software will not support the newest version without an upgrade to memory, hard drive space, or processing power. Eventually computers fall behind to the point they cannot run the software to do the job. For this reason, it is a good practice to know the age of the equipment that supports MetroED mission. The best way to do this is to conduct an inventory of MetroED computer assets that is updated every two years. This inventory will serve as a guide for planning on the size of the future maintenance requirements that will need to be borne by MetroED.

Accordingly, every two years, IT will ensure that an accurate inventory of all computer systems within each Department of MetroED is conducted. The inventory should note at least the age of the computers and the property control number. However, it is better to also note the type of CPU, amount of memory, size of hard drive, and the type of monitor.

III. **Refreshment Plan**

Realizing that technology plays a critical role in MetroED education outcomes, the following replacement plan will be followed to ensure that computers on campus remain up-to-date.

a. **Standard Office Technology**. This category includes all faculty and staff workstations, laptops, and or tablets, as well classroom computers and computer laboratory equipment. This category also includes all computer peripheral devices, such as a keyboard, mouse, scanner, etc. The computers in this category will generally be configured to run office software, such as word processing and spreadsheets. All workstations will be replaced every Seven (7) years and laptops every five (5) years.

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- ○ **Replacements Out of Cycle**. Faculty and staff workstation replacements before this 7-year period are permissible, if either of the following conditions is met:
  - ▫ The workstation is *out of warranty and repair is not feasible*; or
  - ▫ There is *adequate justification* that the workstation does not meet the requirements for the user's job.

  - ■ **Requests for Replacements Out of Cycle**. Requests for workstation replacements outside of the five-year refresh cycle must be submitted in writing to the Manager of Information Technology for approval. These requests should identify the workstation user, as well as the justification for the replacement.

b. **Copiers and Printers**. MetroED has used both regional printers and single printers in offices to meet faculty and administrative printing needs. However, internal printing within MetroED offices has proven to be most economically served using regional printers. Single printers in each office present reliability problems and are the most expensive approach to printing. Regional printers are the most cost-effective method of printing, they provide fast printing, and they are easily maintainable. Therefore, MetroED will primarily utilize regional printing solutions when replacing copiers/printers based on evaluation of the need and existing printing options. Copiers and printers have a variety of models which have resulting variance in life-expectancy, but on average should be replaced every seven (7) years based on utilization and printing volume. As always, users requiring high volume printing and security for printed material should rely upon the designated outside services, such as **SCCOE Print Services**.

c. **Special Use Items.** Items in this category would include specialized equipment, such as large screen multimedia computers, Internet servers and switches, automation servers, or other unique configurations. The replacement cycle for these items will be evaluated on a distinct basis per technology or equipment type with no set standard replacement period, although a life-cycle of between 5-6 years is generally expected by default. Decisions on whether upgrades (e.g., memory, disk space, etc.) may be more appropriate than replacement will be made by the IT department.

IV. **Staggered Refresh**

In order to control costs and minimize disruption to MetroED operations, only a portion (no less than 20% and no more than 40%) of the computer inventory will be refreshed every year. Equipment will be replaced based on established prioritization criteria. As a result, there is no need to request new computer equipment unless there are programmatic or personnel changes.

V. **Prioritization Criteria**

Criteria for identification of technology which will be refreshed in a given fiscal year will be utilized as follows:

a. **Age of the Equipment**. The first criteria that will be considered is the age of the equipment. Under this criterion, replacement equipment is determined as a result of the biennial inventory that identifies the oldest equipment on campus.

b. **Programmatic Needs.** With regard to this criterion, technology resources are allocated based on priority needs. Needs are determined based on the following considerations:
   - The technology directly impacts student learning.
   - The number of students and faculty impacted by technology.
   - The operational status of the technology (i.e. intermittent failure, disabled/defective components, heavy utilization within the business area).
   - Program/area termination or inability to operate if technology is not updated.
   - Documented changes in technology required for discipline or business area.

c. **Physical Location.** As possible, alignment or realignment of technology within a physical space (campus, building, department/business unit) will be considered for ease of installation, ongoing support, and future facilitation of staggered refresh objectives.

c. **Reasonable distribution between Instructional and Non-Instructional areas.** Consideration will be given to the establishment of a balance between the needs to refresh technology for both instructional areas (i.e. Classrooms, Labs) and non-instructional areas (i.e. Faculty/Staff computers) such that no single segment is excluded in a given refresh year. Distribution is not expected to be equal in any given year based on utilization of all prioritization criteria.

e. **Budget Available.** An expectation exists that a minimum percentage of every fiscal year budget will be devoted to refresh of existing technology in alignment with a staggered refresh and defined cycles, but that fluctuations may allow for both increases and decreases in available District budgetary funding. Consideration of priority will be based on current fiscal year funding as well as future funding including any known alternative funding sources where appropriate.

f. **Alternative Technology Solutions.** At the time of refresh, consideration will be given to alternative technology utilization within an area based on changing needs or newly developed industry or technology solutions. Consultation will be required between the department/business area and IT prior to any recommendations or considerations impacting the refresh of existing technology.

**Functional Realignment of Computers**

The diverse system requirements of technological resources in a campus environment may allow for a gradual shifting of equipment from one function to another, using more powerful computers in higher technological environments and older computers in more limited environments. In this manner the lifespan of a computer can be increased through intelligent use of its available resources. Each computer at MetroED will be evaluated on a biennial basis with regard to its ability to process the information resources being made available through it. As new computers are purchased, the older computers will be moved to more limited use areas or applications. However, only those desktop systems that are able to run the current operating system and software suite supported by MetroED will be eligible for continued deployment across the campus.

VI. **Refresh Timelines**
In accordance with this refresh strategy, the estimated refresh timeline is as follows:

   a. **January – March**
   - Conduct technology inventory on a staggered basis over two years of all departments and personnel including computer laboratories and classrooms;
   - Build proposed equipment refresh list based upon the current inventory using prioritization criteria;
   - Proposed list will be reviewed by District Technology Committee and adjusted based on feedback, as necessary;
   - Obtain Department budget account number for any additional equipment outside of standard configurations;
   - Annual refresh list finalized by March 25th.
   b. **April - June**
   - Order and receive new computers;
   - Contact faculty and staff to develop upgrade schedule; and
   c. **June - August**
   - Refresh computers.

VII.  **Hardware Acquisition**

Information regarding the technology procurement process for various types of technology equipment are outlined and hosted on the MetroED Intranet Website.

VIII.  **Theft, Loss, Failure or Breakage**

In the event a computer or other piece of technical equipment is stolen, lost or broken, the following guidelines shall be followed separately from the normal technology refresh process:

   a. **Theft**. Where a computer or any other technology resource has been stolen, all employees are to immediately contact the San Jose Police Department at (408) 277-8900. After filing an incident report, notify IT of the theft by calling (408) 723-6583. When theft of equipment has occurred without any established negligence, the District will be responsible for funding the replacement cost of the computer.

b. **Loss**. In the event a computer or other technology resource is lost by an MetroED employee, IT should be contacted immediately at ({408) 723-6583. Additionally, the San Jose Police Department will be notified so that an incident report can be completed. Where a loss of equipment has occurred, the Department will be responsible for funding the replacement cost of the computer.

c. **Failure**. In the event a computer or other technology resource fails to operate as reasonably expected, a trouble ticket should be submitted to IT via an email to techforce@metroed.net. Upon examination of the issue, IT will make a recommendation based on replacement needs.

d. **Breakage**. In the event a computer or technology resource fails because it has been broken in some fashion (e.g., dropped, liquid spills, etc.), the Department will be responsible for funding the replacement cost of the computer beyond any existing warranty coverage.

IX. **Disposal**

MetroED will not invest funds to upgrade systems that do not meet the base criteria for deployment on campus. Instead, MetroED will dispose of this equipment in a manner consistent with State of California environmental requirements.

a. **Approval**. The transfer/disposal of all electronic materials that store data must be signed by the Manager of Information Technology and the Manager of Facilities. These devices include computers, external data storage and backup devices, copiers that have data storage capability, and any other devices that store electronic data.
   - IT shall coordinate the transfer/disposal of all electronic materials owned by MetroED.

b. **Disposal of Equipment with Data Storage**. The following procedures shall guide the disposal of equipment with data storage capabilities:
   - IT will pick up all equipment for preparation;
   - IT will remove all MetroED identification tags;
   - IT will remove storage media from electronic devices;
   - Hard drives must be removed and rendered unreadable (e.g., through drilling, crushing or other demolition methods);
   - IT will send the electronic drives to Facilities Services;
   - IT will send the equipment designated as "electronic scrap" to Facilities Services, who will send the equipment to the appropriate Electronic Distribution Center for destruction; and
   - Landfills and other non-approved disposal centers shall not be used for equipment disposal.

c. **<u>Disposal of Equipment without Data Storage</u>**. The following procedures shall guide the disposal of equipment without data storage capabilities:

- IT will pick up all equipment for preparation;
- IT will remove all MetroED identification tags;
- This equipment may be disposed of by any of the following method:
  - Transferring it to surplus (Facilities Services); or
  - Redistributing it to an eligible local government entity or a non-profit organization.

- IT Services will send the equipment designated as "scrap" to Facilities Services, who will send the equipment for disposal; and
- Landfills and other non-approved disposal centers shall not be used   for equipment disposal.

## Silicon Valley Adult Education (SVAE) Digital Vision

Silicon Valley Adult Education (SVAE), in its continuing efforts to provide 21st Century Skills to SVAE students, and in alignment with the District's Mission and Vision Statements; SVAE's Mission, Vision, and Student Learning Outcomes; SVAE's Mid Cycle WASC Goals; SVAE's Technology Plan; The South Bay Consortium for Adult Education 3-year Regional Plan; and SVAE's Teacher and Student Tech Surveys, SVAE has made a commitment to be fully digital by the end of the 2021-2022 school year.  This vision has been shared with staff and staff is in agreement with this end goal. SVAE has already started staff digital training as a group and by departments.  SVAE's Academic Project Coordinator, MetroED's IT Staff, and Administrative Staff provide the digital training.  The foundations for many of the goals and outcomes are being created through these digital training. Fundamental to the implementation of SVAE's digital goals to provide all SVAE students and staff with 21st Century digital skills is the acquisition of the requisite hardware (laptop computers) and attending software. The availability of this computer hardware in every SVAE classroom is tantamount to reaching SVAE's goal of total digital integration.



## Silicon Valley Career Technical Education (SVCTE) Digital Vision

At Silicon Valley Career and Technical Education (SVCTE), students are empowered to create their futures.  Educators in traditional K-12 schools have recognized the value of Hands-On Project Based Learning(PBL) and created lesson plans that integrate PDL into regular curriculum. What sets SVCTE apart is; students are immersed in real world job focused activities in 24 courses of which 17 are UC "a-g" approved.  Standards aligned instruction provides students with 21st Century Skills through the use of technology set to the International Society for Technology in Education (ISTE) standards. Through the use of Google Apps for Education, Learning Management Systems, blended learning, critical thinking, and problem solving, teachers are changing the methods of delivering content. Students are digital natives and engaging them with technology better prepares them for what they may encounter in their chosen field of study or employment. SVTE's Digital Vision is to prepare students for success in college and future careers.

1.**Digital Learning** - The National Education Technical Plan 2017 defines Digital Learning as: "Engaging & Empowering Learning through Technology".

    **1.1. Goal** – **Students are engaged in personalized, blended learning experiences that include opportunities to frequently use technology to communicate, collaborate, create, think critically, and problem solve around course subject matter and digital content.** *(Aligned with Strategic Plan goal 1 & 6)*

| Outcomes | Starting Year | Actions/Services | Person(s) Responsible | Evaluation/Metrics |
|---|---|---|---|---|
| SVCTE- Students use Canvas and other applications or LMS to access course work, create objects and express their understanding of subject matter in a creative and personalized manner, leading to the production and sharing of original works. | 2020 | • Ensure that all students have access to device(s), software and relevant applications.<br>• Provide ongoing training and classroom support to teachers on specific hardware, apps integration (including but not limited to Google Apps for Education, blended lesson design, delivery, and assessment strategies during the year. | Technology Department Staff, Instructional Staff, Academic Project Coordinators, Teachers | Lesson artifacts, student products, project scoring records, grading rubrics, assessment results |
| SVAE - Students use Google Suite/office Apps for Education, Canvas and other online content and express their understanding of subject matter in a creative and personalized manner, leading to the production and sharing of original work. | 19-2020 | • Provide ongoing training and classroom support to teachers on specific hardware, apps integration (including but not limited to Google Apps for Education, blended lesson design, delivery, and assessment strategies during the year.<br>• Plan and design content area lessons, assessments, and evaluation tools/rubrics using the ISTE standards as the basis of student performance quality.<br>• Ensure that teachers are capable of using classroom devices, knowledgeable of blended learning strategies in order to achieve objectives. | Technology Department Staff, Instructional Staff, Academic Project Coordinators, Teachers | Lesson artifacts, student products, project scoring records, grading rubrics, assessment results |

| | | | | |
|---|---|---|---|---|
| SVAE will continue to grow and improve education and support services to adult students in pursuit of lifelong learning, training, career advancement, and pathways to college. | 2020 | ● Encourage staff to participate in free online training available through webinars, workshops, and presentations.<br>● Offer ongoing training and opportunities for faculty to use cloud-based technology for use in the classroom. | Technology Department Staff, Instructional Staff, Academic Project Coordinators, Teachers | **Set Goals:** Students will formulate and monitor their educational and career objectives.<br>**Achieve Skills:** Students will be able to access and utilize current technology.<br>**Demonstrate Learning:** Students will use English to communicate effectively and transition to the next step on their career and academic pathway. |
| SVAE- Ventures APPs w/QR code reader<br><br>SVAE- Burlington English for English Language Learners - we are already overcrowded in the lab and can't handle the 50-60 on the waiting list. Opening Burlington English lab hours in the morning and Night for Literacy to get basic skills before BL | 19-2020 | ● Teachers roll out Ventures/Burlington<br>● Daily classroom uses of 20-minute pod exercises<br>● IL/IH is especially needed as this new Mixed level course will need daily differentiation rather than whole class instruction.<br>● ASE: Edmentum (Plato evolution) all HSD, HSE, GED classes.<br>● ABE: All students have access to Edmentum, Burlington explained digital access and accounts for a large swath of curriculum | Technology Department Staff, Instructional Staff, Academic Project Coordinators, Teachers | Listening & Speaking skills in all ESL students will be increased. Reading and Writing Practice will increase workforce readiness. Civics Focus will be increased and students will be better prepared for future employment. Embedding technology in and across all levels will ensure students will be ready for any job in the future.<br><br>Fully using: Calendars, Email, Google docs Document evidence uploaded after each Civics unit Tests are online, and practice, and daily lessons uploaded for absentees Train Students to submit assignments online to teachers or Canvas |

| SVAE - Department is Split-Shift and rotation of many Part-Time Instructors AM/PM access is necessary to have a digital copy for our roving Para-educators to know where each class is in the curriculum | 2020 | • Scope and sequence is essential on a Shared drive from every classroom. Subs need to access Level and dates and roll out Lessons. EL Civics planning has been digitized.<br>• All curriculum has gone digital<br>• Testing is also remote<br>• All groups needed training: Paras, examiners, instructors and admin | Instructional Staff, Academic Project Coordinators, Teachers<br><br><br>APC -SVAE did all this training w/ director and outside vendors assist | Shared Department Drive and teacher's corner website<br><br>*Required quarterly meetings are necessary to coordinate the staff for WIOA and state required reporting for Pre/post CASAS testing<br><br>Teacher manuals and student manuals are online |
|---|---|---|---|---|

## 2. Equity

**2.1 Goal** - **All students have equitable connectivity to the Internet access via Wi-Fi, or Ethernet in order to experience the full potential of technology capabilities related to accessibility, digital content and applications.**
*(Aligned with Strategic Plan goal 1 & 6)*

| Outcomes | Starting Year | Actions/Services | Person(s) Responsible | Evaluation/Metrics |
|---|---|---|---|---|
| The district provides robust Wi-Fi connectivity to all students or a private or open network accessible from a student's personal device (BYOD) or a district provided Chromebook, iPad, tablet or desktop computer. | 2020 | ● Connectivity - Upgrade existing wireless infrastructure to support mega-speed connectivity and enhanced coverage to all areas of the MetroED campuses. <br> ● Access - Teachers use Google Apps for Education accessibility extensions and applications to accommodate students learning disabilities or IEP goals. Digital content designed to match students' needs. <br> ● Open labs are a must (students need our network) | Technology Department | Equal access to instructional resources via the Internet for all students, teachers and staff. Stable connectivity and bandwidth to meet the needs of programs provided by instructors. Meet the IEP requirements for those with disabilities and increase learning outcomes. |
| Standardized platform for technology purchases (devices) implemented to meet students digital learning styles. <br><br> Recurring costs annually | 2020 | ● Accessibility - District purchases devices with accessibility features born into the device, i.e., Chromebook, ChromeBase. Hardware/software aligned to course content. <br> ● Headphones (Individual) | Technology Department/ Instructional Staff | Students with special needs or accommodations are able to be successful and acquire course certifications or credits. |
| SVCTE/SVAE - Teachers become SAMR certified and able to create engaging blended learning lesson design utilizing technology to its fullest potential. <br><br> Students and Teachers have access to the District Website, School Intranet or Resource website(s) based on their profile | 2020 | ● Experience - SAMR boot camp opportunities offered to teachers through on-going professional development. <br><br> ● Just in time Professional Development available in a variety of medium for easy online access. | Technology Department/ Instructional Staff, Academic Project Coordinators, Teachers | Teachers become proficient in lesson design and delivery based on the SAMR model. Substitution, Augmentation, Modification, Redefinition Develop practical management and learning skills, with bite-sized and scenario-focused online and blended learning. |

| | | | | |
|---|---|---|---|---|
| SVAE/SVCTE- Upgrade all classroom hardware and A/V digital display | 2020 | ● Have teachers understand how to use computers, doc cameras, e-Books, Shared Drives | Technology Department Staff, Instructional Staff, Academic Project Coordinators, Teachers | 21st Century Skill Sets integrated into the Future Ready Schools Framework. Increased use of Multimedia and Online tools for teaching and learning. |
| SVAE/SVCTE - Distance Learning and New classes launched<br><br>WIOA II 243 Funding based<br><br>WIOA I 231 Funding Based<br><br> CalWORKs (Funded)<br><br>Regional Testing Center | 2020 | ● Digital Citizen overlap w/ Standard ISTE Training<br>● IET/IELCE<br>● Workforce readiness Training w/ academics embedded<br>● Examples: HVAC + ESL, HSD + Auto Body | Instructional Staff, Academic Project Coordinators, Teachers | LTI embed to LMS critical upgrades for curriculum software licenses Implementing and use Tied to additional funding<br><br>Measurement of student efficiency and successful use regarding online learning for future advancement in academic and career readiness. |

# 3. Active Use

**3.1. Goal** - **Students become curators of their learning by creating artifacts. Curriculum connects to students' interests, strengths, and aspirations.** *(Aligned with Strategic Plan goal 1 & 6)*

| Outcomes | Starting Year | Actions/Services | Person(s) Responsible | Evaluation/Metrics |
|---|---|---|---|---|
| School leaders plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential. | 2020 | ● Provide ongoing training and classroom support to teachers and instructional support staff on Google Apps for Education, Google Drive, specific hardware, blended learning. | Technology Department Staff, Instructional Staff, | Session attendance records, site level agendas and minutes, digital training materials, templates, records, and multimedia training artifacts |
| Teachers receive PD on the use of G-Suite applications, demonstrated SAMR models and lesson plan design. | 2020 | ● Ensure that teachers are capable of using classroom devices, are knowledgeable of blended learning strategies in order to achieve lesson objectives. | Technology Department Staff, Academic Project Coordinators, | Lesson plans, digital media, instructional delivery strategies, Demonstrated use of Google Apps |
| Students build and manage digital portfolios via Google Drive and use Google Apps for Education and other relevant technologies to produce a progressive, evidentiary record of their learning over time. | 2020 | ● Students create artifacts to use as resume material, evidence of work completed, Demonstrate competences through visual and digital media. | Instructional Staff, Academic Project Coordinators, Teachers | Lesson artifacts, student products, project scoring records, grading rubrics, assessment results |
| SVAE- Teacher Training in Google Suite and Canvas/ LMS Teachers get used to using a laptop and doc cameras | 19-2020 | ● Creation of eBooks and new curriculum on Teacher's Corner- new website developed | Technology Department Staff/ Instructional Staff, Academic Project Coordinators | Lesson design, Instructional strategies, Collaboration, Shared resources |

# 4. Collaborative Leadership

**4.1 Goal** - **Administrators, Faculty and All Staff work together in a collaborative and caring culture focused on shared forward thinking and strengths based learning.** *(Aligned with Strategic Plan goal 2, 3, & 4)*

| Outcomes | Starting Year | Actions/Services | Person(s) Responsible | Evaluation/Metrics |
|---|---|---|---|---|
| Educational Administrators inspire and lead the development and implementation of a shared vision of a comprehensive integration of technology to promote excellence and support transformation throughout the organization. | 19-2020 | ● Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity and innovation in both face-to-face and virtual environments. | Technology Department/ Instructional Staff, Academic Project Coordinators, Teachers | Participation data, badging program reports/statistics, other artifacts |
| Teaching digital citizenship equips students with the knowledge, skills, and resources to succeed as lifetime learners. | 2020 | ● All staff promote and model digital citizenship and responsibility through understanding local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practice. | Technology Department/ Instructional Staff, Academic Project Coordinators, Teachers | Certifications, Shared conference resources and presentation <br><br> Civics/COAPPs Workforce Readiness Skills Exam & funding related |
| Strengths-based models for leadership focus on what's strong rather than what's wrong. | 2020 | ● Enables leaders to bring out the best in themselves and others by igniting their core character strengths. | Administrators, Staff, Faculty | Energizes engagement and motivation to go over and above what is expected |
| Strategic Planning using SMART goals to achieve a shared vision | 2020 | ● Backward planning of training | Technology Department/ Instructional Staff, Academic Project Coordinators, Teachers | Districts Mission and Vision met and communicated to Staff, Faculty and community. |

# Distance Learning
**SVCTE Plan for Continued Learning during School Closures due to COVID 19**

**Silicon Valley**
Career Technical Education

During the closure of our schools, the Metropolitan School District is committed to delivering high-quality career, college and technical education learning opportunities to students to the extent feasible through, among other options, distance learning.

## What is distance learning and what will be needed?

It is important to remember that while you are not physically in school, school is still in session and you are expected to engage in your coursework. Distance Learning means that you are attending class online, completing and submitting assignments, and interacting with your teachers using the online tools designated by your teachers and supported by the District.

**The following tools will be essential to the successful implementation of distance learning:**

**Required:**

❑ Computer or mobile device
- ❑ if students do not have access to a computer and they are not able to obtain one from their home school, they can reach out to our Academic Project Coordinator, Marleen Dinis to request a Chromebook by emailing her at mdinis@metroed.net.

❑ Internet access
- ❑ If students do not have access to internet, they can access a no cost or low cost service
- ❑ If you do not have a cell phone with a data plan and you cannot use an existing network, a good option might be Spectrum/Charter, which offers free Spectrum broadband and Wi-Fi access for 60 days to households with K-12 and/or college students who do not already have a Spectrum broadband subscription. To enroll call 1-844-488-8395. *Installation fees will be waived for new student household*
- ❑ Paper and pencils/pens to take notes and work through problems & assignments

**Ideal to have but not essential or required:**

❑ headphones
❑ printer and/or scanner

# Information for Students

## What will my class look like? What can I expect from my teachers? What will be expected of me?

Google Classroom or Canvas will continue to be the home base for your classes. Your teachers will communicate to you in their Distance Learning explanation email (syllabus) which system they will use. Teachers will post assignments, resources, and grades through the system they inform you of.

**Distance/Flexible Learning Explanation:** Your teachers will be providing you a new explanation sheet (via email/google classroom or sites/canvas) to explain how they will conduct their classes, assignments, and communications with you in this new learning environment. This document will also include information about how you should communicate with your teacher if you have questions or need help with assignments.

**Schedule:** Your class will have a designated time for you to engage with your teacher for that specific period. These are dedicated times for you to connect with your teacher to review content and assignments, have small group discussions, and/or interact with your classmates. Your teachers will be able to conduct class check-ins through an online meeting using Zoom, Google Hangout & Meet, Google docs, an email exchange, or some other method the teacher has specified to demonstrate that students are engaged in the class. (Refer to your Explanation Sheet/email to see how the class will be conducted.) This class period time is when your teachers will assign work and when you will submit your work.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
| 7:30 - 9:00 | Staff meeting Sector collaborations | AM Class Session | Teacher Prep | AM Class Session | Collaboration IEP Coordination |
| 9:15 - 10:15 | Virtual Office Hours | | | | |
| 10:45 -12:15 | Regular scheduled teacher workday per article 9000 | | | | |
| 12:30 - 2:00 | PM Class Session | Teacher Prep | PM Class Session | Professional Development Collaboration | IEP Coordination Improvement Plans |
| 2:00 – 3:00 | Virtual Office Hours | | | | |

During your designated period, your teacher will let you know if there will be an actual class session where you will need to engage via zoom, google hangout, or another means by which to connect to listen to a lecture, slide show, or get information. The 1.5 hours designated for each period twice a week are for you, your classmates, and your teachers to connect via email, google classroom, video, google meets, canvas, or another platform. During these times, your teacher will assign the work for the week for that class period. Each teacher will assign you no more than 2.5 hours of work outside of the designated class period for the week.

Consistent with Education Code section 51512, the unauthorized use of listening or recording devices in any classroom, which shall include online classrooms, without the prior consent of the teacher and the Director of Programs is prohibited.

Your designated class period for one hour and half may look like any of the samples below but can also change from week to week. Your teacher will inform you of how the sessions will be organized.

### Sample Period Schedule

7:30 - 8:00 Review assignments posted by teacher and get organized, check schedule
8:00 - 8:30 Class session through zoom or google hangout: Teacher provides you with a link to join and you "attend" class for these 30 minutes
8:30 - 9:00 Work on assignments for this class, prepare questions to ask during office hours, connect with other students in this period

### Sample Period Schedule

12:30 - 1:00 Class session through zoom or google hangout: Teacher provides you with a link to join and you

"attend" class for these 30 minutes

1:00 - 1:15 Work on assignments, create a virtual study group with classmates for that period

1:15 - 2:00 Work on assignments for this class, prepare questions to ask during office hours, connect with other students in this period

### Sample Period Schedule

7:00 - 7:30 Submit tasks and assignments from the previous week

7:30 - 8:00 Review new assignments/tasks that have been posted and post questions to teachers via email, or Canvas. 8:00 - 8:15 Watch video of lesson posted by teacher, review lesson PowerPoint or Google slides

8:15 - 8:30 Organize work, submit assignments, connect with classmates

### Sample Period Schedule

12:30 - 2:00 Work on missing assignments to improve your grade, complete new weekly assignment posted, get organized and ready for following week's assignment for this period

**\*SVAE Schedules are available on the website:** https://www.metroed.net/svae

The designated time for each period does not mean that you will have to be "attending" class through some virtual platform for the entire time. The designated time allocated for each period is so that there is structure to your day and week and so that we do not create scheduling conflicts from teacher to teacher and school to school. Each teacher will decide how to use the 1.5 hours for each period. If you have conflicts between your home school and SVCTE course schedule, please let your home school and SVCTE teacher know so they can assist you in what will be required to get attendance and participation in both courses.

**Office Hours:** All teachers will be online and available for students to drop in with questions during the scheduled Office Hours period. Teachers will establish in their *Distance Learning Explanation Sheet* a method for conducting Office Hours (zoom, google hangout, canvas, google classroom, or email). You are not required to attend Office Hours, but we encourage you to use this time to get help or ask questions that you may have during the week.

**Level of Engagement**: Engagement for each class will be determined based on your participation demonstrated in any of the following ways:

- ❏ Check-ins as scheduled for each period
- ❏ Submission of work/assignments as posted by teacher for each period
- ❏ Responding to postings and/or emails for each period during the designated time for each period

If a student becomes ill and is unable to engage with their classes, parents/guardians are to email teachers to let them know.

If a student is unresponsive and has not engaged at any level, teachers will be able to submit a "request for student follow-up" that will be acted on by school personnel.

**Grading**: Grades are to be formative and not punitive. During these times, we must allow for flexibility and to a certain degree leniency given the various factors that are currently out of our control. We must take a culturally, trauma-informed lens as we shift to distance learning and in particular, as we determine how our students will be graded and/or assessed. We recognize that this learning environment cannot replace the in-person hands on experience yet our goal is to maintain a level of learning so as to prevent regression or loss of learning.

**Grades are to be determined using the following measures:**

- ❏ Submission and completion of posted assignments
- ❏ Proficiency as measured by assignments

During this time, no student's grade will be negatively impacted. No grade will drop from the grade that will be calculated from assignments that were collected yet may not have been graded or posted prior to March 13th.

### What are some tips for being successful in a distance learning environment?

- **Become familiar with the Distance Learning Schedule** so that you know when to check in online for each of your classes. Then set a routine for yourself that is your dedicated "school time." Remember, this is not time off - you are still attending school, but in a different learning environment. Be sure to schedule time to take a mental break, get a snack or some fresh air: we suggest a 15-minute break for every 1.5 to 2 hours of work. Having a routine will help you focus and use your time effectively.

- **Create a work space for yourself** so you can use an electronic device such as a computer, open a textbook, and complete assignments. As much as possible, minimize potential distractions such as a TV. While your bed might look like a comfortable place to work, it might not be the best place for you to focus on coursework.

- **Practice good online etiquette**. Treat your online classroom as you would your regular, in-person classroom with appropriate attire, backgrounds, and behavior during your class online meetings. Use appropriate and considerate language and keep topics professional and relevant to the course material. Consistent with Education Code section 51512, the unauthorized use of listening or recording devices in any classroom, which shall include online classrooms, without the prior consent of the teacher and the principal of the school is prohibited.

- **Stay connected to your classmates and teachers**. Outside of your scheduled period time, email and/or connect with your teachers during Office Hours to check in and ask questions. Stay connected with your classmates by creating virtual study groups and using zoom, google hangout, FaceTime to socialize.

What do I do if I need help?

- **Reach out to your teacher**. All teachers will be available during Office Hours (see schedule above) so you can ask questions and get help quickly through email, canvas, or another digital platform.

- **Reach out to your Guidance Counselor**. Guidance Counselors at your home school or to Lora Hunter, SVCTE Lead Counselor. Counselors will also be available during Office Hours by email or some other digital platform

## Information for Parents

How can I support my student in Distance Learning?

- **Set a routine to distinguish "school time" from being at home time**. This may include a quiet work space where the student can use a textbook and complete writing assignments or use an electronic device such as a computer.

As much as possible, minimize potential distractions such as a TV. Be sure to schedule time for your student to take a mental break, get a snack or some fresh air: we suggest a 15-minute break for every 1.5 to 2 hours of work. Creating structure for your student will help them focus and use their time effectively.

- If there are other household members at home, **establish expectations for protecting "school time" for your students** and minimizing distractions or interruptions.
- Recognize that students are not used to learning in a completely online environment. Check in with your student about what they are finding challenging or confusing about their online work. Encourage them to reach out to teachers and counselors if they are struggling.
- The experience of distance learning is different from in-person learning in a physical classroom. Support your student by setting up a routine together and allowing for variation on how and when your student works. Monitor their stress level, participation in class check-ins, and ability to complete assignments. This is not the time to add supplemental learning opportunities.
- Remember that school is about social interactions as well as academics. **Encourage your student to reach out to friends by phone or online** so they have opportunities to stay connected.

What do I do if I need help in supporting my student?

- **Accessing your online accounts:** If you do not have a parent user account for Infinite Campus, contact amkelley@metroed.net for instructions on setting up your account in the system.
- **Student illness/absence:** Please inform your student's teacher if they are ill and are unable to engage for any given class.
- **Monitoring your student's progress:** Teachers will post assignments and grades in their designated system. You can log in to view these or you can talk with your student about their classes and assignments.
- **Student wellness/mental health support:** Contact your student's Guidance Counselor or Administrator to share your concerns. They will work with you to determine next steps for supporting your student.
- **Request for assistance:** If you need assistance, please send an email to lhunter@metroed.net and school personnel will respond to your request.
- **School Site Contacts:** If you need assistance, please email mdinis@metroed.net or amkelley@metroed.net
- **SVAE:** jcestone@metroed.net

**Technology Services, Support and Sustainability**

The use of technology continues to expand with increasing organizational and end-user dependency in order to deliver on the promise of being an essential tool that simplifies, streamlines, and improves learning and job performance outcomes; we must ensure that technology is accessible, functional, and reliable. Staff need support with ongoing training and professional learning opportunities in order to use technology effectively. Within the classroom, technology has become integral to teaching and learning. When technology fails, it must be repaired or replaced promptly. In the absence of swift and responsive technology support, instruction and learning is negatively affected. Support consists of two complementary divisions of specialization - Educational Technology support (ET Support) and Informational Technology Support (IT Support).

Ideally, ET Support is usually provided by an Instructional Coach or Academic Coordinator supporting students and staff at the high school and the adult level. Academic Coordinators who are expert end-users of technology will continue to facilitate and support the development of effective classroom technology integration and serve as Ed Tech teacher leaders at their respective sites. In contrast, end-user IT support is provided by MetroED TechForce technicians, whose duties are determined by the day-to-day needs at the individual school sites. The longer range IT support priorities (which include infrastructure, hardware management and replacement, and network administration among others) are determined by the Manager of Information Technology to whom the technicians report. Both ET and IT personnel work in partnership to ensure that individual end-user needs are met in a timely and thorough manner. However, as the table below indicates, ET and IT are each responsible for providing unique and specialized support.

| IT-Information Technology<br>Computer Technicians | ET-Educational Technology<br>Academic Coordinators |
|---|---|
| **Focus:** Hardware and software training, systems administration, network infrastructure and monitoring, security, digital literacy, and online safety | **Focus:** Classroom technology integration, blended learning and lesson design, assessment design strategies, data analysis, and digital citizenship |
| <ul><li>**Hardware and Device Management**<ul><li>Maintenance, Repair, Troubleshooting</li><li>Inventory and Purchasing</li></ul></li><li>**Software, System Support and Management**<ul><li>Account initiation, student login credentials distribution and management, and resets</li><li>Installations, updates/imports, and upgrades</li></ul></li><li>**End-User Training**<ul><li>Basic computer system, device iPads, Doc Cams, interactive boards, chrome books, A/P and display hardware and software training and management for teachers, students, and support staff (digital literacy)</li></ul></li><li>**Network Administration**<ul><li>Performance monitoring</li><li>Analytics</li><li>Security (Firewall, Web filtering)</li></ul></li><li>**Cybersecurity/Threat Protection**<ul><li>Anti-Malware/Virus software</li><li>Phishing test/training</li><li>Firewall Intrusion Protection</li></ul></li></ul> | <ul><li>**Direct EdTech Training/Coaching for Teachers**<ul><li>Devices: iPads, Doc Cams, Interactive Boards, Chromebooks, A/V and display hardware</li><li>Software: Google Apps for Education, Infinite Campus, digital curriculum (Canvas, etc.)</li></ul></li><li>**Teaching and Learning**<ul><li>Balanced integration of classroom technology</li><li>On-site Ed-tech professional learning: Hands-on support and guidance</li><li>Lesson design and modeling to promote 21st Century Skills and Blended Learning Strategies</li><li>Digital Citizenship instruction and school-to-home/parent communication and support</li><li>Researching and sharing strategies around personalized and project-based learning</li><li>Industry Specific Hardware/ Software for robust curriculum and instruction</li></ul></li><li>**Data and Assessments**<ul><li>Standards alignment/ mapping/prioritizing</li><li>Online assessments development, administration, testing and support</li><li>Data retrieval, reporting, and analysis in support of site administration</li><li>Assist site administration with facilitating site level PLC framework and Cycle of Professional Learning</li></ul></li></ul> |

## Technology Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price. When price, fitness, and quality are equal, recycled products can be considered when procuring materials for use in District schools and buildings.

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. In order to eliminate the processing of numerous small purchase orders, the Chief Business Officer or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor. He/she shall ensure that the "open" purchase order system details a maximum purchase amount, the types of items that can be purchased under this order, the individuals authorized to approve purchases, and the expiration date of the "open" order. MetroED has established premier portal websites with CDWG and Dell, Inc. where items have been vetted for use by Staff, Faculty and Students by the Technology Department.

## SVAE Technology Summary

In January 2020, SVAE purchased 324 Dell laptops pre-imaged with Instructional software. This consisted of 9 carts with 33 Laptops each. To be placed in 9 classrooms at SVAE. Each classroom is equipped with a projector and screen connected to a desktop PC. Each classroom has (or will be equipped with) a document camera. 3 classrooms have Smart Boards and tablets. The Testing Center has 30+ PCs specifically for Pearson testing. Rooms 11 and 12 are additional testing labs with 30 + PCs each. The Administration Office has 7 PCs that may have been purchased in 2013 or before and may be scheduled for replacement in the next year(s) pending budget.

140 Chromebooks have been ordered to accompany the 30 current Chromebooks. Students will transition from Laptops to Chromebooks now that most of the Instructional software is Cloud based. Laptops will be stationed for in-classroom instruction.

We have a tablet cart that has Wi-Fi capabilities. Registrars and remote testers will be trained in how they could use this to manage people movement in open labs and parking lots testing during the COVID-19 pandemic.

A portable smartboard is utilized as a teaching tool during COVID-19 for teachers teaching from their classrooms. (Teachers will be trained on use) The upgraded WIFI network has faster speeds to accommodate the Cloud Based curricular software jump we made in the past months.

Front office staff will be trained to login on mobile devices/tablets, so when they are working in the HUB or in the parking lot in a drive through COVID safe capacity they have access to our records on G-Suite or our SIS ASAP. The Para Educators will have training and access as needed. (The portability should follow the people who are most mobile on campus in multiple roles -regardless of COVID times)

**Current District Technology Needs**

* All prices and amounts based on a best estimate at the time

| Device Count by Site | Price per Item | SVCTE Quantity | SVAE Quantity | Sites Offices Quantity | Like as Like Replacement Costs |
|---|---|---|---|---|---|
| Desktops | $1000 | 272 | 85 | 33 | $390,000 |
| Laptops | $1150 | 154 | 3 | 7 | $188,450 |
| iMacs | $2500 | 70 | | 1 | $179,000 |
| MacBook | $1500 | 3 | | 1 | $6,000 |
| iPads | $490 | 80 | | | $39,200 |
| | Total Cost Of Replacement (TCOR) for current devices | | | | $802,650 |

**MetroED Refresh Cycle**   *Due to COVID -19 impact on budgets, the refresh cycle timelines may have changed.

| MetroED Refresh Cycle | Start Date | End Date | Timeline | Status |
|---|---|---|---|---|
| Project Timeline | Jan 1, 2020 | Jul 31, 2023 | | Active |
| All PCs purchased before 2016 | Jan 1, 2020 | Jul 31, 2022 | | Upcoming |
| Teacher Work Stations | Jan 15, 2020 | Jun 1, 2021 | | In Progress |
| District & Site Office Workstations | Jan 15, 2020 | Jun 1, 2021 | | In Progress |
| SVAE Laptop Deployment | Feb 1, 2020 | Mar 15, 2020 | | Complete |
| Digital Room Upgrades | Jan 1, 2021 | Jun 30, 2022 | | Active |
| Printer Centralization | Dec 1, 2021 | Jul 30, 2022 | | Active |

## Technology Refresh Goals 2020 – 2023 (*See Appendix N*.)

## Standardized Platform

The district is seeking to standardize the platform of staff, faculty and student computers, tablets and other devices as well as the digital audio/video and projection used for classroom instruction. Many of our classes use computers for research, reports, testing and presentations, all that can be accomplished using the G Suite Google Apps for Education and Google Chrome Browser. Some classes have specialized software that may require a PC. Replacing laptops, desktops, or iPads with Chromebooks where applicable will greatly reduce the cost and provide an environment conducive to blended learning and 24/7 access by students on and off site. Standardizing printers as well as the process for centralized printing will be rolled out in the latter year!

- Standard Platform for SVCTE Faculty: Laptop w/docking station and 24" or 27" monitor, keyboard, mouse.
- Standard Platform for SVCTE G-Suite student devices: 11"to 14" Chromebook
- Standard Platform for SVCTE student devices:  All-in-One PC, Laptop, iPad, iMac*, MacBook Pro*
- Standard Platform for SVAE Faculty: Laptop w/docking station and 24" or 27" monitor, keyboard, mouse.
- Standard Platform for SVAE student devices: Laptop, Chromebook or tablet for Smartboard interaction
- Standard Platform for all Offices: Laptop w/docking station w/Dual Monitors or All-in-One PC w/Dual Monitors
- Standard Platform for SVCTE Digital Audio/Video: Extron Pole Systems w/HDMI Matrix and Airtame for Wireless presentation
- Standard Platform for SVAE Digital Audio/Video: Extron Digital controller w/ Flat screen Monitors, Touch-enabled in ESL Classrooms, Wireless presentation.
- * Certain courses require special hardware/software to meet the curriculum requirements

## Summary

*The Metropolitan Education District Career Technical Education Technology Plan is a living document and a guide for how the district will continue to scale and sustain technology in the future as we strive to support student achievement in Career Technical Education. Since the summer of 2017; the strides we have made as an IT Department in updating our Network Infrastructure to include new Fiber Optics, next generation Ethernet cabling, Cloud Managed Network Switches, Upgraded Wireless Access, Increased bandwidth, Managed Firewall, Video Surveillance and other hardware/software, addresses items listed in the 2016 FCMAT Study and meets the 2018-19 Strategic Goal #1 of "Enhancing Technology through Knowledge and Delivery".*

*The move to a Google Apps for Education school has brought about increased collaboration across the district, along with the Canvas Learning Management System now in use at both SVCTE and SVAE provided at home access for distance teaching and learning that has proved vital given the current pandemic, introduced ChromeBooks for student use that will inevitably reduce our cost for technology, addresses Goals #2, 3, and 6 to "Build a collaborative and healthy culture", "Increase organizational effectiveness and efficiency", and "Increase student achievements". Digital Display boards to enhance communication and the use of specialized software for our multi-media and robotics engineering courses are further examples of some of the innovation applied to meet our objectives.*

*The introduction of the On Line Purchase Order System as well as Paper Cut for printer management, has helped streamlined business services and will further our efforts to meet Goals #3 and 5, "Increase organizational effectiveness and efficiency" and "Achieve financial stability and sustainability".*

*Despite the many setbacks and interruptions to "life as we knew it", the COVID crisis has better prepared our IT Department and District to meet the challenges of distance learning, work from home and managing business from a remote site should there be other events that cause a shutdown of our campus. This plan will serve us well going forward for what comes next.*

*Chuck King*
*Manager of Information Technology*                          *January 2021*

## Appendix

A. BP-6163.4 Student Use of Technology
B. BP-6162.6 Use of Copyright Materials
C. BP-5131.2 Bullying
D. BP-1114 District Sponsored Social Media
E. BP-3515 Campus Security
F. BP-4040 Employee Use of Technology
G. BP-3300 Expenditures and Purchases
H. AR-6163.4 Student Use of Technology
I. AR-4040.1 Employee Use of Technology Email
J. E-6163.4 Student Use of Technology Agreement
K. E-4040 Employee Net Use Agreement
L. E-4040.3 Employee Software Use Agreement
M. E-4042 Employee Software Code of Ethics
N. Technology Refresh Goals 2020 – 2023

### SVCTE/SVAE Classroom Technology Refresh Goals 2020 - 2023

| Activity/Task/What | Who is responsible: | By When: | Status/Comments: |
|---|---|---|---|
| Install standardized workstation bundle(s) for all SVCTE and SVAE teachers | Technology Department Staff | 06/30/2021 | Standard bundle is Docking station, 27" monitor w/Keyboard/mouse, Webcam, extra charger and bag |
| SVCTE Room 108 Medical Health. Deliver two Chromebook carts w/32 64 CBs total | Technology Department Staff | 03/30/2021 | Laptops in cart removed and Re-distributed and potentially disposed. |
| SVCTE Rooms 203, 206, 207, 209, 210. Deliver Chromebook Cart w/32 CBs to each room | Technology Department Staff | 03/30/2021 | Laptops in Dental can be retained or retired. IT staff will assess. |
| SVCTE Room 211 Pharmacy. IT Staff will assess whether need for laptops is required. | Technology Department Staff | 03/30/2021 | If instruction cannot be conducted on Chromebooks, a quote will be obtained to refresh the current laptop cart. |
| SVCTE Rooms 305 & 307 HVAC & Construction. Deliver | Technology Department Staff | 03/30/2021 | HVAC to be assessed for possible iPads based on Instructors request. |

| | | | |
|---|---|---|---|
| Chromebook Carts w/32 CBs each. | | | |
| SVCTE Room 302 Electrical Maintenance: Assess software use to determine if Instructor can use Chromebooks instead of PCs. | Technology Department Staff | 03/30/2021 | If instructional software requires PCs, current PCs will be assessed for replacement with current inventory and placed on refresh schedule. |
| SVCTE Building 500 Auto Services labs will be equipped with one Chromebook cart each w/32 CBs. | Technology Department Staff | 03/30/2021 | New versions of Instructional software may no longer require use of PCs. If current Shop Key software to be used, PCs will be assessed for replacement with current inventory and placed on refresh schedule. |
| SVCTE Building 600 Auto, Trucks Labs will be equipped with one Chromebook cart each w/32 CBs. | Technology Department Staff | 03/30/2021 | New versions of Instructional software may no longer require use of PCs. If current Shop Key software to be used, PCs will be assessed for replacement with current inventory and placed on replace schedule. |
| SVCTE Room 707/708 Fire Sci. will be equipped with one Chromebook cart w/32 CBs. | Technology Department Staff | 03/30/2021 | Current PCs will be removed for disposal and Chromebooks enabled for student use. |
| SVCTE Room 706 & 703 software use will be assessed to ascertain if Chromebooks can replace current PC use. | Technology Department Staff | 03/30/2021 | New versions of Instructional software may no longer require use of PCs. If current Shop Key software to be used, PCs will be assessed for replacement with current inventory and placed on refresh schedule. |
| SVCTE Rooms 702 & 709. Laptops to be assessed for functionality. | Technology Department Staff | 06/30/2021 – Replace in 2022 -23 | Based on purchase date and 5-year refresh schedule in Tech Plan, Laptops in these classes will be on schedule for replacement in 2022-23 school year. |
| SVCTE 101 Fashion Design Assess software in use | Technology Department Staff | 03/30/2021 *06/30/2021 | * PCs to be replaced unless Adobe Apps can run on Chromebook |
| SVCTE 103 Mobile Apps iMacs. Conduct inventory to determine age | Technology Department Staff | 06/30/2021 | To be assessed for life and capability. Place on schedule for replacement. |
| SVCTE 104 Film & Video iMacs. Conduct inventory to determine age | Technology Department Staff | 06/30/2021 | To be assessed for life and capability. Place on schedule for replacement. |

| Activity/Task/What | Who is responsible: | By When: | Status/Comments: |
|---|---|---|---|
| SVAE classrooms 4 – 9 and 16-21 will have carts w/32 Laptops each | Technology Department Staff | 06/30/2021 | Place laptops in ESL and other rooms as directed. |

## SVCTE & SVAE Office Technology Refresh Goals 2020 - 2023

| Activity/Task/What | Who is responsible: | By When: | Status/Comments: |
|---|---|---|---|
| Replace all SVCTE & SVAE Office workstations if purchased prior to 2016 | Technology Department Staff | 7/30/2021 | SVCTE Registrars, AP & Program Rep have new workstations, SVAE office staff need to be assessed as do Counselors and other staff at both sites & M&O |
| Assess Printer copier needs | Technology Department Staff | 06/30/2022 | Centralize printer/copiers to increase efficiency and lower cost |

## District Technology Refresh Goals 2020 -2023

| Activity/Task/What | Who is responsible: | By When: | Status/Comments: |
|---|---|---|---|
| Upgrade Audio-visual equipment in all classrooms to include HDMI and wireless connectivity | Technology Department Staff | 08/01/2023 | Assess classrooms that will need HDMI cabling and control panels. Assess projector life and upgrade with Airtame wireless devices. Retain quotes and hire integrator to install. |
| Assess software use across the district for compliance with SB1177. | Technology Department Staff | 08/01/2021 | Gather list of all software used for instruction and submit to the California Student Data Privacy Alliance for SB1177 compliance. |
| Acquire an Asset Management System that provides access to department managers with reporting capabilities | Technology Department Staff | 03/30/2021- 6/30/2021 | User will be trained to access and utilize the system |
| Review inventory conducted in 2016 and assess device age | Technology Department Staff | 03/30/2021 | Determine what items have not been disposed that are either still in use or in storage. Place on refresh cycle if appropriate |
| Conduct inventory of any new purchased devices from 2017 to current and enter into | Technology Department Staff | 03/30/2021 – 06/30/2021 | Determine what items should be disposed that are either still in use or in storage. Place on refresh cycle if appropriate |

| Asset Management System | | | |
|---|---|---|---|
| Assess Printer copier needs | Technology Department Staff | 06/30/2022 | Centralize printer/copiers to increase efficiency and lower cost |

# References

Future Ready Schools

ISTE Standards for Students

Office of Educational Technology National Education Technology Plan 2017

www.MetroED.net

www.SVCTE.net

Silicon Valley Adult Education