

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**SPECIAL MEETING**

\*\*\*\*\***Cornell Elementary School**\*\*\*\*\*  
904 Talbot Avenue  
Albany, CA 94706

**TUESDAY**  
March 10, 2009

**A G E N D A**

- I. **OPENING BUSINESS** 6:30 p.m.  
 A. Call to Order  
 B. Roll Call  
 C. Identify Closed Session Topics for Discussion Pursuant to Agenda Section III Below
- II. **PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS**  
*General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.*
- III. **CLOSED SESSION** 6:35 p.m.  
 A. With respect to every item of business to be discussed in Closed Session pursuant to:  
 Government Code Section 54957: Personnel Assignment Order and Consent Calendar  
Certificated  
 1. Mental Health Intern  
 2. Teacher  
 3. Substitute Teacher  
 4. Asst. Track Coach  
 5. Varsity Softball Coach  
Classified  
 6. ELD Para-educator  
 7. Head Track Coach  
 8. Boys Varsity Tennis Coach  
 9. Head Varsity Baseball Coach  
 10. JV Baseball Coach  
 11. JV Softball Coach  
 12. Asst. Track Coach  
 13. Boys Varsity Golf Coach  
 14. Athletic Van Driver  
 15. Coach -correction  
 B. With respect to every item of business to be discussed in Closed Session pursuant to  
 Education Code Section 35146, Student Personnel Matters  
 C. With Respect to every item of business to be discussed in Closed Session pursuant to:  
 Government Code Section 54957: Personnel Assignment Order and Consent Calendar  
 Superintendent's Evaluation

- D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code sec. 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as Pertains to:
- California School Employees Association (CSEA)
  - Albany Teachers Association (ATA)
  - SEIU Local 1021

**IV. OPEN SESSION**

7:30 p.m.

*Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:30 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.*

- A. Reconvene to Open Session
- B. Roll Call
- C. Pledge of Allegiance
- D. Report of Action Taken in Closed Session
- E. Approval of Agenda  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_
- F. Approval of Consent Calendar  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_

*(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action).*

**1. Personnel Assignment Order**

**A. Certificated Personnel – Public Employee Assignment, Appointment, Employment, Evaluation, Leave Requests:**

1. Mental Health Intern
2. Teacher
3. Substitute Teacher
4. Asst. Track Coach
5. Varsity Softball Coach

**B. Classified Personnel – Public Employee Assignment, Appointment, Employment, Leave Requests:**

1. ELD Para-educator
2. Head Track Coach
3. Boys Varsity Tennis Coach
4. Head Varsity Baseball Coach
5. JV Baseball Coach
6. JV Softball Coach
7. Asst. Track Coach
8. Boys Varsity Golf Coach
9. Athletic Van Driver
10. Coach

**2. Student Services**

- A. Approve increase in Purchase Order #PO9-00243 for Beyond the Classroom for addition of time (9) hours of deaf/hard of hearing /audiological services at a cost of \$84.00/hour not to exceed \$756.00 for one student.
- B. Approve increase in Purchase Order #PO9-00242 for Dr. Caroline Johnson in an amount not to exceed an additional \$1,290.00 for a Psychological Assessment for one student.

**V. STUDENT BOARD MEMBER REPORTS**

**VI. STAFF REPORTS**

- A. CBEDS/CSIS Fall 2008 Submission (included in packet under separate cover) Pg 5

**VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA**

*Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda*

**VIII. REVIEW AND ACTION ITEMS**

*(Members of the public will have the opportunity to speak on all issues)*

- A. Approve Technology Plan (included in packet under separate cover) Pg 6  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_
- B. Approve 2009-10 Calendar Pg 7  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_
- C. Approve Provisional Appointment Process to Fill Board Vacancy Pg 9  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_
- D. Approve Resolution 2008-09-25 Honoring Jamie Calloway Pg 17  
 Moved: \_\_\_\_\_ Seconded: \_\_\_\_\_ Vote: \_\_\_\_\_

**IX. REORGANIZATION OF BOARD OF EDUCATION**

- A. Conduct Reorganization Meeting for the remainder of 2008-09 due to the resignation of President Calloway effective March 11, 2009.
  - 1. Election of President of the Board (President Calloway to preside)
  - 2. Election of Vice President of the Board (New Board President to preside if necessary)

**X. SUPERINTENDENT AND BOARD COMMENTS**

**XI. FUTURE AGENDA ITEMS**

*(dates are tentative and subject to change)*

- A. Enrichment Task Force March
- B. Parks & Recreation Report March
- C. 2<sup>nd</sup> Interim Report March
- D. Reallocation of 2005 Parcel Tax April
- E. Albany Children's Center Report April
- F. Increase of 1987, 1999, and 2005 Parcel Tax Rate I June
- G. Consolidated Application Part I for Funding Categorical Programs June

**XII. FUTURE BOARD MEETINGS**

- A. Tuesday, March 17, 2009 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- B. Tuesday, April 14, 2009 7:30 p.m., Regular Meeting, *Cornell Elementary School, 901 Cornell Elementary School,*
- C. Tuesday, April 28, 2009 7:30 p.m., Regular Meeting, *Cornell Elementary School, 901 Cornell Elementary School,*

**XIII. ADJOURNMENT**

*The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board.*

- The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 904 Talbot Avenue, Albany. The agenda is available on the Albany Unified School District web site: [www.albany.k12.ca.us](http://www.albany.k12.ca.us)
- If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet.
- In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

<b>ALBANY UNIFIED SCHOOL DISTRICT BOARD AGENDA BACKUP</b>  <b>Regular Meeting of March 10, 2009</b>
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**ITEM:** CBEDS/CSIS Fall 2008 Submission

**PREPARED BY:** Marla Stephenson, Superintendent

**TYPE OF ITEM:** Staff Report – Available for public viewing under separate cover

**BACKGROUND INFORMATION:**

School districts in California have two separate methods available to them for reporting student data.

The California Basic Educational Data System, or CBEDS, is a single annual collection of data from county offices of education and school districts. The CBEDS data is collected on the first Wednesday in October, designated as CBEDS Information Day. The data describes – by county office or school district – the staff characteristics, student characteristics, and enrollment by grade levels, staffing levels, and other demographic information.

The California School Information Services, or CSIS, program is an electronic statewide voluntary school information system used to facilitate the exchange and reporting of student information by county offices of education and school districts to the CDE. Albany Unified School District currently participates in the CSIS program to compile and report their demographic data to the state.

Complete Combined CBEDS and CSIS Report

Enrollment by Grade Level	CBEDS	CSIS
Enrollment by Ethnic Group	CBEDS	CSIS
Enrollment by Ethnic Group/Percentage	CBEDS	CSIS (combined)
Ethnic Distribution Chart	CBEDS	CSIS (combined)
10-Year Enrollment Comparison	CBEDS	CSIS (combined)
10-Year Enrollment Comparison Chart	CBEDS	CSIS (combined)

**FINANCIAL INFORMATION:**

No fiscal impact.

<b>RECOMMENDATION:</b> Staff Report
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**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of March 10, 2009**

**ITEM: APPROVE THE ALBANY UNIFIED SCHOOL DISTRICT TECHNOLOGY PLAN**

**PREPARED BY:** Lynda Hornada, Director of Curriculum and Instruction

**TYPE OF ITEM:** *REVIEW AND ACTION-  
AVAILABLE FOR PUBLIC REVIEW UNDER SEPARATE COVER*

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**BACKGROUND INFORMATION:**

The District has updated the AUSD Technology Plan. Staff will provide a presentation for the Board of Education. The full written report is attached.

**FINANCIAL INFORMATION:** Utilization of the current technology budget

**RECOMMENDATION:**

**APPROVE THE DISTRICT TECHNOLOGY PLAN**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of March 10, 2009**

**ITEM:** Approve Calendar for School Year 2009-10

**PREPARED BY:** Marla Stephenson, Superintendent

**TYPE OF ITEM:** Action

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**BACKGROUND INFORMATION:**

The school calendar is negotiated by the Albany Teachers Association and the school district. The calendar contains 180 student instructional days and four professional development (non-student) days for teachers.

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**FINANCIAL INFORMATION:**

No fiscal impact.

**RECOMMENDATION: Approve Calendar for School Year 2009-10**

### Albany Teachers' Association Proposed Calendar 2009-2010

Month	M	T	W	Th	F	Student Days in the Month	Comments
Aug	3	4	5	6	7		
	10	11	12	13	14		Aug 24, 25 Staff Development Days
	17	18	19	20	21		Aug 26 First day of school
	24	25	26	27	28		
	31					4	
Sept		1	2	3	4		
	7	8	9	10	11		Sept 7 Labor Day - Holiday
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30			21	
Oct				1	2		
	5	6	7	8	9		
	12	13	14	15	16		Oct 12 Staff Development Day
	19	20	21	22	23		
	26	27	28	29	30	21	
Nov	2	3	4	5	6		
	9	10	11	12	13		Nov 11 Veterans' Day - Holiday
	16	17	18	19	20		
	23	24	25	26	27		Nov 26 Thanksgiving - Holiday Nov 27 Board Holiday
	30					18	
Dec		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		Dec 21-Jan 1 Winter Break
	21	22	23	24	25		
	28	29	30	31		14	
Jan				1			
	4	5	6	7	8		
	11	12	13	14	15		
	18	19	20	21	22		Jan 18 MLK Day - Holiday
	25	26	27	28	29	19	
Feb	1	2	3	4	5		
	8	9	10	11	12		Feb 15 Presidents' Day
	15	16	17	18	19		Feb 16-19 Mid-winter Break
	22	23	24	25	26		
						15	
Mar	1	2	3	4	5		
	8	9	10	11	12		
	15	16	17	18	19		Mar 18 Staff Development Day
	22	23	24	25	26		
	29	30	31			22	
Apr			1	2	3		
	5	6	7	8	9		
	12	13	14	15	16		Apr 12-16 Spring Break
	19	20	21	22	23		
	26	27	28	29	30	17	
May	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31					20	May 31 Memorial Day - Holiday
June		1	2	3	4		
	7	8	9	10	11		June 11 Last day of school
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30			9	
						180 Instructional Days	
						4 Staff Development Days	



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of March 10, 2009**

**ITEM:** **Provisional Appointment Process to Fill Board Vacancy**

**PREPARED BY:** Marla Stephenson, Superintendent

**TYPE OF ITEM:** Action

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**BACKGROUND INFORMATION:**

Board Policy 9325 (see attached) and Albany City Charter (see attached) states that when a Board vacancy exists:

“A vacancy of the Board shall be filled by the vote of a majority of the Board until the next general city election for Municipal Officers, when a member shall be elected to fill the unexpired term.”

The next general city election is November, 2010. A provisional appointment is required by Board policy and City Charter.

In order to draw from the largest possible number of candidates, Staff suggests that the District advertise in local papers, the District web site, school newsletters and e-trees beginning March 13, 2009 through March 27, 2009. Two Board members and the Superintendent will ensure that applicants are eligible for Board membership and invite eligible candidates to be interviewed by the Board at a public meeting. Staff suggests convening a Special Board meeting early April or lengthening the April 14, 2009, Board meeting to accommodate an interview process. The Board will select the provisional appointee by a majority vote.

Staff has attached Board Policy 9305 Board Member Qualifications; Candidate Information form; sample Board interview questions and guidelines for evaluating a candidate for your perusal.

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**FINANCIAL INFORMATION:**

No fiscal impact.

**RECOMMENDATION:** Approve provisional appointment process to fill Board Vacancy

## ALBANY UNIFIED SCHOOL DISTRICT

## BOARD POLICY

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BOARD OPERATIONSBP 9325  
-----BOARD MEMBER UNEXPIRED TERM FULFILLMENT

If any member of the Board shall remove from the City or be absent therefrom for more than sixty (60) days consecutively without permission of the Board, or shall fail to qualify, the members' office shall thereupon become vacant.

Vacancies on the Board are caused by any of the events specified in Section 1770 of the Government Code, or by a failure to elect. A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become effective on that date. A written resignation, whether specifying a deferred effective date or otherwise, shall, upon being filed with the County Superintendent of Schools, be irrevocable.

Any vacancy of the Board shall be filled by the vote of a majority of the Board until the next general city election for Municipal Officers, when a member shall be elected to fill the unexpired term.

In the event that three (3) or more such vacancies exist at one time, sufficient vacancies shall be filled by appointment by the County Superintendent of Schools to make a majority of such Board to act and fill the remaining vacancies. Each such appointed member shall hold office until the next general City Election for Municipal Officers, when a member shall be elected to fill the unexpired term.

REFERENCE: Albany City Charter, Section 6.01(f)  
Government Code 1770

DATE ADOPTED: MARCH 1990

## § 6.02 CITY OF ALBANY

all the powers that are now, or may hereafter be, conferred and discharge the duties imposed by law upon City Boards of Education.

(d) Inspection of accounts by City. Deleted. (Ratified July 2, 1970)

(e) The Board shall make such rules and regulations governing its meetings and procedure as may seem proper. A majority of the Board shall constitute a quorum, but the affirmative vote of three members shall be necessary to authorize the payment of public money or the election of a superintendent, principals, teachers and all officers and employees who the Board is authorized to elect or appoint.

(f) Any vacancy of the Board shall be filled by the vote of a majority of the Board until the next general city election for Municipal Officers, when a member shall be elected to fill the unexpired term.

In the event that three (3) or more such vacancies exist at one time, sufficient vacancies shall be filled by the appointment by the County Superintendent of Schools to make a majority of such Board to act and fill the remaining vacancies. Each such appointed member shall hold office until the next general City Election for Municipal Officers, when a member shall be elected to fill the unexpired term.

If any member of the Board of Education shall remove from the City or absent himself therefrom for more than sixty (60) days consecutively without permission of the Board of Education, or shall fail to qualify, his office shall thereupon become vacant. (Amended, ratified, August 7, 1952; February 18, 1969; July 2, 1970; April 13, 1976)

SECTION 6.02. LIMITATION OF TERMS. Any person who shall have been elected to two (2) successive terms as a member of the Board of Education shall be ineligible to serve

## ALBANY UNIFIED SCHOOL DISTRICT

**BOARD POLICY**

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**BOARD OPERATIONS**BP 9305

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**BOARD MEMBER QUALIFICATIONS**

Each member of the Board shall meet the following qualifications:

The member is and shall have been for at least thirty (30) days preceding his or her election or appointment a qualified elector of the City or territory annexed thereto.

The member is eighteen (18) years of age or older, a citizen of the state, a resident of the district, a registered voter, and is not disqualified by the Constitution or laws of the state from holding a civil office.

REFERENCE: E.C. 35107  
Albany City Charter, Section 6.01(a)

DATE ADOPTED: MARCH 1990

**ALBANY UNIFIED SCHOOL DISTRICT**

904 Talbot Avenue  
Albany, CA 94706

**CANDIDATE INFORMATION SHEET**

Please fill out and return by \_\_\_\_\_ to \_\_\_\_\_  
or leave at the superintendent's office.

Date: \_\_\_\_\_

\_\_\_\_\_  
(Last Name) (First Name) (Initial)

Business Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Occupation: \_\_\_\_\_ No. of Years Residing in District: \_\_\_\_\_

Do you have children in the district's schools? Yes \_\_\_\_ No \_\_\_\_

If yes, ages and schools are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you worked on any school committees or participated in any school activities recently? Please list them.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other community or business activities?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you feel you want to be a school board member?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What do you see as the basic purpose of the public schools?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Candidate Information Sheet - Board Vacancy**  
**Page Two**

What is the role of the school board in the fulfillment of that purpose?

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What could be done to help improve communications and relationships among the board, staff, students, parents, and community?

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What should be the relationship between the board members and the administration in the handling of school concerns?

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In what area of function as a board member would you have a particular interest or skill (i.e., public relations, budget, negotiations, evaluation, long-range planning, facilities, policy, etc.)?

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What do you see as the strengths of the \_\_\_\_\_ School District?

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What do you see as the areas most needing improvement in the school district?

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## SUGGESTED BOARD INTERVIEW QUESTIONS

1. Why do you want to be a school board member?
2. What do you see as the basic purpose of the public schools? What is the role of the board in the fulfillment of that purpose?
3. As a board member, what do you see as your primary purpose or primary role?
4. Describe a good board meeting for me. What is the objective of a good board meeting?
5. What would you do when you believe administrators have not provided you with accurate and complete information for making a decision?
6. How do you go about finding out what parents and community members are thinking?
7. What will you do to become more effective as a board member?
8. What are your goals as a board member?
9. If a parent cornered you in the grocery store and asked for your support on a particularly hot issue, you would...

*Note:* Interviews or discussions of potential board members may not be held in closed session. The California Attorney General ruled that local office holders, whether elected or appointed, are excluded from the "personnel exception" (Government Code §54957) to the open meeting requirements of the Brown Act (Government Code §54950 et seq.) See also 59 Ops. California Attorney General 266 (1976)

## EVALUATING THE CANDIDATE

Does the candidate:

- Know the political boundary and physical geography of the school district?
- Have the courage and ability to explain and enforce a role which might not be popular, but which is proper?
- Understand that leadership often involves the turning of public opinion from an erroneous attitude to the acceptance of a feasible rule?
- Have a layman's relationship to public education?
- Have personal interests that would invalidate his/her service to the board?
- Have a sense of humor?
- Make a habit of withholding judgment on critical issues until the facts are available?

Is the candidate:

- Seeking the position for personal prestige or political gain (personal agenda)?
- A leader in his/her own occupation or community group?
- A known quantity in the community?
- Able to think independently and objectively about a problem?
- Capable of recognizing and distinguishing the jurisdictional power and functions of the board and administration?
- Aware of the cross-currents of thinking pertaining to the basic concepts of public education?
- Able to carry on cheerfully when public appreciation of his/her efforts seem to be lacking?

Will the candidate:

- Remain loyal to his/her fellow trustees under stress?
- Work to develop unity among the members of the board, contributing to harmonious development of the program?
- Give the necessary time to this important position?

Has the candidate:

- An unselfish interest in the public schools, the community, and in every child?
- Arrived at a position of recognized leadership in the community?



**ALBANY UNIFIED SCHOOL DISTRICT  
Board of Education**

**RESOLUTION 2008-09-25**

**HONORING JAMIE CALLOWAY:  
IN RECOGNITION OF HER SERVICES ON THE  
ALBANY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

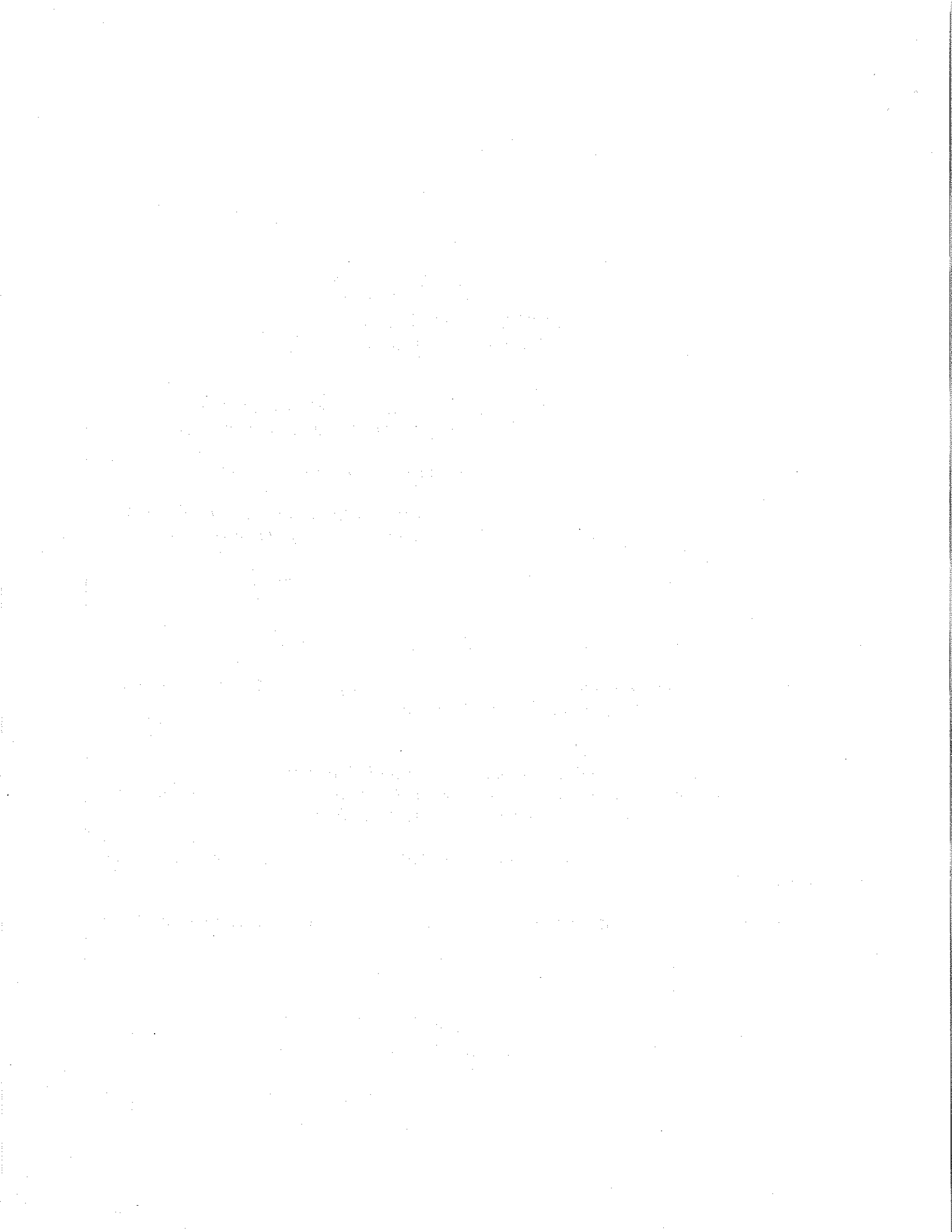
- WHEREAS,** Jamie Calloway has dedicated two and one-half years of service to the Albany community and its students by serving on the Board of Education, and
- WHEREAS,** She ably served as Board President, since December, 2008 and
- WHEREAS,** Jamie Calloway has conducted the business of the Board in a professional manner; and is a thoughtful advocate for students in our schools, and
- WHEREAS,** Jamie Calloway considered all District issues in the best interest of students, and
- WHEREAS,** She has been a champion of equity for all students, and
- WHEREAS,** Jamie Calloway resigns her office effective March 11, 2009, in the pursuit of happiness, marriage and a new home in a new city.

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Education of the Albany Unified School District does hereby commend and thank Jamie Calloway for her services during her tenure as a member of the Board of Education from 2006 to 2009.

**PASSED AND ADOPTED** this 10th day of March 2009, by the Board of Education of the Albany Unified School District.

I certify that the foregoing Resolution was duly introduced, passed, and adopted as stated above.

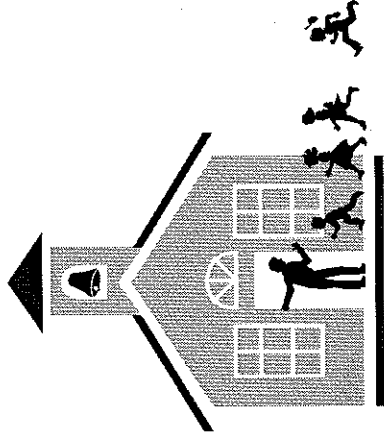
\_\_\_\_\_  
Marla Stephenson, Superintendent  
Secretary, Board of Education



# Albany Unified School District

## CBEDS

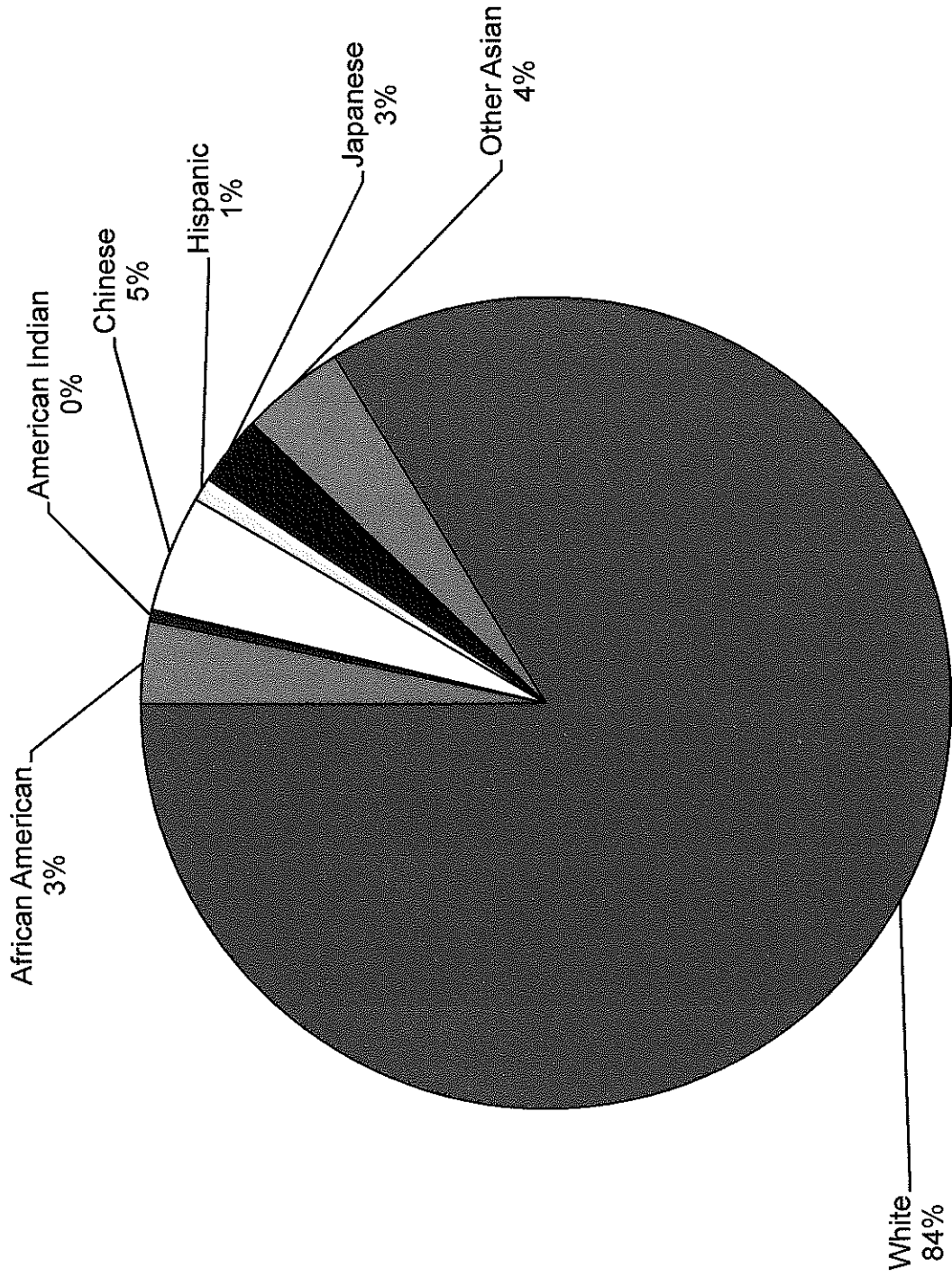
October 1, 2008



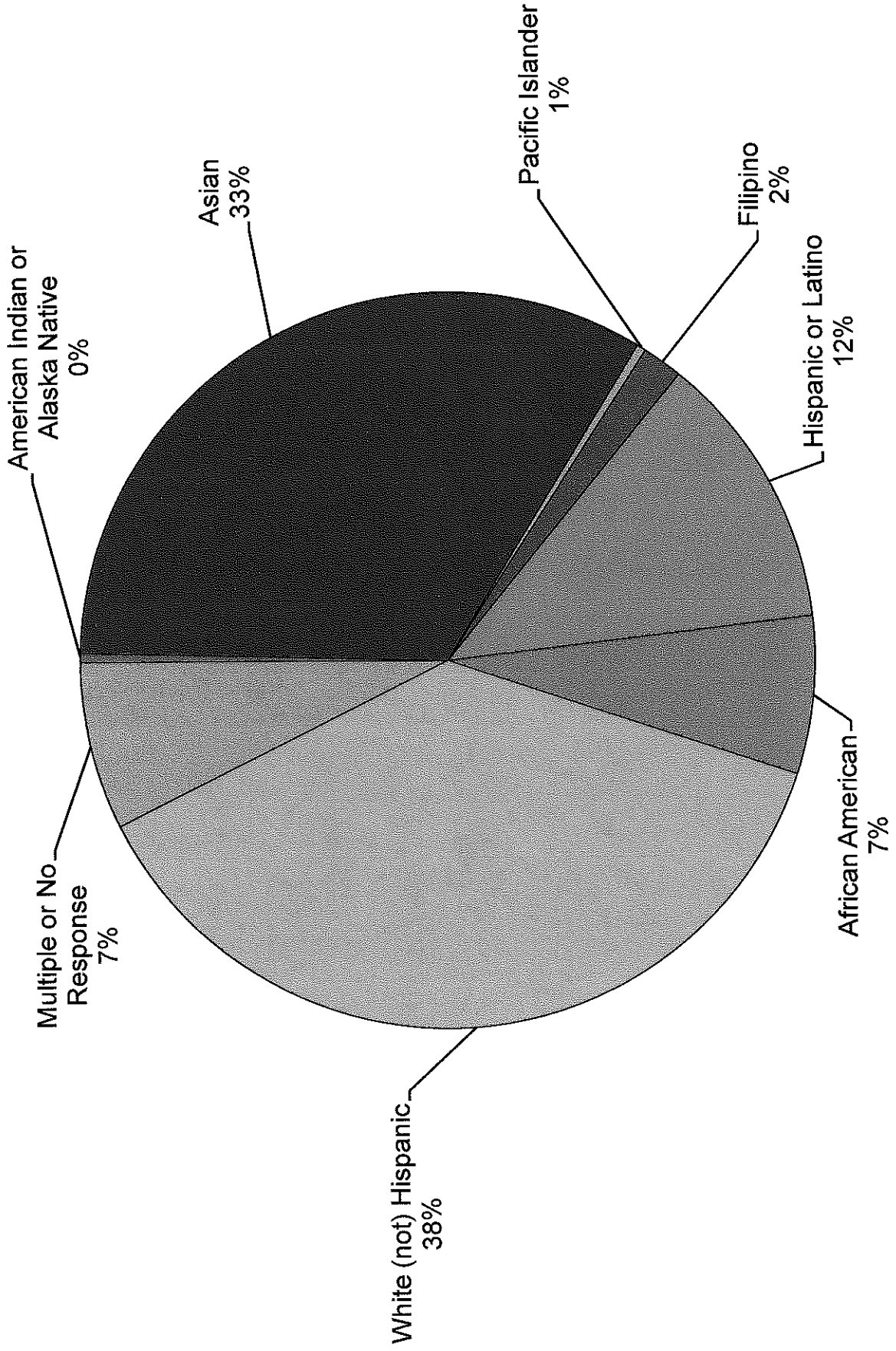
Marla Stephenson  
Superintendent

Terry Pinol  
Student Data System Manager

# Albany Unified School District Teacher Ethnic Breakdown



# Albany Unified School District Student Ethnic Breakdown



	MALE										FEMALE									
	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total			
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
2 Parapro- Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
3 Office/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
4 Office/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
5 Other/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
6 Other/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>A. Number of Classified Staff</b> - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS. Click here for Section A detail report: <a href="#">Classified Staff by School by Ethnic Designation</a>																				
7 Kindergarten	1	40	0	4	18	5	84	3	0	38	0	4	12	4	50	6	269			
8 Grade 1	0	41	1	0	13	5	47	24	0	34	1	0	10	5	45	20	246			
9 Grade 2	0	55	0	6	14	8	50	5	1	51	1	5	12	7	44	5	264			
10 Grade 3	0	32	1	3	16	4	49	14	1	45	1	3	13	5	56	16	259			
11 Grade 4	0	48	0	3	17	7	64	11	0	47	0	2	12	6	50	10	277			
12 Grade 5	1	45	0	3	13	15	55	5	1	39	0	0	17	8	47	6	255			
13 Grade 6	2	53	1	4	24	11	52	10	2	47	1	5	21	9	49	7	298			
14 Grade 7	1	47	0	4	21	14	61	6	0	52	0	0	22	10	65	10	313			
15 Grade 8	1	46	0	3	23	17	56	11	0	59	1	1	18	10	57	12	315			
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
17 Grade 9	0	59	1	2	28	15	57	18	0	59	1	1	14	11	65	17	348			
18 Grade 10	1	43	0	3	24	14	55	15	2	48	0	3	24	13	64	14	323			
19 Grade 11	0	64	1	2	27	12	64	8	0	58	2	2	16	18	52	13	339			
20 Grade 12	1	73	3	2	16	18	50	9	0	58	0	3	25	16	54	8	336			
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
23 Totals	8	646	8	39	254	145	744	139	7	635	8	29	216	122	698	144	3842			

**B. District Enrollment** - Enrollment as of Information Day.  
 Click here for Section B detail report: [Enrollment by School by Ethnic Designation](#) or [Enrollment by School by Grade](#)

**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
CD Code: 01611276116222

**Summary of all School Information Forms  
Fall 2008-2009**

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
<b>C. Graduates</b> - Does not include students with high school equivalencies (i.e., GED or CHSPE). Click here for Section C detail report: <a href="#">High School Graduates by School</a>																				
24 High School Graduates	1	52	0	2	19	11	74	5	1	44	0	2	20	15	54	9	309			
25 H.S. Grads Completing all UC/CSU Reqs	1	31	0	0	10	2	47	4	1	35	0	2	5	2	41	5	186			
<b>D. Enrollment in Selected High School Courses</b> - (Grades 7-12) Click here for Section D detail report: <a href="#">Enrollment in Selected High School Courses by School by Ethnic Designation</a>																				
26 Intermediate Algebra/Alg II	0	13	1	0	9	4	12	2	0	20	0	0	9	2	24	2	98			
27 Other advanced math course	0	113	2	3	9	5	87	10	1	109	0	3	13	5	88	19	467			
28 Chemistry - First Year	1	84	1	2	13	4	56	9	1	77	1	2	12	8	60	12	343			
29 Physics - First Year	0	16	0	0	2	1	22	0	0	19	0	0	6	0	19	5	90			
<b>E. Career-Technical Education Enrollment</b> - (Grades 9-12) Each student is only reported once - ROC/P is not included. Click here for Section E detail report: <a href="#">Total Career-Technical Education Enrollment by School and by Ethnic Group</a>																				
30 Number of Students	0	2	0	0	5	2	6	3	0	1	1	0	3	7	4	0	34			
<b>F. Dropouts</b> Click here for Section F detail report: <a href="#">Dropouts by School by Ethnic Designation</a>																				
31 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
32 Grade 8	0	1	0	0	0	3	4	0	0	1	0	1	0	1	3	0	14			
33 Grade 9	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	3			
34 Grade 10	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	4			
35 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
36 Grade 12	0	3	0	0	3	2	2	0	0	2	0	0	2	2	1	0	17			

**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
CD Code: 01611276116222

**Summary of all School Information Forms  
Fall 2008-2009**

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

**G. Educational Options**

All schools must complete this section if any type of educational option is offered to their students. Students should be counted in each category that applies. Please refer to the Glossary of Terms for definitions of these educational options.

**Types of Educational Options**

Types of Educational Options	Enrollment		
	K-8	9-12	Total
1 Alternative Schools and Programs of Choice	0	53	53
2 AVID	0	0	0
3 California Partnership Academics	0	0	0
4 Independent Study (not adult education students)	0	0	0
5 International Baccalaureate Programs	0	0	0
6 Magnet Schools or Programs	0	0	0
7 Opportunity	0	0	0
8 Pregnant/Parenting	0	0	0
9 Smaller Learning Communities	0	0	0
10 Specialized Secondary Program	0	0	0
11 Thematic Schools	0	0	0
12 Other	0	0	0
13 Total	0	53	53

Number of students who took one or more high school class through independent study and graduated or passed the General Educational Development (GED) exam or California High School Proficiency Examination (CHSPE)

14 Graduates (Last Year)

- 1 How many computers does the district have that are used for instructionally related purposes? 821
- 2 How many classrooms have access to the Internet through at least one computer? 130

**I. Educational Calendar** NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

Traditional	6 Single-track	0 Multi-track	Number of schools by type of calendar:
60/20	0 90/30	0 Concept 6	0
60/15	0 45/15	0 Mod. Concept 6	0
		Custom Calendar	0

The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below:

**J. Data for No Child Left Behind (NCLB)**

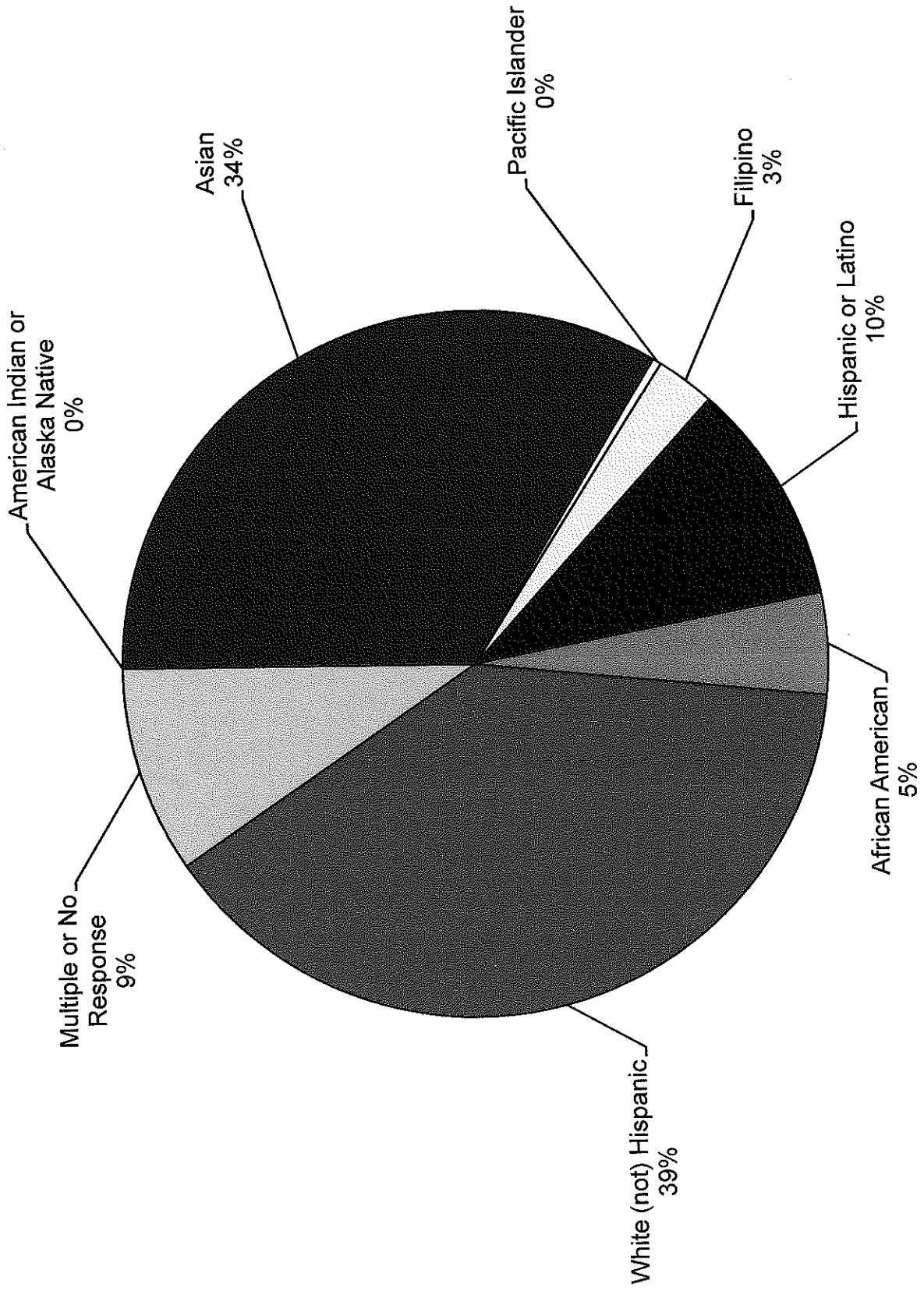
	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
Dropouts (Last Year)	0	1	0	0
Grade 9	0	0	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	9	1	7

High School Graduates 0 50 22 32

**H. Technology** NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.



# Cornell Elementary School Student Ethnic Breakdown



# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Cornell Elementary  
CDS Code: 01611276090146

# School Information Form (SIF) Fall 2008-2009

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 0161127000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2 Parapro- Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
3 Office/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
4 Office/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
5 Other/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
6 Other/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>A. Number of Classified Staff</b> - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>B. District Enrollment</b> - Enrollment as of Information Day.	0	13	0	2	4	1	29	0	0	11	0	3	2	0	16	3	84			
7 Kindergarten	0	13	0	0	4	0	15	7	0	11	0	0	5	2	18	5	80			
8 Grade 1	0	13	0	1	7	3	22	2	0	26	0	3	2	3	13	1	96			
9 Grade 2	0	10	1	1	3	0	13	6	0	13	1	0	7	2	15	7	79			
10 Grade 3	0	15	0	1	4	0	19	7	0	17	0	1	2	3	14	6	89			
11 Grade 4	0	17	0	2	5	6	13	2	0	15	0	0	8	4	14	3	89			
12 Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
13 Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
14 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
15 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
17 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
18 Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
19 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
20 Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>23 Totals</b>	0	81	1	7	27	10	111	24	0	93	1	7	26	14	90	25	517			



# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Cornell Elementary  
CDS Code: 01611276090146

Summary of all School Information Forms  
Fall 2008-2009

Aggregated DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

## G. Alternative Education

Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.

Types of Programs/Educational Options	Enrollment	
	K-8 (b)	9-12 (c)
1 Alternative Schools and Programs of Choice (a)	0	0
2 AVID	0	0
3 California Partnership Academics	0	0
4 Independent Study (not adult education students)	0	0
5 International Baccalaureate Programs	0	0
6 Magnet Schools or Programs	0	0
7 Opportunity	0	0
8 Pregnant/Parenting	0	0
9 Smaller Learning Communities	0	0
10 Specialized Secondary Program	0	0
11 Thematic Schools	0	0
12 Other	0	0
13 Total	0	0
Number of graduates meeting high school requirements through independent study	0	0

## H. Technology

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

1 How many computers does the district have that are used for instructionally related purposes?	53
2 How many classrooms have access to the Internet through at least one computer?	17

## I. Educational Calendar

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

Traditional	1 Single-track	0 Multi-track	Number of schools by type of calendar.
60/20	0 90/30	0 Concept 6	0
60/15	0 45/15	0 Mod. Concept 6	0
		Custom Calendar	0

The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below:

## J. Data for No Child Left Behind (NCLB)

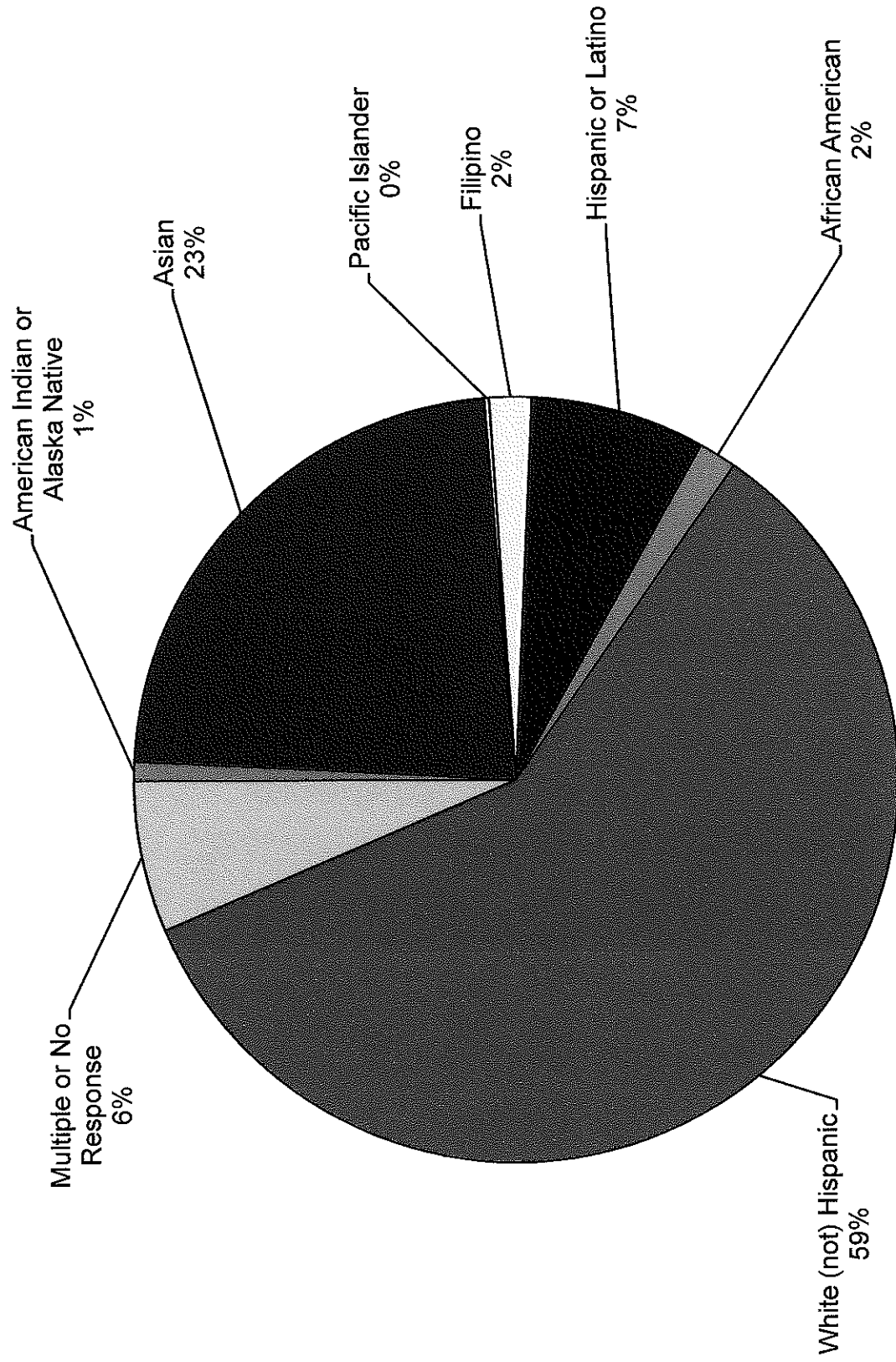
	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
Dropouts (Last Year)	0	0	0	0
Grade 9	0	0	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	0	0	0
Graduates (Last Year)	0	0	0	0
High School Graduates	0	0	0	0

## H. Technology

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

1 How many computers does the district have that are used for instructionally related purposes?	53
2 How many classrooms have access to the Internet through at least one computer?	17

# Marin Elementary School Student Ethnic Breakdown



**CSIS Fall Submission**  
 State Reporting and Records Transfer System  
 California School Information Services

County: Alameda  
 District: Albany City Unified  
 School: Marin Elementary  
 CDS Code: 01611276095376

School Information Form (SIF)  
 Fall 2008-2009  
 Aggregated on DataGate SR1 2009-01-16 12:07:21  
 TransactionID: 01611270000000-0809-00031

	MALE											FEMALE					
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	
<b>A. Number of Classified Staff</b> - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF). NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.																	
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Parapro- Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 Office/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 Office/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 Other/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6 Other/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>B. District Enrollment</b> - Enrollment as of Information Day.																	
7 Kindergarten	0	6	0	0	4	4	0	38	2	0	8	0	4	0	19	1	82
8 Grade 1	0	7	1	0	5	5	1	21	9	0	4	0	0	0	22	8	78
9 Grade 2	0	13	0	3	3	3	1	19	0	1	10	2	3	2	22	2	81
10 Grade 3	0	4	0	1	2	2	0	24	4	1	14	2	2	0	24	4	82
11 Grade 4	0	13	0	1	6	6	1	32	0	0	12	0	1	1	24	0	91
12 Grade 5	1	12	0	0	5	5	0	30	2	1	12	0	2	2	20	0	87
13 Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18 Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20 Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23 Totals	1	55	1	5	25	3	164	17	3	60	4	12	5	131	15	501	





# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Marin Elementary  
CDS Code: 01611276095376

Summary of all School Information Forms  
Fall 2008-2009  
Aggregated DataGate SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

## G. Alternative Education

Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.

### Types of Programs/Educational Options

	Enrollment		
	K-8	9-12	
(a)	(b)	(c)	
1 Alternative Schools and Programs of Choice	0	0	0
2 AVID	0	0	0
3 California Partnership Academics	0	0	0
4 Independent Study (not adult education students)	0	0	0
5 International Baccalaureate Programs	0	0	0
6 Magnet Schools or Programs	0	0	0
7 Opportunity	0	0	0
8 Pregnant/Parenting	0	0	0
9 Smaller Learning Communities	0	0	0
10 Specialized Secondary Program	0	0	0
11 Thematic Schools	0	0	0
12 Other	0	0	0
13 Total	0	0	0
14 Number of graduates meeting high school requirements through Independent Study	0	0	0

1 Alternative Schools and Programs of Choice

2 AVID

3 California Partnership Academics

4 Independent Study (not adult education students)

5 International Baccalaureate Programs

6 Magnet Schools or Programs

7 Opportunity

8 Pregnant/Parenting

9 Smaller Learning Communities

10 Specialized Secondary Program

11 Thematic Schools

12 Other

13 Total

14 Number of graduates meeting high school requirements through Independent Study

## H. Technology

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

- How many computers does the district have that are used for instructionally related purposes? **95**
- How many classrooms have access to the Internet through at least one computer? **10**

## I. Educational Calendar

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

	Number of schools by type of calendar.	
	1 Single-track	0 Multi-track
Traditional	1	0
60/20	0	0
60/15	0	0
60/30	0	0
45/15	0	0
Concept 6	0	0
Mod. Concept 6	0	0
Custom Calendar	0	0

## J. Data for No Child Left Behind (NCLB)

	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
Dropouts (Last Year)	0	0	0	0
Grade 9	0	0	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	0	0	0
Graduates (Last Year)	0	0	0	0
High School Graduates	0	0	0	0

The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below.

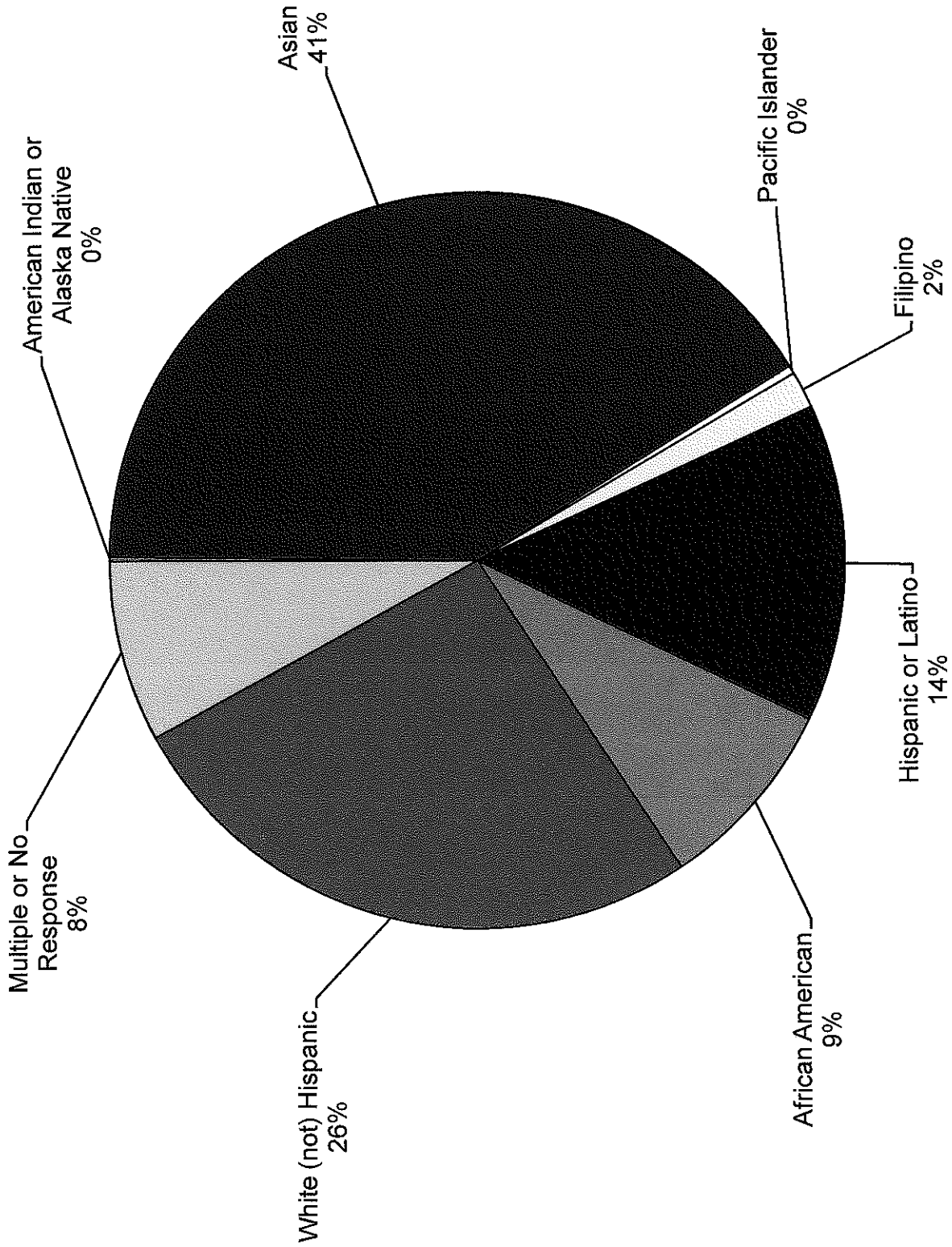
## H. Technology

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

- How many computers does the district have that are used for instructionally related purposes? **95**
- How many classrooms have access to the Internet through at least one computer? **10**



# Ocean View Elementary School Student Ethnic Breakdown



**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Ocean View Elementary  
CDS Code: 01611276116222

**School Information Form (SIF)  
Fall 2008-2009**

Aggregated on DataGate\_SRI 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
2 functionals Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
3 Office/ Full time Clerical Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
4 Other/ Full time Classified Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
5 Other/ Full time Classified Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
<b>A. Number of Classified Staff</b> - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.																				
7 Kindergarten	1	21	0	2	10	4	4	17	1	0	19	0	1	6	4	15				
8 Grade 1	0	21	0	0	4	4	4	11	8	0	19	1	0	5	3	5				
9 Grade 2	0	29	0	2	4	4	4	9	3	0	15	1	0	7	2	9				
10 Grade 3	0	18	0	1	11	4	4	12	4	0	18	0	1	4	3	17				
11 Grade 4	0	20	0	1	7	6	6	13	4	0	18	0	1	9	2	12				
12 Grade 5	0	16	0	0	3	9	9	12	1	0	12	0	0	7	2	13				
13 Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
14 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
15 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
17 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
18 Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
19 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
20 Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
23 Totals	1	125	0	6	39	31	74	21	0	101	2	3	38	16	71	23 551				

**B. District Enrollment** - Enrollment as of Information Day.



# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

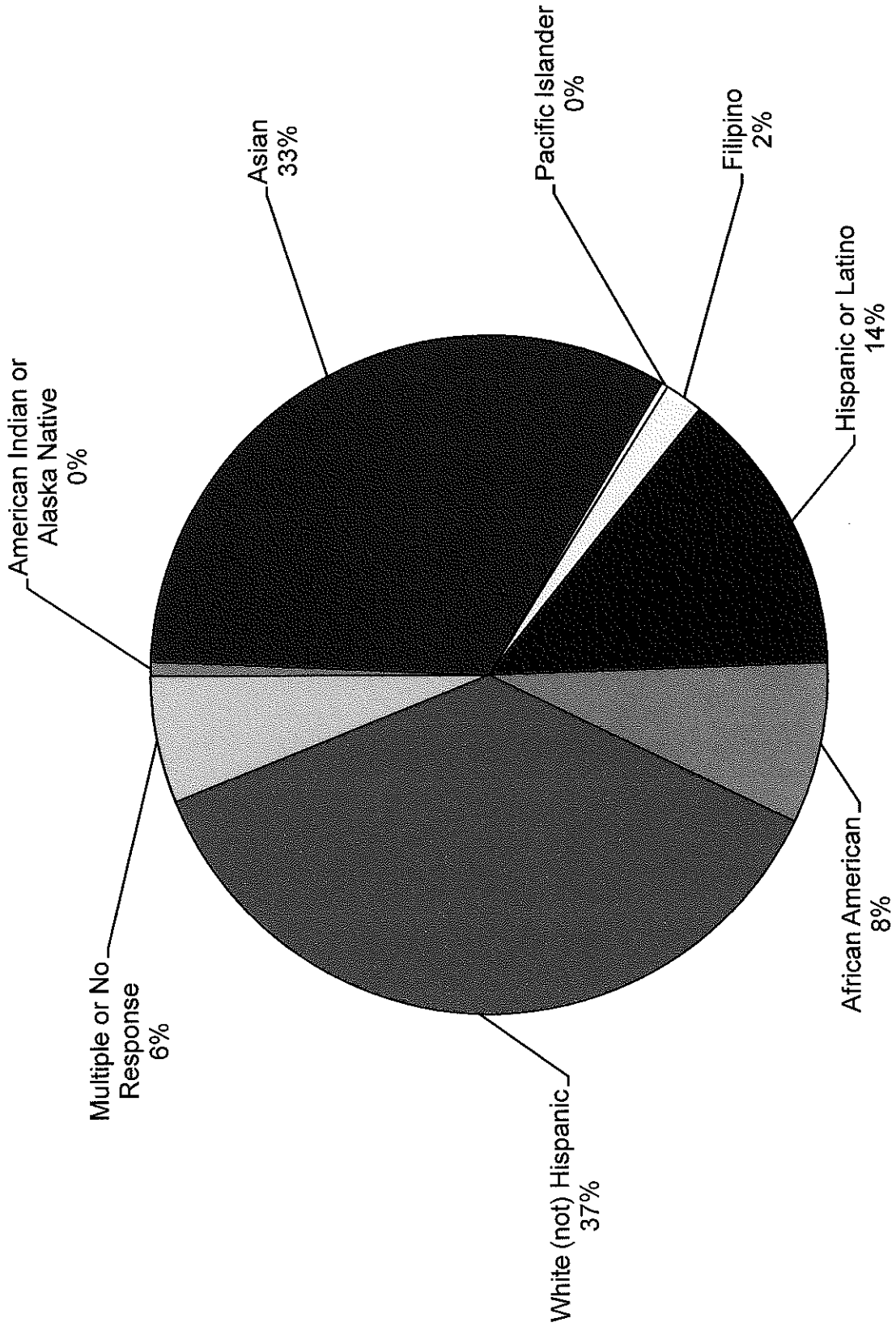
County: Alameda  
District: Albany City Unified  
School: Ocean View Elementary  
CDS Code: 01611276116222

# Summary of all School Information Forms Fall 2008-2009

Aggregated DataGate\_SRI 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

G. Alternative Education		I. Educational Calendar		J. Data for No Child Left Behind (NCLB)					
Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.		NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.		The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below:					
Types of Programs/Educational Options	Enrollment	Number of schools by type of calendar.		Dropouts (Last Year)	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)	
		1 Single-track	0 Multi-track						
1 Alternative Schools and Programs of Choice	0	0	0	0	0	0	0	0	
2 AVID	0	0	0	0	0	0	0	0	
3 California Partnership Academics	0	0	0	0	0	0	0	0	
4 Independent Study (not adult education students)	0	0	0	0	0	0	0	0	
5 International Baccalaureate Programs	0	0	0	0	0	0	0	0	
6 Magnet Schools or Programs	0	0	0	0	0	0	0	0	
7 Opportunity	0	0	0	0	0	0	0	0	
8 Pregnant/Parenting	0	0	0	0	0	0	0	0	
9 Smaller Learning Communities	0	0	0	0	0	0	0	0	
10 Specialized Secondary Program	0	0	0	0	0	0	0	0	
11 Thematic Schools	0	0	0	0	0	0	0	0	
12 Other	0	0	0	0	0	0	0	0	
13 Total	0	0	0	0	0	0	0	0	
14 Number of graduates meeting high school requirements through Independent Study	0	0	0	0	0	0	0	0	
<b>H. Technology</b> NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.									
1 How many computers does the district have that are used for instructionally related purposes?	55								
2 How many classrooms have access to the Internet through at least one computer?	23								

# Albany Middle School Student Ethnic Breakdown



# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Albany Middle  
CDS Code: 01611276090161

# School Information Form (SIF) Fall 2008-2009

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2 Parapro- Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
3 Office/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
4 Office/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
5 Other/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
6 Other/ Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>A. Number of Classified Staff - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.</b>																				
7 Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
8 Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
9 Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
10 Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
11 Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
12 Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
13 Grade 6	2	53	1	4	24	11	52	10	2	47	1	5	21	9	49	7	298			
14 Grade 7	1	47	0	4	21	14	60	6	0	52	0	0	22	10	65	10	312			
15 Grade 8	1	46	0	3	21	17	56	11	0	59	1	1	18	10	57	12	313			
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
17 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
18 Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
19 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
20 Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
23 Totals	4	146	1	11	66	42	168	27	2	158	2	6	61	29	171	29	923			

## B. District Enrollment - Enrollment as of Information Day.



# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Albany Middle  
CDS Code: 01611276090161

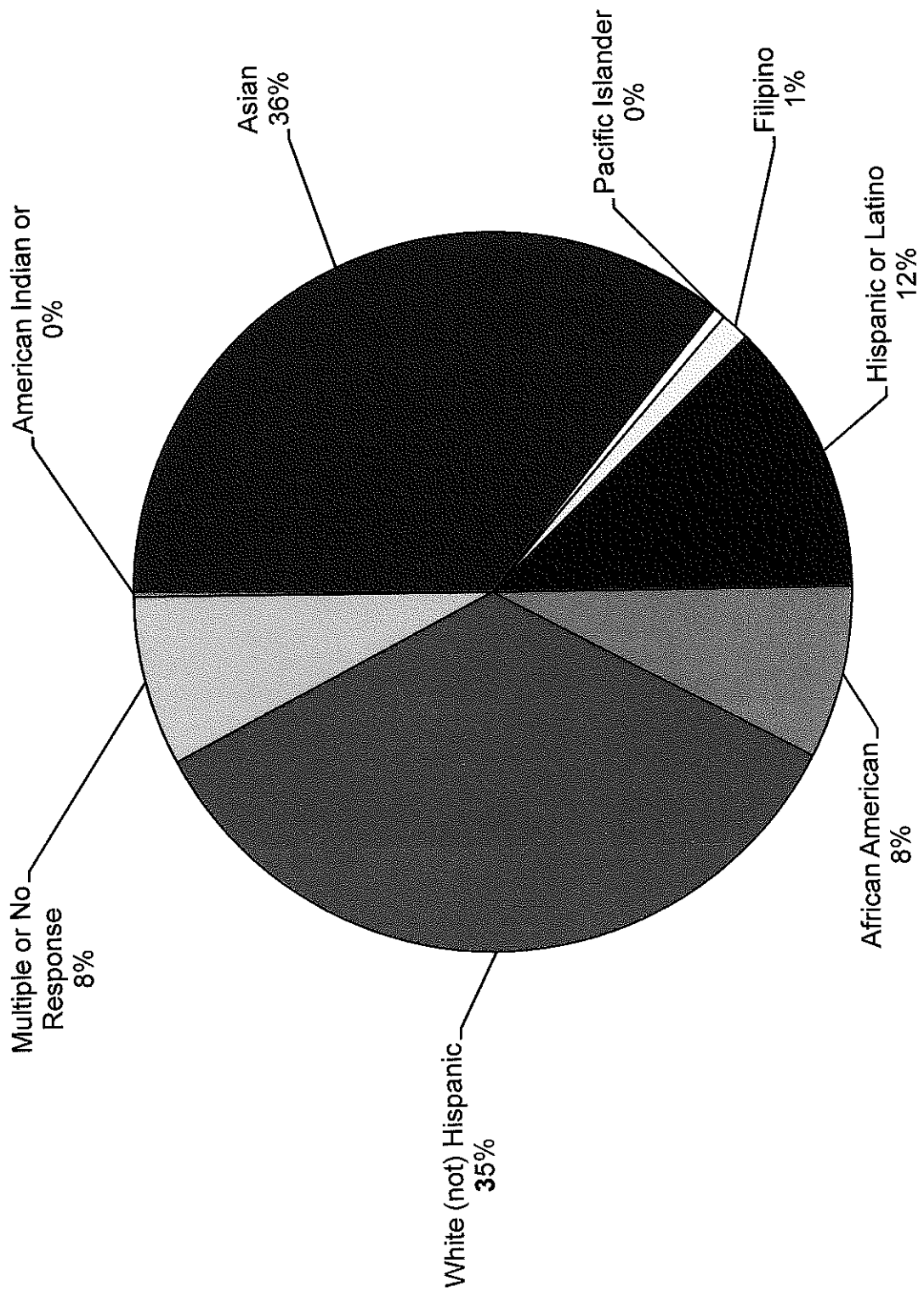
# Summary of all School Information Forms Fall 2008-2009

Aggregated DataGate\_S R1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

G. Alternative Education		I. Educational Calendar		J. Data for No Child Left Behind (NCLB)		H. Technology	
Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.		NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.		NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.		NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.	
Types of Programs/Educational Options	Enrollment	Traditional	Number of schools by type of calendar	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
(a)	K-8 (b) 9-12 (c)	60/20 60/15	1 Single-track 0 Multi-track	0 90/30 0 45/15	0 0 0 0	0 0 0 0	0 0 0 0
1. Alternative Schools and Programs of Choice	0	0	0	0	0	0	0
2. AVID	0	0	0	0	0	0	0
3. California Partnership Academics	0	0	0	0	0	0	0
4. Independent Study (not adult education students)	0	0	0	0	0	0	0
5. International Baccalaureate Programs	0	0	0	0	0	0	0
6. Magnet Schools or Programs	0	0	0	0	0	0	0
7. Opportunity	0	0	0	0	0	0	0
8. Pregnant/Parenting	0	0	0	0	0	0	0
9. Smaller Learning Communities	0	0	0	0	0	0	0
10. Specialized Secondary Program	0	0	0	0	0	0	0
11. Thematic Schools	0	0	0	0	0	0	0
12. Other	0	0	0	0	0	0	0
13. Total	0	0	0	0	0	0	0
14. Number of graduates meeting high school requirements through Independent Study	0	0	0	0	0	0	0
High School Graduates				0	0	0	0
1. How many computers does the district have that are used for instructionally related purposes?						240	
2. How many classrooms have access to the Internet through at least one computer?						31	



# Albany High School Ethnic Code Breakdown



**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Albany High  
CDS Code: 01611270130450

**School Information Form (SIF)  
Fall 2008-2009**

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
<b>A. Number of Classified Staff - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.</b>																				
1 Parapro- Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2 functionals Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
3 Office/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
4 Clerical Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
5 Other/ Full time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
6 Classified Part time	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>B. District Enrollment - Enrollment as of Information Day.</b>																				
7 Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
8 Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
9 Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
10 Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
11 Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
12 Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
13 Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
14 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
15 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
17 Grade 9	0	59	1	2	28	13	56	18	0	59	1	1	14	11	64	16	343			
18 Grade 10	1	42	0	3	23	12	53	13	1	48	0	3	22	13	62	14	310			
19 Grade 11	0	64	1	2	21	12	59	8	0	58	1	2	14	14	51	13	320			
20 Grade 12	1	71	3	2	13	14	48	8	0	56	0	2	23	11	51	8	311			
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
23 Totals	2	236	5	9	85	51	216	47	1	221	2	8	73	49	228	51	1284			

**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Albany High  
CDS Code: 01611270130450

**School Information Form (SIF)  
Fall 2008-2009**

Aggregated DataGate\_SRI 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	American Indian or Alaska Native		Asian		Pacific Islander		Filipino		Hispanic or Latino		African American		White (not Hispanic)		Multiple or No Response		Total			
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
<b>C. Graduates - Does not include students with high school equivalencies (i.e., GED or CHSPE).</b>																				
24 High School Graduates	1	50	0	2	18	9	68	5	1	43	0	2	18	13	53	8	291			
25 H.S. Grads Completing all UC/CSU Reqs	1	31	0	0	10	2	47	4	1	35	0	2	5	41	5	186				
<b>D. Enrollment in Selected High School Courses - (Grades 7-12)</b>																				
26 Intermediate Algebra/Alg. II	0	13	1	0	9	4	12	2	0	20	0	0	9	2	24	2	98			
27 Other advanced math course	0	113	2	3	9	5	87	10	1	109	0	3	13	5	88	19	467			
28 Chemistry - First Year	1	84	1	2	13	4	56	9	1	77	1	2	12	8	60	12	343			
29 Physics - First Year	0	16	0	0	2	1	22	0	0	19	0	0	6	0	19	5	90			
<b>E. Vocational Education Enrollment - (Grades 9-12) Each student is only reported once - ROC/P is not included.</b>																				
30 Number of Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>F. Dropouts</b>																				
31 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
32 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
33 Grade 9	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	3			
34 Grade 10	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	3			
35 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1			
36 Grade 12	0	3	0	0	3	2	1	0	0	2	0	0	2	1	1	0	15			

# CSIS Fall Submission

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: Albany High  
CDS Code: 01611270130450

# Summary of all School Information Forms Fall 2008-2009

Aggregated DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 0161127000000-0809-00031

## G. Alternative Education

Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.

### Types of Programs/Educational Options

	Enrollment		
	K-8	9-12	
(a)	(b)	(c)	
1 Alternative Schools and Programs of Choice	0	0	0
2 AVID	0	0	0
3 California Partnership Academics	0	0	0
4 Independent Study (not adult education students)	0	0	0
5 International Baccalaureate Programs	0	0	0
6 Magnet Schools or Programs	0	0	0
7 Opportunity	0	0	0
8 Pregnant/Parenting	0	0	0
9 Smaller Learning Communities	0	0	0
10 Specialized Secondary Program	0	0	0
11 Thematic Schools	0	0	0
12 Other	0	0	0
13 Total	0	0	0
14 Number of graduates meeting high school requirements through Independent Study	0	0	0

## H. Technology

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

1 How many computers does the district have that are used for instructionally related purposes?	355
2 How many classrooms have access to the Internet through at least one computer?	45

## I. Educational Calendar

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

Traditional	Number of schools by type of calendar.	
	1 Single-track	0 Multi-track
60/20	0 90/30	0
60/15	0 45/15	0
	0 Concept 6	0
	0 Mod. Concept 6	0
	Custom Calendar	0

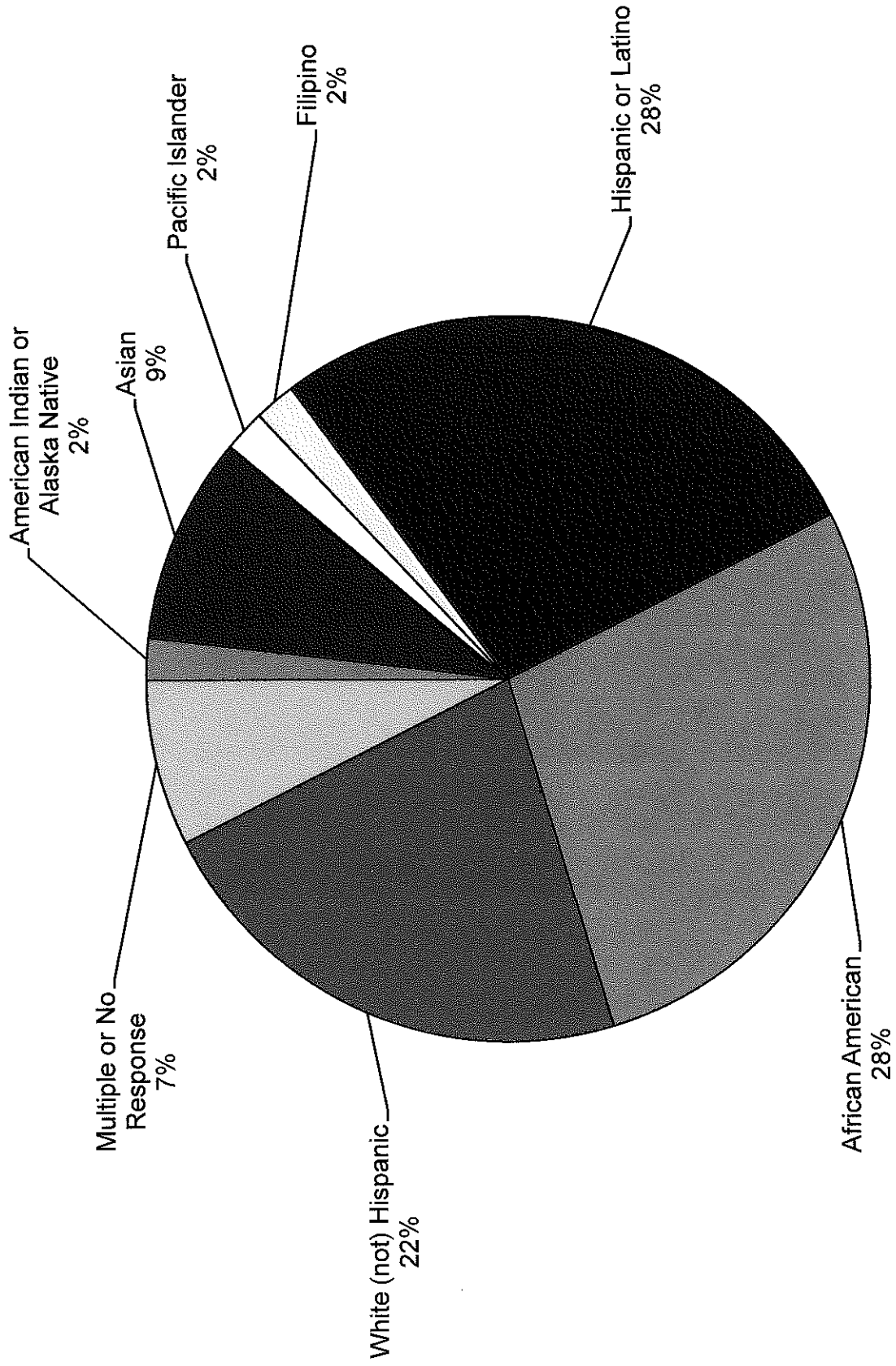
## J. Data for No Child Left Behind (NCLB)

The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below:

	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
Dropouts (Last Year)	0	0	0	0
Grade 9	0	1	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	9	1	7
Graduates (Last Year)	0	0	49	22
High School Graduates	0	0	49	22

NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.

# Macgregor High School Student Ethnic Breakdown



**CSIS Fall Submission**

State Reporting and Records Transfer System  
California School Information Services

County: Alameda  
District: Albany City Unified  
School: MacGregor High (Continuation)  
CDS Code: 01611270130294

**School Information Form (SIF)**  
Fall 2008-2009

Aggregated on DataGate\_SR1 2009-01-16 12:07:21  
TransactionID: 01611270000000-0809-00031

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total			
<b>A. Number of Classified Staff</b> - Total of Section A for all SIFs in the district. (Does NOT include classified staff on CDIF) <i>NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.</i>																				
1 Parapro-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
2 tionals	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
3 Office/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
4 Clerical	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
5 Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
6 Other/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Classified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
7 Staff	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>B. District Enrollment</b> - Enrollment as of Information Day.																				
7 Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
8 Grade 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
9 Grade 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
10 Grade 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
11 Grade 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
12 Grade 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
13 Grade 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
14 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
15 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
16 Ungraded Elem	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
17 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
18 Grade 10	0	1	0	0	0	1	1	2	2	1	0	0	0	2	0	1	0			
19 Grade 11	0	0	0	0	0	6	0	4	0	0	0	1	0	2	4	1	0			
20 Grade 12	0	2	0	0	0	3	4	2	1	0	2	0	1	5	2	2	0			
21 Ungraded Sec.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
22 Adults in K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
23 Totals	0	3	0	0	10	6	8	3	10	6	2	1	5	9	4	1	54			

	MALE										FEMALE									
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(o)	(p)	(q)			
<b>C. Graduates - Does not include students with high school equivalencies (i.e., GED or CHSPE).</b>																				
24 High School Graduates	0	2	0	0	1	2	6	0	0	1	0	0	2	2	1	1	18			
H.S. Grads	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
25 Completing all UC/CSU Reqs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>D. Enrollment in Selected High School Courses - (Grades 7-12)</b>																				
Intermediate Algebra/Alg II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Other advanced math course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Chemistry - First Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Physics - First Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
<b>E. Vocational Education Enrollment - (Grades 9-12) Each student is only reported once - ROC/P is not included.</b>																				
30 Number of Students	0	2	0	0	5	2	6	3	0	1	1	0	3	7	4	0	34			
<b>F. Dropouts</b>																				
31 Grade 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
32 Grade 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
33 Grade 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
34 Grade 10	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1			
35 Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
36 Grade 12	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	2			

**Summary of all School Information Forms  
Fall 2008-2009**

County: Alameda  
District: Albany City Unified  
School: MacGregor High (Continuation)  
CDS Code: 01611270130294

State Reporting and Records Transfer System  
California School Information Services

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TransactionID: 01611270000000-0809-00031

G. Alternative Education		I. Educational Calendar		J. Data for No Child Left Behind (NCLB)			
Schools complete this section if any type of alternative education is offered to their students. Students should be counted in each category that applies. Students reported under "Types of Programs/Educational Options" must also be reported in Section B.		NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.		The number of schools, for Single-track or Multi-track only, which operate one of the year-round calendar options listed below:			
Types of Programs/Educational Options	Enrollment	Traditional	Number of schools by type of calendar:	Migrant Education (a)	Limited English-Proficient (b)	Special Education (c)	Socioeconomically Disadvantaged (d)
	K-8 (b)	60/20	1 Single-track	0 90/30	0 Concept 6	0 Mod. Concept 6	0
	9-12 (c)	60/15	0 Multi-track	0 45/15	0	Custom Calendar	0
1 Alternative Schools and Programs of Choice	0	53	0	0	0	0	0
2 AVID	0	0	0	0	0	0	0
3 California Partnership Academics	0	0	0	0	0	0	0
4 Independent Study (not adult education students)	0	0	0	0	0	0	0
5 International Baccalaureate Programs	0	0	0	0	0	0	0
6 Magnet Schools or Programs	0	0	0	0	0	0	0
7 Opportunity	0	0	0	0	0	0	0
8 Pregnant/Parenting	0	0	0	0	0	0	0
9 Smaller Learning Communities	0	0	0	0	0	0	0
10 Specialized Secondary Program	0	0	0	0	0	0	0
11 Thematic Schools	0	0	0	0	0	0	0
12 Other	0	0	0	0	0	0	0
13 Total	0	53	0	0	0	0	0
14 Number of graduates meeting high school requirements through Independent Study	0	0	0	0	0	0	0
<b>H. Technology</b> NOTE: Data in this section is collected through CDE's on-line OPUS system. The data reported here is not official and will not necessarily match the official data reported through OPUS.							
1 How many computers does the district have that are used for instructionally related purposes?	23						
2 How many classrooms have access to the Internet through at least one computer?	4						





# Albany Unified School District

Technology Plan  
July 1, 2009 to June 30, 2012

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Superintendent

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**Albany Unified School District  
Technology Plan  
July 1, 2009 to June 30, 2012**

A most important part of preparing students for the future is providing them opportunities to practice the skills they will need to participate fully in a world where technology will be increasingly important. The Albany Unified School District's Educational Technology Plan is a working document addressing the best practices of integrating technology throughout the curriculum. The plan contains the major components required by the California Department of Education: Curriculum Integration; Staff Development; Infrastructure, Hardware, Software and Technical Support; and Evaluation.

More specifically the Albany Unified School District community believes that: Technology is a tool for education to support learners in solving problems, developing critical thinking skills, communicating ideas, and working collaboratively on multidisciplinary projects. Professional development for educators is imperative if technology is to be effectively used in the teaching/learning process. The information explosion demands that we manage and communicate information effectively. Technology should help students become active, independent, life-long learners.

Technology provides a tool to facilitate education innovation, which is so necessary to prepare students for the 21st century. Business as usual will not be sufficient to meet the educational needs of a leading nation in a global society. Technological developments have precipitated the very changes that now demand the use of technology in our nation's schools. To maintain world-class status as a nation, the United States needs to have a world-class education system, and this means the extensive use of technology.

The most significant change that has taken place in recent years is the instant access to vast, practically unlimited amounts of information. There is no longer the hope to keep up with this growing collection of information. The distribution of information is global, and no longer constrained by national boundaries. The only viable option is to learn to manage information rather than merely absorb it, which requires higher-order thinking, multiple perspectives, and communication skills. Technology improves our ability to manage and communicate information to a global audience. Schools need to employ that technology to mirror what already is present in the workplace.

The Albany Unified School District must position itself to address these challenges. Part of this effort is the increasingly larger role of technology in teaching and learning. This not only means the introduction of technology, but also equal and reliable access for students and staff, and the commitment throughout the district to place technology as a core skill in teaching and learning. Throughout the plan, the focus is to use technology as a tool to educate differently and hopefully more effectively.

## **ALBANY UNIFIED SCHOOL DISTRICT MISSION STATEMENT**

Albany Unified School District believes in providing the best possible education for all students by establishing an educational environment that allows the development of the confidence and full potential of each individual, enabling them to successfully understand the changing community they live in and the challenges it brings them as life.

## **ALBANY UNIFIED SCHOOL DISTRICT TECHNOLOGY VISION**

Technology is systemically ingrained in our society; as a tool for communication, information and learning. Technology used as an effective tool for teaching and learning will be the norm rather than the exception throughout the District.

### **Plan Introduction**

The Albany Unified School District recognizes that technology continues to be of critical importance to our society. Technology provides significant tools for all citizens to solve problems effectively and efficiently in a global communication system. In addition, students and staff can use technology to develop critical thinking skills, to access information, and to communicate ideas. The Governing Board of Education, Administration, faculty and staff of Albany Unified School District recognize the need to take an aggressive role in the ongoing planning, purchasing, and implementation of new technology that supports the preparation of our students for real life situations. In order to meet this need, faculty, staff and community members have developed the Albany Unified School District Educational Technology Plan for July 1, 2009 – June 30, 2012.

In a technology-rich learning environment, students can be successful both as individuals and as members of a group. Faculty, staff and students will have virtually unlimited access to information. This access will provide individual students with an indispensable global perspective, expanding the classroom beyond four walls. Through the use of technology, students will become more conscious of their global perspective and interdependence on each other, challenged academically to expand their world-views, and become confident of their research skills as they access information systems. They will be able to pursue their own interests independently, yet skillfully, and to work cooperatively with others in problem-solving situations. Through the use of technology, teachers will have more time to enhance individual learning styles by using a broader range of resources and to foster an environment where our students learn to accept their rightful place as productive citizens of the world.

The Albany Unified School District is located between Berkeley and El Cerrito on the San Francisco Bay. It is a relatively small district approximately one mile square. The District has similar boundaries to the City of Albany and presently enrolls 3836 students in grades K-12. Students attend three K-5 schools, one 6-8 middle school, one 9-12 high school, and a continuation high school. The District also has a Children's Center pre-school and an Adult school.

Our student population is rich in cultural diversity. On our recent language survey, we have students speaking 27 different languages, who come to us from foreign countries. The ethnic diversity of the community as reflected by the CBEDS (California Basic

Education Data System) in our student population is: Caucasian-38%, Asian-35%, African American-8%, Hispanic- 13%, and approximately 3% of the students are Native American, Filipino, or Pacific Islanders. Multiple/no response was chosen by 3% on 2008 CBEDS ethnicity survey. We value the richness of this cultural diversity.

Overall Demographics	
Number of Schools	6
Percent Non-white Students	59
Number of 12th Grade Graduates	291
Grads with Grade C or Better (completing all courses required by UC or CSU)	257
Number of Dropouts	27
1-year Dropout Rate	

Staff Demographics	
Administrators FTE	12
Teachers FTE	229
Pupil Services Staff FTE	18
Pupil-teacher Ratio	19
Average Class Size	21

Number of Students in Each Grade	
Kindergarten	270
Grade 1	246
Grade 2	264
Grade 3	262
Grade 4	278
Grade 5	255
Grade 6	297
Grade 7	316
Grade 8	315
Grade 9	346
Grade 10	320
Grade 11	338
Grade 12	327
Total Enrollment	3836

Student Ethnicity	
American Indian or Alaskan Native	23
Asian	1344
Pacific Islander	19
Filipino	77
Hispanic	502
Black (not Hispanic)	290
White (not Hispanic)	1447
Multicultural	134
Total Enrollment	3836

## **Plan Duration**

July 1, 2009 – June 30, 2012

## **Stakeholders**

### **Planning Team**

Alexia Ritchie - Macgregor High School  
Stephen Naiff - Marin Elementary School  
Judith Carey - Marin Elementary School  
Chris Rigney - Albany Middle School  
Mike DeWall - Albany Middle School  
Jim Brandley - Cornell Elementary School  
Edie Johnson - Cornell Elementary School  
Renee Theriault - Oceanview Elementary School  
Linda Perez - Oceanview Elementary School  
Susan Charlip - Albany High School  
Jeff Castle - Albany High School  
Lynda Hornada - District Office - Curriculum  
Steven Piercy - District Office - Technology  
Terry Pinol - District Office - Student Data System  
Luann Cunningham – Albany Adult School  
Barry Shapiro – Albany Adult School  
Bill Cooper – Parent  
Janice Morrison – CTAP Technology Specialist

### **2a. Stakeholders Narrative**

In the fall of 2008, an ad-hoc committee was assembled to rewrite the technology plan to meet the requirements for requesting E-rate discounts for technology services. Members met in small groups and communicated through email and used a Wiki. The latter method proved to be effective and more efficient. The committee was comprised of stakeholders from the school district and community-at-large including teachers, administrators, librarians, and a parent, community member, AUSD network administrator, the Digital High School coordinator, and a County CTAP Technology Specialist. Many of the stakeholders will continue to implement, monitor, evaluate and make adjustments accordingly to meet the goals defined in this technology plan.

## **Curriculum and Instruction**

### **3a. Current Access to Tech Tools**

Currently, all AUSD students have access to technology in their schools but not all have access in their classrooms. All of the elementary schools classrooms have at least one computer and twenty-four percent have three or more. Students and teachers share when there is a single computer in the classroom. Marin elementary school has 19 computers spread out among 10 classrooms; Ocean View elementary has a computer lab with 32 stations located in the library. All three elementary school libraries have 6

computers connected to the Internet. Modernization projects at the three elementary schools were completed in September 2006. Each elementary classroom has been wired for computers and audio-visual broadcasts. All Elementary teachers have MacBooks. Students are allowed access to the computers during the classroom time, lunchtime and after school with adult supervision. The middle school was completed in fall 1999 with specifications for state of the art low voltage capabilities.

Every classroom at the middle school has three or more computers and audio-visual capability. The computer lab has 32 stations and the library has 30 work stations for student use and three for staff use. There is also a portable lab with 30 AlphaSmart devices. All classroom, lab and library printers are networked. Students are allowed access to the computers during classroom time as permitted by the teacher. The library computers are available with adult supervision before, during, and after school. After school programs utilize both the library and lab computers.

The high school was completed in Fall 2001. All classrooms at the high school have at least one computer. There are five computer labs which include a web design class, journalism lab, video production lab, digital photography lab, a graphic arts class, Exploring Technology classes, and multiple classroom computers. The new Specialized Secondary Program, Connect Academy, had a dedicated room with 15 iMacs and a mobile Mac lab with 15 MacBooks. The library has 45 computers plus 2 mobile labs of 15 laptops each that are managed by the librarian; individual teachers may check out the labs for classroom use. All classroom, lab and library printers are networked. Outside of classroom time, students have access to library computers with adult supervision. The library computers are occupied by students doing research, homework and using social networking sites every day both at lunch and after school during extended hours (until 5:00 PM).

The District's Adaptive Technology Specialist ensures that students with special needs are provided access to appropriate assistive technologies.

After school, students have access to computers at several locations throughout the community. The Albany Library has 14 computers with Internet access and 2 with word processing that students with library cards are allowed to use. The Y-middle school club run by the Albany YMCA has two computers with word processing. The Teen Center run by the City of Albany has 4 computers with Internet access and word processing. The Albany Friendship club, a licensed childcare center for 1-5 year olds has 2 computers. The Albany Children Center supports after school childcare at Ocean View Elementary and children are allowed to use the computer lab's educational software. The district provides every teacher with a computer. In addition, teachers can use computers located in their office areas, classrooms, staff rooms, and libraries. Appendix C displays a distribution of workstations by site and location. The district supports PC's and Macs. Windows is the operating system installed on the PC's. For administrators and teachers, a suite of Microsoft Office applications, including Word, Excel, Outlook, and PowerPoint are installed for both platforms. All PC's used by students have the Microsoft Office applications installed. A variety of content based software (Appendix D) are installed on student and teacher computers at the Middle School and High School.

### **3b. Current Use of Technology**

The extent to which technology is used to support teaching and learning increases as a student travels from elementary through middle school to high school. Generally, students in grades K-3 use computers with educational software to reinforce math, vocabulary, and writing skills. Students in grades 4-5 access computers for information literacy and technology skills. Students at this level use word processing in reading/language arts and hand-held calculators in math. At the middle school level technology is more integrated into the curriculum. Students take courses to learn technology skills. Information literacy is taught in the computer lab and library. In English/history, math, and science, students use a variety of technology such as computers, scanners, calculators, the Internet, digital cameras, and video equipment. High school students experience a greater use of technology in the classrooms. In addition to Internet research, word processing and other uses of Technology in the lower grades many High school courses are dependent on the use of technology for delivery and/or course content.

Technology is used by teachers to create instructional materials, access educational Internet sites, develop lesson plans, record student information, and monitor student progress. Teachers also use technology to communicate by email with colleagues, students, and parents; find resources for teaching such as model lesson plans, fieldtrips, and best practices; create and upload web pages of student works. Digital visual media is used to enhance lessons in every curricular area. Teachers throughout the District regularly use computers and LCD projectors to present class lessons.

All computers in the school libraries are connected to the Internet. The District Libraries are connected to each other allowing patrons to view the catalog of any school through the web-based union catalog. Students also have access to the catalog from their home computer. Students can access the library catalog, use a word processing program, and conduct research on the Internet. At the Middle and High School students use the library computers to access the library catalogs, conduct research and work on class assignments. Both the middle school and high school students are required to submit student ID cards before they are allowed access to the computers.

We have a minimum of 2 computers in each Special Day Class in the district and 1 or more computers in all Resource classrooms at the secondary level. We have authoring programs to teach kids cause & effect, create picture schedules & manual communication boards & to emulate a dynamic display communication device for augmentative communicators. This is used at the elementary level or for kids who are developmentally delayed. We also have software that supports functional skills such as telling time, counting money & learning vocabulary to function in the community. For literacy development, we have software that teaches single word identification and decoding skills, a program that pairs written words with pictures, and programs that have interactive stories. Another function of any book on a computer is that kids with motor challenges can use a switch to "turn the pages" of a book when they do not have the ability to do that or even hold a book with their hands. For more formal writing, the district owns 2 different talking word processors, 2 different outlining/organizational programs, and an excellent word prediction program for kids who need rate enhancement or have spelling difficulties. We also have a limited number of electronic



books age appropriate for the secondary level but leveled at 2nd to 5th grade reading. Finally, we have 2 levels of a Math program. This is not instructional but allows kids who cannot use a pencil & paper to do their math on the computer. The program has addition, subtraction, multiplication & division as well as fractions.

### **3c. District Curricular Goals**

Albany Unified School District (AUSD) is currently developing a Strategic Plan. As a part of the Strategic Planning process, the district will establish clear curricular goals tied to academic content standard to be monitored by various district and site-based assessment systems. While the Strategic Plan is in the initial stages of development, the core of the plan will focus on Mathematics, Language Arts, and the use of Student Achievement Data to help focus targeted interventions to reduce the achievement gap between the highest and lowest performing subgroups. This technology plan will support the district focus on Mathematics, Language Arts and reducing the achievement gap.

AUSD is in the first year of a new Math adoption for K - 5th grades, "Everyday Mathematics." The goal of the adoption of this new Mathematics curriculum is to provide a clearly defined core curriculum that is aligned to state standards and unified, effective instructional practices that include explicit direct instruction of the skills students need to be successful at each grade level. As part of this curriculum, it is essential that students learn how to use technology appropriately in the area of Mathematics.

In the 2009/2010 school year, AUSD will embark on an evaluation and selection process for a new K-8 English Language Arts program. The Language Arts adoption is scheduled for implementation in the 2010/2011 school year and will require a concerted effort in planning, professional development, and implementation. The new Language Arts adoption will have a clearly defined core curriculum that is aligned to state standards and unified, effective instructional practices that include explicit direct instruction of the skills students need to be successful at each grade level. It is anticipated the new adoption will include a significant technology component for both teachers and students.

AUSD has recently purchased a new student achievement database and assessment system. The success of every student will be enhanced by the district having a comprehensive assessment system that provides ongoing individual student data that is diagnostic, formative, and summative in nature and is supported by technology at the classroom, site, and district levels. Ongoing use of student achievement data from the AUSD system as well as State and local sources will allow AUSD to monitor student progress and target interventions in order to begin to reduce and eliminate the achievement gap.

In order to bridge the achievement gap at the high school level, students have been trained on Study Island, test prep software used as scaffolding for ELD students and CAHSEE preparation. The implementation of School Loop has been a major accomplishment in offering transparency in grading, assignments, and greater communication between the faculty and families. School Loop has been instrumental in

providing equitable access to the curriculum for all students, a major district goal in the developing strategic plan. AHS teachers participated in the Multimedia Initiative, an effort to embed more technology within the core curriculum. Participating teachers (28 total) received a Mac laptop, LCD projector, and digital camera in exchange for ten hours of training and a final curriculum integration project.

To meet the curriculum goals more professional development is required for teachers using technology in the classroom. There is a great need for additional computers for both teacher and student use. Teachers need to learn how to embed technology into their standards-based curriculum, how to expect student outcomes to be expressed with and through technology. One step necessary to reaching the district curricular goals is the upgrading of the domain structure—allowing single domain collaboration with shared network, file sharing, and articulation between users (ie. teachers, schools, secretaries, etc.).

### **3d. Goals to Improve Teaching and Learning**

Since teachers received their Mac Book computers, the teachers have increased ability to utilize technology in their classroom instruction. The district wants to engage students in all facets of the curriculum utilizing technology to enhance their learning experience. AUSD teachers strive to develop students who are critical, creative and reflective thinkers.

**Goal 3d:** By June 2012, 95% of Albany USD students and teachers will utilize technology resources to differentiate instruction to close the achievement gap between our highest and lowest achieving sub groups toward meeting standards in both Math and Language Arts.

**Objective 3d:** By June 2012, 100% of K-12 students and teachers will use technology to differentiate learning in meeting academic content standards and district curricular goals in both Math and Language Arts.

**Year 1 Benchmark:** 50% of K-12 students and teachers will use technology to differentiate learning in meeting academic content standards and district curricular goals for math and language arts.

**Year 2 Benchmark:** 75% of K-12 students and teachers will use technology to differentiate learning in meeting academic content standards and district curricular goals for math and language arts.

**Year 3 Benchmark:** 100% of K-12 students and teachers will use technology to differentiate learning in meeting academic content standards and district curricular goals for math and language arts.

3d. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Purchase and verify teacher use of appropriate state-adopted instructional materials, standards-aligned textbooks and supplemental curriculum-based technology resources. Students will use these materials to work at their various instructional levels.	Annual	Site Principals & Adoption Committee Chairpersons & Teachers	District administrators and school site administrators will track the development and implementation of all activities and accomplishments. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Provide training for teachers in use of web-based resources and electronic versions of state-adopted textbook materials.	Annual	Site Principals, Tech Specialists & Librarians	
Provide shared network storage and online space for teachers to develop and share technology resources and instructional strategies that align with academic standards.	Annual	Tech Specialists	
Establish procedures for implementing Train the Trainer model for teachers to share knowledge, model lesson plans, and diffuse learning district-wide.	Annual	Site Principals, Tech Specialists & The District Technology Committee	
Provide time at staff meetings for teachers to develop and share technology resources and instructional strategies.	Annual	Site Principals	
Evaluation instrument: purchase orders, training materials, workshop sign-in sheets, workshop evaluations, examples of technology-enriched lesson plans, rubrics, student assessments, examples of student work.			

### 3e. Goals for Tech and Info Lit Skills

Albany Unified School District recognizes that school library media centers play a vital role in education by providing access to a variety of informational resources. The Board strives to provide comprehensive library media centers with up-to-date books, reference materials and electronic information resources necessary to support a high-quality educational program, promote literacy and enable students to achieve academic standards and become lifelong learners.

In addition, the district utilizes the National Educational Technology Standards for Students which is designed to provide teachers, technology planners, teacher preparation institutions, and educational decision-makers with frameworks and

standards to guide them in establishing enriched learning environments supported by technology.

The student NETS were revised in June 2008. These new student standards focus on skills and knowledge that students need to learn effectively and live productively in an increasingly digital society. Cognitive and learning skills, as well as creativity and innovation, are the focus now—and information and media literacy are also elevated in importance. The changes shift away from a focus on competency with technology tools and emphasize skills required in a digital world to produce and innovate using technology.

The new ISTE student standards are organized into five categories:

1. Creativity and innovation
2. Communication and collaboration
3. Research and information retrieval
4. Critical thinking, problem solving, and decision making
5. Technology operations and concepts

The library media teacher plays a central role in assuring that skills are covered each year at each grade level. Further training is needed to help teachers successfully plan for and integrate technology standards into student assignments at the appropriate grade levels.

**Goal 3e:** K-8 students will achieve the NCLB goal of being technology literate by 8th grade. They will develop proficiency with technology skills and information literacy skills as outlined in the National Educational Technology Standards (NETS).

**Objective 3e:** By June 2012, 80% of all K-12 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

**Year 1 Benchmark:** 40% of all K-12 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

**Year 2 Benchmark:** 60% of all K-12 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

**Year 3 Benchmark:** 80% of all K-12 students will demonstrate proficiency in technology and information literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

3e. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Raise teacher awareness of the NETS standards and analyze how they may apply to the curriculum.	2009-2012	Grade Level Teachers, Librarians, Site Principals & Tech Specialists	District administrators and school site administrators will track the development and implementation of all activities and accomplishments. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Students will develop mastery of both subject matter and technology skills through curriculum that embeds instruction in technology skills into content area instruction.	Ongoing	Grade Level Teachers, Tech Specialists & Librarians	
Assess student progress on an annual basis.	Annual	Grade level Teachers & Tech Specialists	
Collect examples of best practices.	Annual	Grade level Teachers, Site Principals & Tech Specialists	
Collaborate in grade level groups to develop and share solutions for incorporating technology skills into student learning experiences and to determine which skills will be covered in which classes.	2009-2012	Grade Level Teachers, Tech Specialists & Librarians	
Evaluation instrument: NETS-S, student products, student rubric, classroom observations by site administrators, technology-based work products demonstrating proficiency in grade level appropriate technology skills.			

### 3f. Goals for Ethical and Fair Use

Two pieces of California legislation related to cyber ethics will influence district technology planning in the next 3 years:

#### AB 307 [Chavez Bill]

Technology planning will change this year with the passage of the Chavez Bill (Assembly Bill 307). In 2006, California enacted legislation (Education Code Section 51871.5) requiring schools to educate pupils and teachers on the appropriate and ethical use of education technology in the classroom. State-approved technology plans that meet certain criteria must be in place before federal funding for technology may be secured by a school district. Education Code Section 51871.5 requires the addition of a component to educate students and teachers on Internet safety, among other topics.

As students become more familiar with technology and the power of the Internet, one of the unfortunate outcomes has been cyber-bullying, the sending or posting of harmful or cruel text or images on the Internet or other digital communication devices. According to researchers, cyber-bullying has increased in recent years. Experts say the biggest obstacle to combating cyber bullying is that children are unlikely to report it. Unlike real-life bullying, there is often no witness or physical scar to alert parents or teachers to a cyber bullying situation. Teachers, parents, and students should be aware of cyber-bullying and the harm it can do to others.

#### AB 86 [Pending]

Existing law establishes the School/Law Enforcement Partnership and charges it with undertaking several efforts intended to reduce school crime, as specified, including bullying. AB 86 would specify that bullying, as used in these provisions, means one or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

AB 86 will influence not only tech plan development, but also development of individual site plans. Each year every school in California is required to review their School Safety Plan in order to be eligible for Safe School funding. It is the intent of the Legislature in enacting this chapter to encourage school districts, county offices of education, law enforcement agencies, and agencies serving youth to develop and implement interagency strategies, in-service training programs, and activities that will improve school attendance and reduce school crime and violence, including acts committed personally or by means of an electronic communication device or system.

Existing law prohibits the suspension, or recommendation for expulsion, of a pupil from school unless the principal determines that the pupil has committed any of various specified acts, including, but not limited to, hazing, as defined. This bill, in addition, would give school officials grounds to suspend a pupil or recommend a pupil for expulsion for bullying, including, but not limited to, bullying by electronic act. Such legislation might require updating of the current acceptable use policy to include components that address cyber bullying.

#### Local Efforts to help ensure Cyber safety

All students and their parents must sign the AUSD Curriculum and Instruction Internet Use Policy Agreement. All board policies apply regarding student and teacher responsibilities in academic honesty guidelines and anti-bullying/harassment policies. In the media center/library all students learn about internet safety and how to use and correctly cite educational web sites and electronic texts, as well as the importance of protecting themselves and their privacy online. Our teachers and librarians reinforce the internet use policy in direct presentations to classes and individual students across the curriculum and throughout their years in the schools.

**Goal 3f:** We will increase student and teacher awareness of safe, secure, legal and ethical use of the Internet and other forms of electronic communication through a Cyber Ethics program of instruction for students.

3f. Activities & Implementation	Timeline	Person(s) Responsible	Monitoring & Evaluation
Work with CTAP4 to research existing digital citizenship programs and related issues such as the concept copyright and fair use; distinguishing lawful from unlawful downloading and peer to peer file sharing and avoiding plagiarism. (AB307)	2009-2012	Grade Level Teachers, Librarians, Tech Specialists & Site Principals	District administrators and school site administrators will track the development and implementation of all activities and accomplishments.
Make use of CTAP resources to update our AUP so that it addresses all areas of electronic communication.	2009-2012	Superintendent & Board of Trustees	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Create a forum for parent education on digital citizenship.	2009-2012	Site Principals & District Tech Team, CTAP county representative	
Integrate AB307 regulations into the Media Center curriculum at grade levels so that all students receive cyber ethics instruction.	2009-2012	Site Principals and District Tech Team	
Evaluation instrument: teacher training materials, lesson and class meeting plans, parent/student handbook, samples of student activities and products, board policies, promotional flyers, parent education materials, parent communication and discipline logs			

**3g. Goals for Internet Safety**

Albany Unified School District recognizes the potential of electronic services to support curriculum and student learning at its various schools. These services include access to the World Wide Web, File Transfer sites, e-mail and other Internet services. With the increased access to information from various sources via computers comes the availability of material that may not be considered to be appropriate in an academic setting. While the district's staff will exercise diligence in supervising students' on-line activities, it is imperative that all members of the school community exercise individual judgment while utilizing the Internet and any other electronic information retrieval system. Albany Unified School District firmly believes that the valuable information and interaction available on the worldwide electronic network far outweighs the possibility that users may access or produce material that is not consistent with the educational goals of the District.

See Appendix B for District Acceptable Use Policy

**Goal 3g:** We will educate all students and teachers in Grades 3-12 on how to avoid dangerous, inappropriate, or unlawful online behavior.

**Goal:** By June 2012, all students in AUSD will receive instruction on internet safety, including how to protect privacy and avoid predators.

<b>3g. Activities &amp; Implementation</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Work with CTAP Region IV to Investigate sources for acceptable use plans, CyberSafety lessons, and student activities (e.g., CSBA, local law enforcement officials and other experts in the field of CyberSafety).	2009/2010	Technology Coordinator	District administrators and school site administrators will track the development and implementation of all activities and accomplishments. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.
Work with CTAP and ACOE to promote parent attendance at countywide cyber safety workshops that address youth issues.	2009/2011	District Technology Committee, School Site Council & PTA	
Update current District Acceptable Use Plan, including policies for students and staff use of technology. Develop specific board policies on cyber-bullying, cell phones, social networking, etc. beyond the Acceptable Use Policy (AUP).	2009/2011	District Tech Team, Librarians & Site Principals	
Integrate Internet safety, protect privacy and avoid predators into student curriculum.	2009	District Tech Team & Site Principals	
Evaluation instrument: board policies, teacher training materials, lesson and class meeting plans, parent/student handbook, samples of student activities and products, promotional flyers, parent education materials, parent communication and discipline logs.			

### **3h - Policy for Equitable Access**

Currently, all AUSD students have access to technology in their schools but not all have access in their classrooms. Students are allowed access to the computers during the classroom time, lunchtime and after school with adult supervision. The district's Adaptive Technology Specialist ensures that students with special needs are provided access to appropriate assistive technologies. After school, students have access to computers at several locations throughout the community such as Albany Library, the Albany YMCA, and the Albany Children Center.

**Goal:** By June 2011, all students, including special education, ELL, and Social Economically Disadvantaged will have access to technology appropriate applications and adaptive and assistive devices to support meeting the district's curriculum goals and academic content standards.

### **3i - Goals for Record-keeping and Assessment**



In September 2008, Albany Unified School District adopted Data Director as our data warehouse system. The district is now able to automate data collection and analyze it. Data Director is a web-based fully relational data warehousing system. It contains data from multiple school district databases all collected together in one place. The data warehouse pulls relevant data from the student information system, human resources, special education, and student assessment. It delivers up-to-date, on-command information to administrators and teachers.

With this database teachers can filter by period, course or any of the NCLB filters such as ethnicity, gender, or English language learners to compare achievement and identify strengths and weaknesses. The student profiles have current and historical data as well as contact information for the student and parents or guardians, plus email links to other teachers. With this tool, teachers will be trained to use the data to drive instructional practices – something that was not possible in the past.

Using DataDirector administrators will be able to understand whether variables such as student mobility, professional development for teachers, course sequencing or parental involvement are affecting student performance. Teachers will have a broad range of tools to collect and analyze data, and richer sets of student data to guide instructional decisions.

**Goal 3i:** Teachers will use data driven methods to deliver differentiated instruction

**Objective 3i:** By June 2012, 80% of all teachers will access and utilize DataDirector to monitor student progress and drive instructional practice.

**Year 1 Benchmark:** By June 2010, 30% of all teachers will access and utilize DataDirector to monitor student progress and drive instructional practice.

**Year 2 Benchmark:** By June 2011, 60% of all teachers will access and utilize DataDirector to monitor student progress and drive instructional practice.

**Year 3 Benchmark:** By June 2012, 80% of all teachers will access and utilize DataDirector to monitor student progress and drive instructional practice.

<b>Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Standardize procedures for input / output.	2009, Ongoing	District and Site Administration	District administrators and school site administrators will track the development and implementation of the programs.
Provide professional development for Administrators.	Ongoing	District and Site Administration	
Provide professional development for teachers.	Ongoing	District and Site Administration	
Provide professional development in the use of standards-aligned test banks.	2009-2010	District and Site Administration	

Ensure that administrators have the fundamental skills to interpret data at the site level.	2009-2010	District and Site Administration	Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives
Ensure that all technology staff are proficient in data management	2009, Ongoing	District and Site Administration	
Develop goal-monitoring reports for administrators and teachers	2009	District and Site Administration	
Expand the types of data collected and used for school improvement efforts	2009-2012	District and Site Administration	
Teach staff to use data thoughtfully. Sustain a culture of continuous improvement through data driven decision-making.	2009-2012	Site Principals	
Gather details on the process in which teachers are differentiating instruction in response to students who need additional support.	2009-2010	Site Principals	
Evaluation instrument: administrator and teacher training materials, sign-in sheets, log-ins to site, usage records, DataDirector Custom Reports.			

### 3j. Goals for 2-Way Communication

School Loop was implemented at our secondary schools for the school year 2007.

**Objective:** By June 2012, 100% of Middle and High school teachers will use School Loop and 100% of Elementary teachers will use email for 2-way communication with parents.

By June 2009, 75% of the Middle and High school teachers will use School Loop to communicate with parents and 75% of Elementary teachers will use e-mail to communicate with parents.

By June 2012, 100% of all school teachers will use e-mail or School Loop to communicate with parents.

By June 2012, 100% secondary teachers will use School Loop to post grades.

Implementation Plan		
Activities	Timeline	Person(s) Responsible
Provide training for teachers how to use School loop as a communication tool.	Ongoing	District Technology Coordinator & Tech Support Specialists
Provide parent education to encourage adoption of new technologies.	Ongoing	District Technology Coordinator & Tech Support Specialists
Collect data and evaluate parent access to communication options.	Annual	District Technology Coordinator & Site Principals
Provide electronic editions of district, school, and	Ongoing	Site Principals

classroom forms, policies and handbooks that can be downloaded at district and or school sites.		
Evaluation instrument: Parents and Staff log-ins to site and usage records		

### 3k. Monitoring Plan for Curriculum Section

District administrators and school site administrators will track the development and implementation of all activities and accomplishments. The Technology Curriculum Committee will review the evidence a couple of times a year to monitor and make any needed adjustments. The following items will be collected as evidence toward meeting the following goals.

- **Goals 3d:** Purchase orders for state adopted standard base instructional materials, training materials, workshop sign in sheets, workshop evaluations, examples of technology-enriched lesson plans, rubrics, student's assessments, and examples of student work.
- **Goal 3e:** NETS-S, student products, student rubric, classroom observations by site administrators, technology-based work products demonstrating proficiency in grade level appropriate technology skills.
- **Goal 3f:** Teacher training materials, lesson and class meeting plans, parent/student handbook, samples of student activities and products, board policies, promotional flyers, parent education materials, parent communication and discipline logs.
- **Goal 3g:** Board policies, teacher training materials, lesson and class meeting plans, parent/student handbook, samples of student activities and products, promotional flyers, parent education materials, parent communication and discipline logs.
- **Goals 3h:** Purchase orders and contracts based on IEPs.
- **Goal 3i:** Administrator and teacher training materials, sign in sheets, log-ins to site, usage records, DataDirector Custom Reports.
- **Goal 3j:** Teacher and parent log in reports.

### 4a. Teacher and Administrators Current Skills

The Albany USD Technology Committee developed and conducted an online survey in order to research the range of technology skills and needs among staff district-wide. The questions were designed to determine the basic skills and needs regarding email and Internet skills, presentation software, and additional data about staff development. Administrators, Teachers and Staff members were questioned about skill development, software interests, and approximately 78% of the staff responded to the survey. A total of 112 people responded from a pool of 186.

The summary produced the following findings:

62%	Prefer using Mac Operating System(s)		
35%	Prefer using Windows Operating System		
22%	Are dual platform users	43%	Want to learn this skill
43%	Want to learn both platform		

89%	Are comfortable sending and receiving email		
73%	Are comfortable sending and receiving attachments	25%	Want to learn this skill
94%	Regularly use the Internet for their personal needs/interests		
65%	Employ the Internet for their professional needs (i.e. Curriculum development)		
70%	Depend on their computers to produce assignments, lesson plans, and correspondence		
85%	Know how to use at least one Inter search engine		
82%	Know how to browse the web		
95%	Feel comfortable with basic commands like copy, delete, save, paste, etc. in Word files		
85%	Can create and edit a word processing document		
15%	Are able to burn CDs	50%	Want to advance their skills in this area
60%	Can download and save images, files, and programs from the Internet		
25%	Can create a website	50%	Want to learn this skill
70%	Can use presentation software (like PowerPoint)	20%	Want to learn this skill
15%	Can use multimedia (images, animations, sounds) in their presentations	20%	Want to learn this skill
20%	Can setup a printer connection on their computers	25%	Want to learn this skill

Overwhelmingly the surveys indicated that our administrators, teachers and classified staff are competent with basic computer skills, word processing, Internet and email functions but we see a need for professional development in integrating technology into the curriculum. Most staff members expressed the desire to update and expand their skills in creating and maintaining their own web sites, burning CDs, using online grading software and presentation software. Many respondents to the survey suggested the need for training in network access, and the need for a school-wide server (vs. independent class servers).

Some staff members wanted support in online curriculum development and software for particular skills, like online grade book support. There was a strong interest in building class websites for each teacher/department.

#### **4b. Goals for Professional Development**

The goal of the Albany USD Technology Use Plan is to help teachers have increased knowledge of technology for curriculum application and access to student data (i.e. standardized test scores, alternative assessment results, IEPs, etc.) Teachers will be

trained with the appropriate technology skills to effect the integration of technology in the curriculum to teach students and to utilize student data information for better class management. Several venues including staff workshops, short presentations during staff meetings, instructional handouts, web based training, helpdesks, and one-on-one training will be provided in order to address the various technological skill levels among the staff.

**Objective 1:** By June 2012, 100% of the staff will receive professional development on how to utilize the technology to enhance and differentiate instruction in the classroom to close the achievement gap between our highest and lowest achieving student groups.

**Year 1 Benchmarks:** By June 2010, 50% of the staff will receive professional development on how to utilize the technology to enhance and differentiate instruction in the classroom to close the achievement gap between our highest and lowest achieving student groups.

**Year 2 Benchmarks:** By June 2011, 75% of the staff will receive professional development on how to utilize the technology to enhance and differentiate instruction in the classroom to close the achievement gap between our highest and lowest achieving student groups.

**Year 3 Benchmarks:** By June 2012, 100% of the staff will receive professional development on how to utilize the technology to enhance and differentiate instruction in the classroom to close the achievement gap between our highest and lowest achieving student groups.

**Objective 2:** By June 2012, 90% of the teachers, administrators, and staff will participate in professional development on using DataDirector, our new web based student data system, to monitor student progress and drive instructional practice.

**Year 1 Benchmarks:** By June 2010, 30% of the teachers, administrators, and staff will participate in professional development on using DataDirector, our new web based student data system, to monitor student progress and drive instructional practice.

**Year 2 Benchmarks:** By June 2011, 60% of the teachers, administrators, and staff will participate in professional development on using DataDirector, our new web based student data system, to monitor student progress and drive instructional practice.

**Year 3 Benchmarks:** By June 2012, 90% of the teachers, administrators, and staff will participate in professional development on using DataDirector, our new web based student data system, to monitor student progress and drive instructional practice.

#### **4c. Monitoring Plan for PD Section**

Teachers and administrators will be supported in their professional development by a technology support team consisting of the technology helpdesk, the library media teacher or librarian, and the Student Data System Manager. After the initial training, the two goals in the professional development component will be evaluated yearly to determine how often the teachers and administrators used what they learned and what affect their new skills has on their effectiveness as teachers, on student learning, and on class management. Teacher interviews, training sign-in sheets, and classroom observations will be used decide any modifications are needed. Along with the evaluation, the progress of the goals will be documented by the Technology Curriculum Committee and presented to the school board yearly.

**5a. Existing Resources**

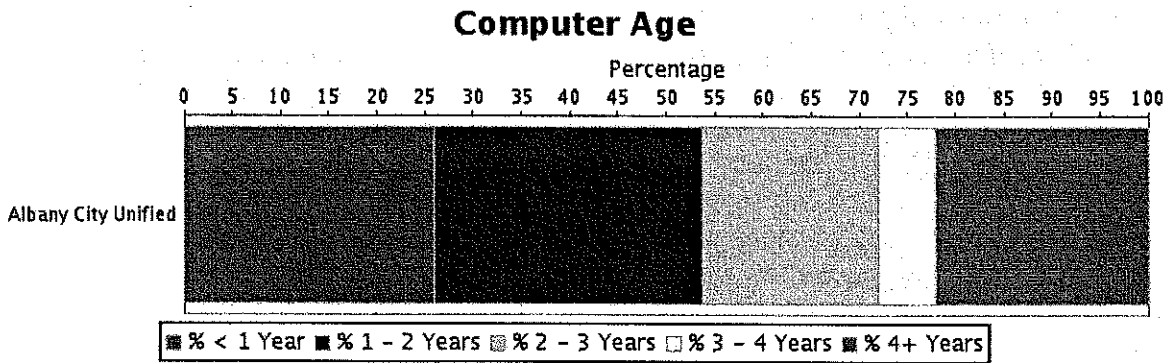
Albany Unified School District network supports one preschool, three elementary schools, one middle school, one high school, one alternative high school, one adult school as well as District Offices. Albany schools use a mix of technology platforms for computing devices. Marin Elementary School has 19 computers for student use spread throughout 10 classrooms, Cornell Elementary has an ibook mobile lab with 20 laptops, Ocean View Elementary school has one computer lab located in the library, the middle school has one computer lab and 30 computers in the library, the high school has six computer labs and 45 computers in the library, the alternative high school has one computer lab, and the adult school has one computer lab. Ninety-five percent of the classrooms have at least one networked workstation. The majority of the classrooms have one or more student workstations.

Albany's schools are interconnected with the District offices through a leased fiber optic service. The Alameda County Office of Education (ACOE) provides internet access over a 10Mb OptEman connection. Cabling within sites includes fiber optic, CAT 6, and CAT 5 connections. Currently, every classroom in the district is wired for or has wireless coverage for internet connectivity.

Site services are provided by servers running Windows 2003, Windows Server 2008, CENTOS, and OSX Server. Each school has an enterprise grade LAN built of high speed switching devices and routers. On the LAN, the servers provide database services, file storage, backups, and application services for student attendance and library circulation. These servers also provide access to email and web services and support an intranet website.

**EQUIPMENT STATUS (Based on 2008 California Technology Survey)**

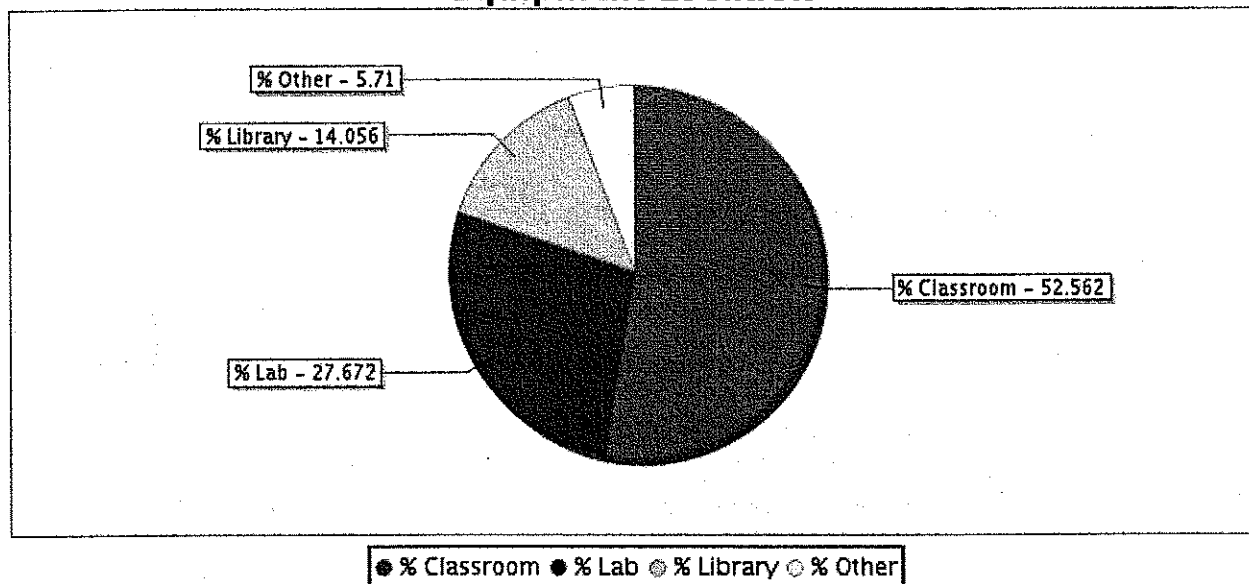
- # of Instructional Computers (STS Equipment 3.a; TP 5a) - 883.0
- # Laptops (STS Equipment 3.b; TP 5a) - 380.0
- # Computers by age (STS Equipment 3.c; TP 5a):



Location	% < 1 Year	% 1 - 2 Years	% 2 - 3 Years	% 3 - 4 Years	% 4+ Years
Albany City Unified	26.05 (230)	27.63 (244)	18.23 (161)	6.12 (54)	21.97 (194)

- # Thin Client w/ multimedia (STS Equipment 3.c.7; TP 5a) - 0.0
- # Thin Client w/o Multimedia (STS Equipment 3.c.8; TP 5a) - 0.0
- #Computer Location (STS Equipment 3.d; TP 5a):

### Equipment Location



Location	% Classroom	% Lab	% Library	% Other
Albany City Unified	52.56	27.67	14.06	5.71

- # Computers acquired (STS Equipment 3.e; TP 5a) - 120.0
- # PDAs (STS Equipment 3.g; TP 5a) - 30.0
- #Electrical Capacity (STS Equipment 3.j; TP 5a):  
(Data only available for 2007)

Location	Yes	No
Albany City Unified	0	0

Productivity, publishing and presentation software are common on both the PC workstations as well as Mac workstations. These consist of the MS Office family of products, Apple's iWork, and other compatible suites such as OpenOffice or NeoOffice. The District utilizes SASI and DataDirector for management of student data and records. "ESCAPE" is the software provided by ACOE for business management. The prevalent browsers are Mozilla Firefox, Microsoft Internet Explorer, and Apple's Safari. The middle school computer lab uses a typing program and works primarily with productivity software. The high school supports an applied technology lab, video production lab, digital recording studio, digital photography, and a computer graphics design lab. Classes in these labs use a variety of software geared toward class content.

Technical support for telecommunications, hardware, software, networks, and student information data consists of a full time network administrator, two full time computer

support specialists, a full time student data system manager, teachers on their own time, and other volunteers.

AUSD secures its network from outside attacks with an Internet security appliance firewall. In addition to the firewall, an additional security measure is used for filtering content from the internet in order to protect staff and students from visiting inappropriate websites. The district uses various network and system level security policies to protect critical and confidential data. Desktop security software applications are used on workstations that require a non integrated solution.

### 5b. Resources Required Implementing Plan

The District's technology need for Curriculum and Professional Development include maintaining and upgrading the infrastructure at each school campus, increasing the computer to student ratios around the district, increasing the number of computers in classrooms, maintaining multimedia access in school libraries, decreasing mean time between failures, acquiring a new student information system, and providing more opportunities and venues for educating & training staff in the use of technology. There are approximately 1000 multimedia desktops and computer workstations in the district. Both Windows and Mac OS workstations are supported and maintained at all sites. The goal is to have 5 computers in every classroom at the middle school and elementary schools and a stationary or portable lab with 30 workstations available at each elementary site.

The following table identifies the hardware, software, and support resources that need to be in place in order to achieve the goals described in this plan:

	AHS	AMS	Cornell	Marin	Ocean View	MHS	AAS	ACC
<b>INFRASTRUCTURE</b>								
High Speed LAN & Fiber Optic Backbone	Exist	Exist	Exist	Exist	Exist	Exist	Need	Need
6 or more network access ports per classroom	Exist	Exist	By Aug 2011	Exist	Exist	Exist	By Aug 2009	By Aug 2010
Sufficient electrical capacity	Exist	Exist	Exist	Exist	Exist	Exist	Need	Need
Refreshed Switches & Routers	By Jan 2011	By Aug 2009	Exist	Exist	Exist	Need	Need	Need
PBX system refresh	Exist	Exist	Exist	Exist	Exist	Need	Need	Need
<b>HARDWARE</b>								
Fixed classroom workstation for teacher use	Exist	Exist	By Aug 2011	By Aug 2010	By Aug 2010	By Aug 2009	By Jun 2010	By Jun 2012
Fixed student workstations, 4 per classroom	N/A	By Aug 2009	By Aug 2011	By Jan 2011	By Jan 2011	By Aug 2009	By Jun 2010	By Jun 2012
Mobile/Stationary Computer Lab	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Need
Build Computers to Student ratio (1:5)	By Jan 2010	Exist	By Aug 2011	By Jan 2011	By Jan 2011	Exist	Exist	By Jun 2011
LED Projectors	Exist	Exist	Exist	Exist	Need	Need		



<b>ELECTRONIC LEARNING RESOURCES</b>								
Curriculum Software	Exist	Exist	By Aug 2010	By Aug 2010	By Aug 2010	By Jun 2012	Need	Need
Intervention Software	Exist	Exist	Need	Need	Need	Need	Need	Need
Increased Internet access speed and capacity	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009
Word processing software	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Presentation software	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Web page creation software	Exist	Exist	Exist	Exist	Exist	Exist	Exist	N/A
Student Information System	Exist	Exist	Exist	Exist	Exist	Exist	Exist	N/A
Student data warehouse	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Email collaboration software	Exist	Exist	Need	Need	Need	Need	Need	Need
Website content management software	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Assessment system software	Exist	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009	By Aug 2009
CAHSEE prep software	Need	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>TECHNICAL SUPPORT RESOURCES</b>								
3.0 FTE District Support Staff	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Central Helpdesk	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist
Workorder management software	Exist	Exist	Exist	Exist	Exist	Exist	Exist	Exist

### 5c. Technology Infrastructure Acquisition/Repurposing Plan

<b>Maintain &amp; Upgrade school site infrastructure to baseline level.</b>		
Years	Activity	Responsible
1	The campus at 601 San Gabriel will undergo a re-wiring project during the summer of 2009. This includes new Category 5 wiring to existing, new and additional drop locations throughout the site. The project is partially funded with bond money.	District, Network Admin
1	Albany Middle School will undergo a network redesign and recertification during the summer of 2009. The fiber optic backbone & Category 5 wiring is to be tested and certified for capacity. Review service life of current PBX installation.	District, Network Admin

2-3	Albany High School will undergo a network redesign and recertification during the 2010 - 2011 school year. The fiber optic backbone & Category 5 wiring is to be tested and certified for capacity. Network equipment is to be replaced with current technology. Review service life of current PBX installation.	District, Network Admin
<b>Increase and sustain the computer to student ratio to 1:5 in classrooms district wide.</b>		
Years	Activity	Responsible
1,2,3	Assess and refresh servers around the district as needed.	Network Admin, Data Systems Manager
1,2,3	Assess and refresh workstations at each school as needed.	TCC, Network Admin
1	Add 1 Fixed classroom workstation for teacher use in each classroom as needed.	TCC, Network Admin, Site Administration
2	Add 2 Fixed classroom workstations for student use with curriculum software as needed.	TCC, Network Admin, Site Administration
3	Add 2 Fixed classroom workstations for student use with curriculum software as needed.	TCC, Network Admin, Site Administration
1,2,3	Add additional computers to Cornell to increase computer to student ratio. Purchase mobile lab workstations or word processing systems as needed.	TCC, Site Principal, Network Admin
1,2,3	Add additional computers to Marin to increase computer to student ratio. Increase mobile lab workstations as needed.	TCC, Site Principal, Network Admin
1,2,3	Add additional computers to Ocean View to increase computer to student ratio.	TCC, Site Principal, Network Admin
1,2,3	Sustain computer to student ratio with purchases or donations.	TCC, Network Admin
1,2,3	Complete California School Technology Survey. TCC will use report to evaluate progress of activities.	Network Admin, Site Administration
<b>Electronic learning resources needed to support other components of the plan</b>		
Years	Activity	Responsible
1	Review and select standards based electronic resources that support K-8 grade math content standards.	TCC, Grade level teachers
1	Review and select standards based electronic resources that support K-8 grade ELA content standards.	TCC, Grade level teachers
2,3	Implement the Technology component of the new Language Arts adoption for K-8 grade level.	TCC, Grade level teachers
1,2,3	Review and select electronic resources that will reinforce grade level technology skills.	TCC, Grade level teachers

1,2,3	Acquire software for special needs as determined during IEP's.	Adaptive Technology Specialist
1,2	Evaluate, purchase, and implement new student information system software.	Student Data System Manager, Selection Committee
2,3	Obtain and implement Curriculum support and intervention software for use in the classroom.	TCC, Grade Level teachers
<b>Provide other avenues of technical support.</b>		
Employ help desk systems to streamline responses, access tools to troubleshoot systems remotely. Train students and teachers to debug simple technical problems. Install a web based troubleshooting database to allow teachers to check out and fix minor technical glitches. Outsource some technology.		
Years	Activity	Responsible
1	Analyze current technology support.	TCC, Network Admin
1	Evaluate and implement a service oriented helpdesk model.	TCC, Network Admin
1,2,3	Evaluate and install tools to quickly recover systems.	Network Admin
1,2,3	Train students and teachers to troubleshoot simple technical problems.	Technology Services, Site Administration
1,2,3	Find community volunteers through site PTA's.	Site Administration

#### 5d. Monitoring Plan for Infrastructure

The Technology Curriculum Committee will review and monitor the timeline and progress made toward stated benchmarks. The TCC shall receive a yearly report from the Technology Service department that summarizes current technology resource inventories around the district. Additionally, the TCC will, on a quarterly basis, hear status updates of implementation of the Infrastructure, Hardware, Technical Support, and Software requirements set forth in this plan.

The District Technology Coordinator will support the monitoring and evaluation of this section of the plan by:

- Monitoring and evaluating help desk records and purchase requests
- Monitoring and evaluating District survey results to measure progress on benchmarks district-wide
- Monitoring and evaluating State technology survey results

These status reports will be presented by the responsible parties listed in section 5c.

#### 6a. Potential Funding Sources

Currently, the technology budget is comprised of several funding sources: General Funds of the Albany Unified School District, site based coordinated programs, some classroom overage monies, E-rate at a 40% discount, grants from the Albany Education Foundation, SchoolCare, a local community group fundraising for Albany schools, site PTA's, DAS – SB1276 funds, Center for Assistive Technology, ROP, and donations. In November 2004 a bond measure passed which included the modernization of two elementary sites. These schools will have new network backbones consisting of fiber optics, switches, and wiring.

The EETT competitive grant program, collaboration with the University of California at Berkeley with the WISE project, Albany Education Foundation grants, registering with private donors of equipment are some potential funding sources to support the technology plan. The Technology Curriculum Committee will help to identify and alert school sites of federal and private grant opportunities as they become available. The TCC will explore and develop partnerships with businesses and/or other organizations for funding of technology initiatives or donation of technology.

**6b. Estimated Implementation Costs**

The table below indicates the main areas the district funds for technology. Technology maintenance includes costs for phone lines, hardware repairs, upgrades, desktop replacements, maintenance contracts, and software licenses. The technology support staff includes the network administrator, desktop specialist, and Student Data System Manager. Staff development includes staff development days, outside trainers, stipends, books and materials. The new acquisitions include hardware and software purchases.

**Technology Budget**

Funded Items	Budget by School Year			
	09-10	10-11	11-12	
Technology Maintenance	\$183,134	\$183,134	\$183,134	
Software licenses <sup>1</sup>	\$71,196	\$71,196	\$71,196	
Hardware maintenance <sup>1</sup>	\$24,307	\$24,307	\$24,307	
Voice & data lines <sup>2</sup>	\$96,631	\$96,631	\$96,631	
Tech Support Staff	\$265,515	\$265,515	\$265,515	
Network Administrator <sup>1</sup>				
Desktop Specialist <sup>1</sup>				
Student Data System Manager				

Staff Development	\$182,000	\$177,000	\$116,000	
Tech training 1,4	\$102,000	\$107,000	\$75,000	
New Student system 1	\$37,000	\$33,000	\$17,000	
Student database training1	\$38,000	\$32,000	\$19,000	
Books and materials 1,4	\$5,000	\$5,000	\$5,000	
New Acquisitions	\$278,649	\$266,000	\$16,000	
Student data warehouse1	\$7,000	\$7,000	\$7,000	
Data Director				
Software 1,4	\$8,000	\$8,000	\$8,000	
Hardware 1,4	\$8,000	\$8,000	\$8,000	
Totals	\$1,306,432	\$1,283,783	\$904,790	

1Funded through general funds of the Albany Unified School District

2Funded through general funds, DAS, ERATE

3Funded through bond measure

4Funded through site based coordinated programs, classroom overage monies, Albany Education Foundation grants, School Care, other potential funding sources.

### 6c. District Replacement Policy

The current district policy is that each site has to purchase new systems to meet their technology needs and to replace obsolete equipment. Many of the classes that depend on technology at the high school are ROP classes and they replace their own equipment. New technology equipment is received through grants, one-time money, or donations.

Currently the District is developing a new policy to replace obsolete equipment.

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

In order to update funding and budget decisions, detailed feedback is essential. Below you will find the minimum feedback requirements for the Albany School District:

- Based on yearly developments, grants, staff adjustments or technology needs, budgets will be modified and requests for funding submitted.
- An annual review by the technology committee will ensure that budgets are being followed and modifications are made as needed for the next year of the plan.
- The District Technology Coordinator will be responsible for monitoring and managing the district technology budget, which provides funding for network, infrastructure, telephony, server technology and the teacher laptop program.

- The business office will provide the technology committee with a yearly report outlining detailed district technology expenses.

## **7. Monitoring and Evaluation Component**

Monitoring and evaluation have been specified for each curricular goal and timelines throughout the plan. A Technology Curriculum Committee (TCC), made up of elementary, middle school and high school representatives will monitor and evaluate the overall plan's effect on teaching and student learning. Along with surveys, checklists, and student works, the TCC will review achievement tests, grades, and attendance for the purpose of determining the plan's impact on student learning. Members will interview administrators, teachers, and support staff, attend staff meetings, and provide avenues for feedback to evaluate the plan's progress in affecting classroom management. The TCC will meet at least once a semester to compile their findings and reports will be presented to the superintendent and the Board of Education each spring. The level of technology will be measured by using data from the California Technology Survey. Equipment inventories will be used to analyze equity and access issues for students and teachers. The impact of technology on student learning can be monitored on data collection software packages such as eReportCards. SASI can keep track of students passing CAHSEE. Test scores, dropout rates, student works, and other student data can be indicators of student success. The TCC can track the teachers' usage of and reliance on hardware and software in classrooms, labs, and libraries as an indicator of the plan's progress.

Evaluations of surveys from Special Day classes, resource teachers, resource aides, ELL teachers, and academic counselors can be used to determine the impact of technology on student learning for special populations.

The Technology Coordinator, school administrators and technology committee will be responsible for communication successes across the district. This will occur during Board Meetings, administrative meetings, staff meetings, tours of the district and the district web site.

## **8. Adult Literacy**

Within the boundaries of Albany, adult literacy needs are served through a variety of agencies. The Albany Adult Education provides classes in basic literacy, ESL, and several specialty areas. Adult literacy services are provided by the county library, HUD, and various social services agencies. These agencies generally provide only basic reading instruction and GED preparation.

Albany USD and Albany Adult School collaborate in several ways. Many facilities and labs are used by K-12 students during the traditional school day and used by Adult Education courses that utilize technology after school hours. In addition, Albany USD is committed to pursuing funding opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community.

## **9a. Research-based Methods**

Albany USD is committed to research based school improvement strategies, especially in the area of technology. The technology plan was developed based on a set of research-based beliefs on how technology can impact student learning and how teachers can learn to use technology effectively.

Albany's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step to infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the first step in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills in knowledge areas that align with content standards would help them select programs that will facilitate curriculum integration with technology (Cradler & Beuthel, 2001).

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum (Sandholtz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will not only learn how to use the equipment and software but will also gain content knowledge (Silverstein et al.,2000). Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying, data, and creating persuasive arguments (Sandholtz et al., 1997; "Critical Issue," 1999).

Consistent with this research, technology will not be taught in isolation. To this end the district has developed a Student Technology Proficiency Chart that lists skills by grade level and specifies who is responsible for teaching the skills. By creating benchmark lessons that address content standards and incorporate technology, teachers are given tools that integrate technology into the curricular and instructional framework. Additionally, Albany USD will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways.

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff & Kelley, June 2002) is an extensive report that examines many studies and reports related to educational technology and school reform. It looks at the kinds of impact technology has on education. Several key factors are identified as crucial elements for successfully using technology. They include:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support

- Technology should be integrated into the curricular and instructional framework

The installation of equipment and the development of the technology skills does not insure that technology will be integrated into instruction. Another requirement for successful technology integration is professional development. The greatest gains in student achievement occurred when teachers were trained in the use of technology (Schacter, 1999). Intensive and ongoing staff development that provides opportunities for modeling, practice, and reinforcement of technology use with curricula should be linked to curriculum goals and objectives from the onset of technology implementation efforts (Roschelle et al., 2000). Being mentored by an experienced teacher who is proficient with technology is a strategy which builds teacher confidence and interest in technology (Zhao, Pugh, Sheldon, & Byers, 2002). Extensive research conducted by the Office of Technology Assessment reports that "districts may be well advised to use multiple training and support strategies tailored to the educational goals of the local site" (OTA, 1995). Information such as that above has prompted Albany to provide on-going professional development.

Through ongoing data collection and analysis, both district-wide and individually at the site, Albany will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public.

**9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources)**

Teachers are increasingly producing as well as consuming podcasts, wikis, blogs, and websites to deliver and support academic learning. These resources provide students with access to real-time data, resource links and opportunities for critical thinking and application of 21st century skills. Administrators, teachers and technology specialists to develop the district technology plan also used a wiki. This enabled many contributors to collaborate and provide content from the workplace or at home and to view the contributions of others.

The district will investigate using distance learning to extend or supplement the district's curriculum.



# APPENDICES

## APPENDIX A

### Albany Unified School District District Profile and Demographics

#### Contact Information

Type: Unified

CDS District Code: 01611270000000

County: Alameda

Phone: 510-558-3750

Fax: 510-559-6560

Street Address: 904 Talbot Ave, Albany, California 94706

Mailing Address: 904 Talbot Ave, Albany, California 94706

#### List of Schools in District

Cornell Elementary School, 920 Talbot Ave, Albany, California 94706

Marin Elementary School, 1001 Santa Fe Ave, Albany, California 94706

Ocean View Elementary School, 1000 Jackson St, Albany, California 94706

Albany Middle School, 1259 Brighton Ave, Albany, California 94706

Albany High School, 603 Key Route Blvd, Albany, California 94706

MacGregor Continuation High School, 1000 Jackson Ave, Albany, California 94706

Overall Demographics	
Number of Schools	6
Percent Non-white Students	59
Number of 12th Grade Graduates	291
Grads with Grade C or Better (completing all courses required by UC or CSU)	257
Number of Dropouts	27
1-year Dropout Rate	

Number of Students in Each Grade	
Kindergarten	270
Grade 1	246
Grade 2	264
Grade 3	262
Grade 4	278
Grade 5	255
Grade 6	297
Grade 7	316
Grade 8	315
Grade 9	346
Grade 10	320
Grade 11	338
Grade 12	327
Total Enrollment	3836

Staff Demographics	
Administrators FTE	12
Teachers FTE	229
Pupil Services Staff FTE	18
Pupil-teacher Ratio	19
Average Class Size	21

Student Ethnicity	
American Indian or Alaskan Native	23
Asian	1344
Pacific Islander	19
Filipino	77
Hispanic	502
Black (not Hispanic)	290
White (not Hispanic)	1447
Multicultural	134
Total Enrollment	3836

**Albany Unified School District  
AUSD Curriculum and Instruction  
Internet Acceptable Use Policy and Student Agreement**

Use of the District's computer network is a privilege to students and staff. That privilege is conditioned upon the responsible and proper conduct of the users. Each student applying for access will participate in a discussion with the sponsoring or supervising teacher regarding the efficient, ethical and legal use of the network. Students and their parents will then sign this agreement signifying their understanding of, and agreement to its terms.

The signatures at the end of this document are legally binding and indicate that the parties who are signing have read the terms and conditions carefully, they understand their significance and are agreeing to abide by them.

**Terms and Conditions of this Contract**

**Privileges:** The use of electronic information resources is a privilege. Inappropriate use will result in the loss of computer services, disciplinary action, and/or referral to legal authorities. An administrator or faculty member has the right to request, for cause, that the System Administrator denies, revokes, or suspends a user's network access.

**Acceptable Use:** The use of the network account must be in support of the educational, business and/or research goals and objectives of Albany Unified School District. Each user is personally responsible for this provision at all times when using network services. Use of other organizations' networks or computing resources must comply with the rules of that network.

Use only first name and last initial of yourself or other students. Do not reveal information, i.e., home address, phone numbers, password, or social security numbers; this also applies to the personal information of others

**Network Etiquette:**

Be polite. Never send, or encourage others to send messages that are abusive, obscene or threatening. Use appropriate, respectful language. Remember that you are a representative of your school and district when you are on-line. Use electronic mail appropriately. Electronic mail (e-mail) is not guaranteed to be private. Any message relating to or in support of illegal activities must be reported to the authorities.

**Vandalism:** Vandalism is defined as any malicious attempt to harm or destroy property of another user or any other agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading, downloading or creation of computer viruses. Vandalism is strictly prohibited and will result in termination of privileges.

**Security:** Security on any computer system is a high priority with multiple users. Do not use another individual's account. If you identify a security problem, notify your teacher or Systems Administrator at once.

**Unacceptable Use:**

Any transmission or reception of pornographic or sexually explicit material is prohibited. Transmission of any material in violation of any local, state or federal law is prohibited, including but not limited to: copyrighted material, threatening or obscene material that could be construed as harassment or disparagement of others based on race, gender, age, or sexual orientation, or material protected by trade secrets.

Commercial activities by non-profit institutions are generally not acceptable.

Use of product advertisements or political lobbying, including lobbying for student body office, is prohibited.

Do not use the network in any way that would disrupt network use by others.

**Fee Services:** You may NOT use the AUSD's electronic information resources to access any data base service or to download data or software, which charges a fee for such service or access, without express permission of a sponsoring teacher. If you do any of the foregoing, you are liable for any and all charges and are subject to disciplinary action.

**Services:** Albany Unified School District makes no warranties of any kind whether expressed or implied, for the service it is providing and will not be responsible for any damages you suffer while on this system. Use of any information obtained via the District's network is at your own risk. AUSD specially denies any responsibility for the accuracy of information obtained through electronic information resources.

Albany Unified School District  
AUSD Curriculum and Instruction  
Internet Acceptable Use Policy and Student Agreement

I, \_\_\_\_\_, (Student-print name) have carefully read the attached information and agree to follow its guidelines exactly, or accept the appropriate consequences.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I have read the above information and have discussed it with my child. I have stressed the importance of these guidelines and we understand that if these guidelines are not followed, there will be appropriate consequences for my child.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

*In order to be approved, a technology plan needs to “Adequately Addressed” each of the following criteria:*

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3-6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.  Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).  Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Page in District Plan  6	<b>Example of Adequately Addressed</b>  The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	<b>Not Adequately Addressed</b>  Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12	Page in District Plan	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

<p>(Appendix D).</p>				
<p>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</p>	<p>6-8</p>	<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>	<p>The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.</p>	<p>The plan does not summarize district curricular goals.</p>
<p>b. Description of the district's current use of hardware and software to support teaching and learning.</p>	<p>8-9</p>	<p>The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).</p>	<p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>	<p>The plan does not summarize district curricular goals.</p>
<p>c. Summary of the district's curricular goals that are supported by this tech plan.</p>	<p>9-10</p>	<p>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</p>	<p>The plan does not summarize district curricular goals.</p>	<p>The plan does not summarize district curricular goals.</p>
<p>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</p>	<p>10-11</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the</p>	<p>11-13</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>

<p><b>classroom and the workplace.</b></p>			<p><b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</b></p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
	13-14		<p><b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</b></p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p><b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b></p>	16		<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific</p>	



			<p>enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>17</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>18</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>19</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for</p>	<p>19-20</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment</p>

<p>professional development.</p>		<p>findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>21</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>21</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic</p>	<p>22-23</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning</p>	<p>The inventory of equipment is so general</p>

<p>learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</p>		<p>resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>23-24</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks</p>	<p>26</p>	<p>The annual benchmarks and timeline are</p>	<p>The annual benchmarks</p>

<p>and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>		<p>specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>28</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 &amp; 13, (Appendix D)</p>	<p>Page in District Plan</p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. List established and potential funding sources.</p>	<p>28</p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>b. Estimate annual implementation costs for the term of the plan.</p>	<p>28-29</p>	<p>Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.</p>	<p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p>
<p>c. Describe the district's replacement policy for obsolete equipment.</p>	<p>30</p>	<p>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</p>	<p>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</p>

<p>d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</p>	<p>30-31</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>	<p>30</p>	<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>	<p>30</p>	<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>31</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>

		Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>8. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b> Corresponding EETT Requirement(s): 11 (Appendix D).</p> <p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>		31	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. <b>EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p> <p>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</p>		31	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district's plans to</p>		32	<p>The plan describes the process the district will</p>	<p>There is no plan to use</p>

<p>use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>technology to extend or supplement the district's curriculum offerings.</p>
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**APPENDIX D**

**AUSD PERIPHERAL INVENTORY 12/04/08**

Number of computers by type currently being used in following sites by locations.

SITES	LOCATIONS					
	Computer Lab	Classroom	LRC	Admin/Staff Offices		
Cornell Elementary	PC	16	2	4		
	Mac	36	4	1		
Marin Elementary	PC	51	1	4		
	Mac	39	10	1		
Ocean View Elem.	PC	19	6	3		
	Mac	35	0	1		
AMS	PC	100	27	62		
	Mac	10	6	0		
AHS	PC	75	15	29		
	Mac	32	31	34		
MacGregor HS	PC	0	0	4		
	Mac	0	0	0		
Adult School	PC	8	0	3		
	Mac	0	0	0		
Children Center	PC	3	0	3		
	Mac	0	0	0		
District Offices	PC	0	0	26		
	Mac	0	0	2		

**AUSD NETWORK EQUIPMENT INVENTORY 12/04/08**



	WAN Link	Routers	Switches	Hubs	WAP	Servers	PBX
Cornell Elementary	1	1	3	4	8	1*	1*
Marin Elementary	1	1	7	0	10	2	1
Ocean View Elem.	1	1	9	3	2	2	1
AMS	1	1	10	12	12	4	1
AHS	8	2	11	13	16	9	2
MacGregor HS	1	0	3	1	0	1	Centrex
Adult School	1	1	1	5	1	2	Centrex
Children Center	1	1	1	2	2	0	Centrex
District Office	1	2	1	1	0	5*	1*

\* Shared location.  
APPENDIX D

### AUSD PERIPHERAL INVENTORY 12/04/08

	Cornell	Marin	Ocean View	AMS	AHS	MacGregor HS
Digital Cameras	1	2	1	1	11	10
Scanners	1	1	1	2	2	0
Network Printers	4	4	6	13	20	1
Printers	29	30	26	33	50	3
Fax Machines	1	1	1	1	4	1
LCD Projectors	0	1	0	11	42	0
DVD Units	5	3	8	33	25	3
VCR Units	9	4	4	33	25	4
Video Cameras	0	1	1	1	2	0
TV Monitors	9	5	4	33	35	4
Assistive/Adaptive Devices				1		0

	Adult School	Children Center	District Office
Digital Cameras	16	1	0
Scanners	16	0	0
Network Printers	2	1	7
Printers	3	2	10
Fax Machines	1	1	1
LCD Projectors	0	0	1
DVD Units	1	0	0

VCR Units	1	1	1	0
Video Cameras	0	1	0	0
TV Monitors	1		0	0
Assistive/Adaptive Devices			0	0

APPENDIX D

AUSD SOFTWARE INVENTORY 12/04/08

Software Inventory by Site	Cornell	Marin	OV	AMS	AHS	MHS	District	AE	CC
<b>Operating System</b>									
Windows 98	x	x	x	x	x	x		x	
Windows NT				x	x		x	x	
Windows 2000	x	x	x	x	x	x	x		
Windows XP	x	x	x	x	x	x	x	x	x
Windows Vista							x		
Mac OS	x	x	x	x	x	x	x		
Other									
<b>Virus Protection</b>									
Sophos AV	x	x	x	x	x	x	x	x	x
McAfee	x	x	x				x		
Other								x	
<b>Internet</b>									
Internet Explorer	x	x	x	x	x	x	x	x	x
Mozilla Firefox	x	x	x	x	x	x	x	x	x
Email	x	x	x	x	x	x	x	x	x
Adobe Dreamweaver					x				
Other									
<b>Integrated Office Systems</b>									
Microsoft Office 2000/2007	x	x	x	x	x	x	x	x	
Microsoft Office 2004/2008	x	x	x	x	x		x		
OpenOffice/NeoOffice	x	x	x	x	x	x	x	x	x
Apple iWork/AppleWorks	x	x	x		x				
Other									
<b>Word Processing</b>									
Microsoft Word	x	x	x	x	x	x	x	x	x
Apple Pages	x	x	x				x		





## Appendix J – Technology Plan Contact Information

District Name	Albany School District
CDS Code	061127
District Phone Number	510-558-3750
Ed Tech Plan Contact Name	Terry Pinol
Contact Title	Student Data System Manager
Contact Phone Number	510-558-3762
Contact Fax Number	510-559-6560
Contact Email	Terry.pinol@albany.k12.ca.us

### Backup Contact Information:

1 <sup>st</sup> Backup Name	Lynda Hornada
1 <sup>st</sup> Backup Email	Lynda.hornada@albany.k12.ca.us
2 <sup>nd</sup> Backup Name	Steven Piercy
2 <sup>nd</sup> Backup Email	Steven.piercy@albany.k12.ca.us

