Educational Technology Plan

July 1, 2016 – June 30, 2019
CDS 3166910

Roseville
CITY SCHOOL DISTRICT

Roseville City School District
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Contact Information

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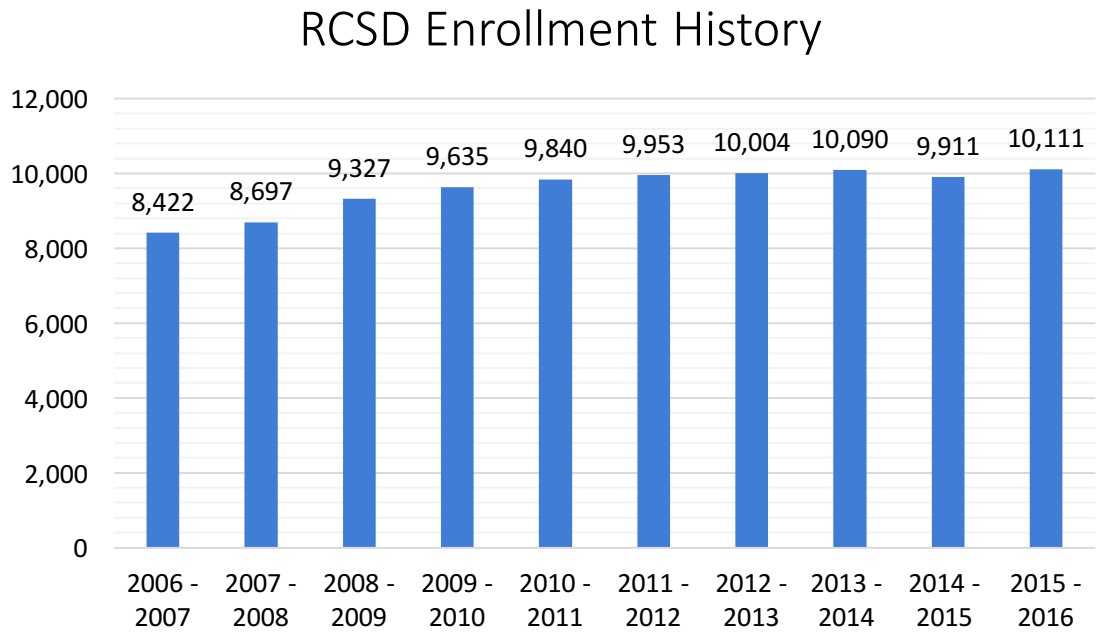
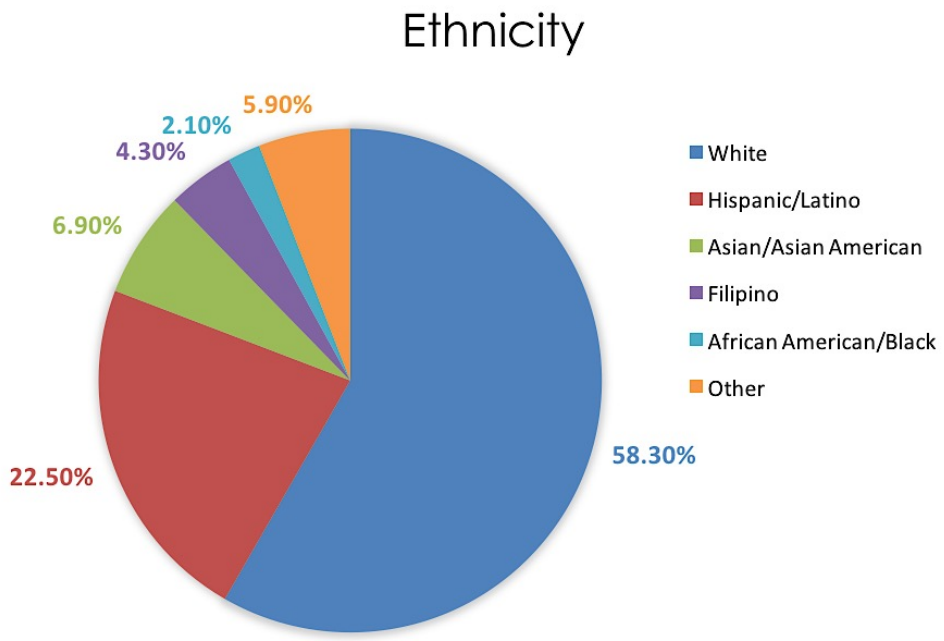
I. Overview

The Roseville City School District is located in Roseville, California, a suburban community in Placer County. Our District serves transitional kindergarten through eighth grade students across fourteen elementary schools and four middle schools, with a little over 10,000 students actively enrolled. The District has a proven tradition of high academic achievement, in addition to numerous award-winning campuses receiving the California Distinguished Schools honor from the California Department of Education.





CAASPP Test Results in 2015 % of Students Meeting or Exceeding Standards		
English / Language Arts		
	Roseville City School District	**State**
Grade 3	57 %	38 %
Grade 5	62 %	44 %
Grade 8	64 %	45 %
All Students	60 %	44 %
Mathematics		
Grade 3	57 %	40 %
Grade 5	47 %	30 %
Grade 8	44 %	33 %
All Students	48 %	33 %

Purpose

Roseville City School District Educational Technology Plan articulates a common vision for technology in our schools over the next three years. It identifies the strategies, which will help teachers and students use technology to promote achievement of rigorous curriculum standards and the development of critical thinking skills that are essential for academic success in the 21st century.

This Educational Technology Plan revises and updates the Technology Plan adopted in 2012, and builds on the knowledge and experience gained over the past fifteen years of bringing technology to the students of the Roseville City School District.

Education is a valued priority, both in the schools and throughout the community. Parents, community members, and public agencies join competent and caring teachers and staff to provide a rich, deep, and broad spectrum of educational opportunities. Together they form a learning alliance that is dedicated to ensuring all students possess the habits, skills, and attributes necessary to succeed in high school and beyond.

Technology Adoption Statement

This plan addresses two levels of technology adoption:

Technology Proficiency: is the development of technology skills such as basic computer operations, proficiency with software applications and software-based services, and the ability to use internet-based resources for communication, research, and collaborative work. The California State Planning Guide requires that the plan have a strategy to enable all students and teachers to be technologically proficient.

Technology integration: occurs when technological tools and applications are used within the cycle of instruction and are embedded in learning activities that enable students to master curriculum. To achieve technology integration, the Educational Technology Plan calls for (a) student use of technology not only to master curriculum content but to develop problem solving, in addition to creativity, critical thinking, communication and collaboration skills; (b) teachers use of the tools to differentiate instruction in a standards driven classroom; and (c) ongoing technology-embedded professional development focused on curriculum standards.

Technology Vision Statement

As Roseville City School District reinvents our approach to deliver education, the Information Technology department has transformed to deliver world-class services in support of the evolving technology landscape of our schools. The Information Technology department empowers the transformation of learning, spaces, and people using technology. At the nexus of the learning environment and the instructional shift for teaching and learning is technology by enabling and scaling success.

The Information Technology department consists of four service areas:

- Infrastructure Services
- Learning Services
- Business Services
- Support Services

Which closely aligns with the Roseville City School District's Board adopted Vision to become a collaborative community of professional learners that are:

- Focused on learning
- Results oriented
- Committed to continuous improvement of each student and staff member.

Mission Statement

The mission of Roseville City School District is to maximize learning for each and every one of its students. All students will access technology to support, enhance, and broaden their learning. The integration of technology creates and supports the best possible learning environments for students and staff.

Priorities

Student Learning

- Utilize learning resources that maximize the potential of technology to reach all students with varying needs
- To develop digital literacy and information discernment skills, preparing students for college and career
- Provide students with anytime and anywhere access to learning resources
- Have technology serve as a catalyst to enrich the science, technology, engineering, digital media arts, and mathematics curricula (STEAM)
- Promote personalized and differentiated learning and teaching
- Engage the local and global community in meaningful, real-world contexts

Productivity

- Provide technology tools to increase productivity throughout the District
- Utilize technology as a means for students to master 21st century learning skills
- Meet implementation goals for state adopted standards and Common Core standards with the use of various technology resources

Teacher and Staff Technology Integration Support

- Provide access for teachers and students to technology-based content, learning resources, and teaching tools
- Utilize technology to collaborate and develop professional learning communities locally and globally
- Offer professional development opportunities that utilize technology resources
- Use multimedia and video learning resources to enhance teaching and learning

Data and Assessment

- Utilize technology resources for formative and summative assessments that offer meaningful and timely data analysis and drive instructional practice

Infrastructure

- Provide technology resources that ensure teachers, staff, and students have broadband access to the Internet and wireless connectivity
- Educational facilities have appropriate electrical capacity, wiring, and cooling systems in place to support technology use

Safety and Ethics

- All staff members receive ongoing professional development in the appropriate and ethical use of information technologies
- All staff, parents, and students understand the District's responsible and acceptable use policies for technology and communications
- All staff understand the laws regarding data privacy and the District's policies of enforcement
- All students are provided with safe and appropriate access to the Internet

Equity and Access

- Technology standards for teachers are provided and supported as they design, implement, and assess learning experiences to engage students and improvement learning
- Technology standards and performance indicators are utilized to enrich professional practice and to provide positive models for students, colleagues, and the community
- Sufficient staff is in place to support technology
- The District prioritizes the allocation of funds to support technology and its continued development and growth

Technology Overview Summary

- Utilize technology as appropriate to support the Roseville City School District Goals.
- Ensure the necessary technology tools are available to support instruction.
- Identify resources for technology training and infrastructure
- Develop a plan for updating the District infrastructure to support the expansion of new technology
- Increase professional development opportunities related to technology
- Revise, adopt, and integrate Technology Proficiency Standards for Students in grades transitional kindergarten through eighth.

II. Stakeholders

Description of how a variety of stakeholders from within the school District participated in the planning process.

The process of preparing an Educational Technology Plan offers an opportunity for a District community to examine shared beliefs about the nature of learning and the role that technology can play in its facilitation; in many ways, the process is more important than the product. However, an approved plan that enables implementation work to move forward efficiently, without becoming paralyzed by endless reconsideration of alternatives is key in implementing long-term successful technology integration. To that end, several initiatives were undertaken to ensure the completion of a new technology plan included a broad spectrum of viewpoints, stakeholders, and acceptable industry practices and standards. Initiatives included:

Technology Teams - The Roseville City School District Technology Teams meet monthly with agenda items directly correlated to tasks needed to complete our tech plan.

Online Survey – Online survey were created to ensure multiple viewpoints and stakeholder had direct access in plan creation.

The process consisted of a series of meetings to craft the vision, followed by intensive writing, followed by review and critique from members of Education Services and Technology Services. Key elements of this plan were drawn from new goals and plans.

Participants in the process included senior administrators and staff. However, due to the time constraints associated with submitting this technology plan; community members, local businesses, and students were not participants in our process.

Stakeholders	
Blue Oaks Elementary School 8150 Horncastle Ave. Roseville, CA 95747 (916) 771-1700 Principal: Erin Peterson	**Fiddyment Farm Elementary School** 4001 Brick Mason Circle Roseville, CA 95747 (916) 771-1880 Principal: Meghan Baichtal
Vencil Brown Elementary School 250 Trestle Drive Roseville, CA 95678 (916) 771-1710 Principal: Pam Kissick	**Catheryn Gates Elementary School** 1051 Trehowell Drive Roseville, CA 95678 (916) 771-1780 Principal: Mary Patrick

Stakeholders	
George A. Buljan Middle School 100 Hallissy Drive Roseville, CA 95678 (916) 771-1720 Principal: Ryan Hartsoch	**Junction Elementary School** 2150 Ellison Drive Roseville, CA 95747 (916) 771-1861 Principal: Bryan Wilke
Chilton Middle School 4501 Bob Doyle Dr. Roseville, CA 95747 (916) 771-1871 Principal: Jeff Ancker	**William Kaseberg Elementary School** 1040 Main Street Roseville, CA 95678 (916) 771-1790 Principal: Marc Welty
Cirby Elementary School 814 Darling Way Roseville, CA 95678 (916) 771-1730 Principal: Karen Quinlan	**George Sargeant Elementary School** 1200 Ridgecrest Way Roseville, CA 95661 (916) 771-1800 Principal: Rachael Peck
Robert C. Cooley Middle School 9300 Prairie Woods Way Roseville, CA 95747 (916) 771-1740 Principal: Karen Calkins	**Ferris Spanger Elementary School** 699 Shasta Street Roseville, CA 95678 (916) 771-1820 Principal: Joshua Joseph
Crestmont Elementary School 1501 Sheridan Ave. Roseville, CA 95661 (916) 771-1750 Principal: Jeri Farmer	**Stoneridge Elementary School** 2501 Alexandra Drive Roseville, CA 95661 (916) 771-1830 Principal: Brandon K. Blom
Diamond Creek Elementary School 3151 Hopscotch Way Roseville, CA 95747 (916) 771-1760 Principal: Martin C. Brown	**Thomas Jefferson Elementary School** 750 Central Park Drive Roseville, CA 95678 (916) 771-1840 Principal: Brent Mattix
Warren T. Eich Middle School 1509 Sierra Gardens Drive Roseville, CA 95661 (916) 771-1770 Principal: Marc Buljan	**Bradford Woodbridge Elementary School** 515 Niles Street Roseville, CA 95678 (916) 771-1850 Principal: Kari Hazen
City of Roseville 311 Vernon Street Roseville, CA 95678 (916) 772-7529	

III. Curriculum

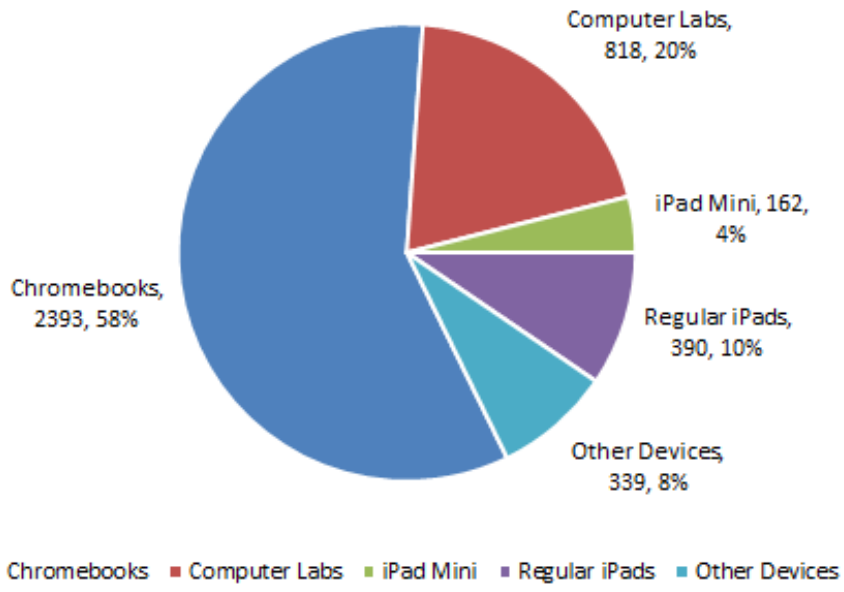
The Roseville City School District's Board of Education Goals for 2014 - 2017 include "all students will access technology to support, enhance, and broaden their learning." In addition, the Board aims to align technology supports and resources to meet District goals (Roseville City School District's Local Control Accountability Plan (LCAP) 2015-2018).

In an attempt to keep up with the changing world of information and technology, Roseville City School District is shifting from using technology as a tool for student information consumption to using technology more creatively to demonstrate what students know as a result of their instructional activities. The focus, in alignment with the new Common Core State Standards, is to create a real-world and rigorous learning environment for teaching and learning. Our goal is to create an inquiry based learning environment in which students respond authentically to the learning, as well as understand how they learn.

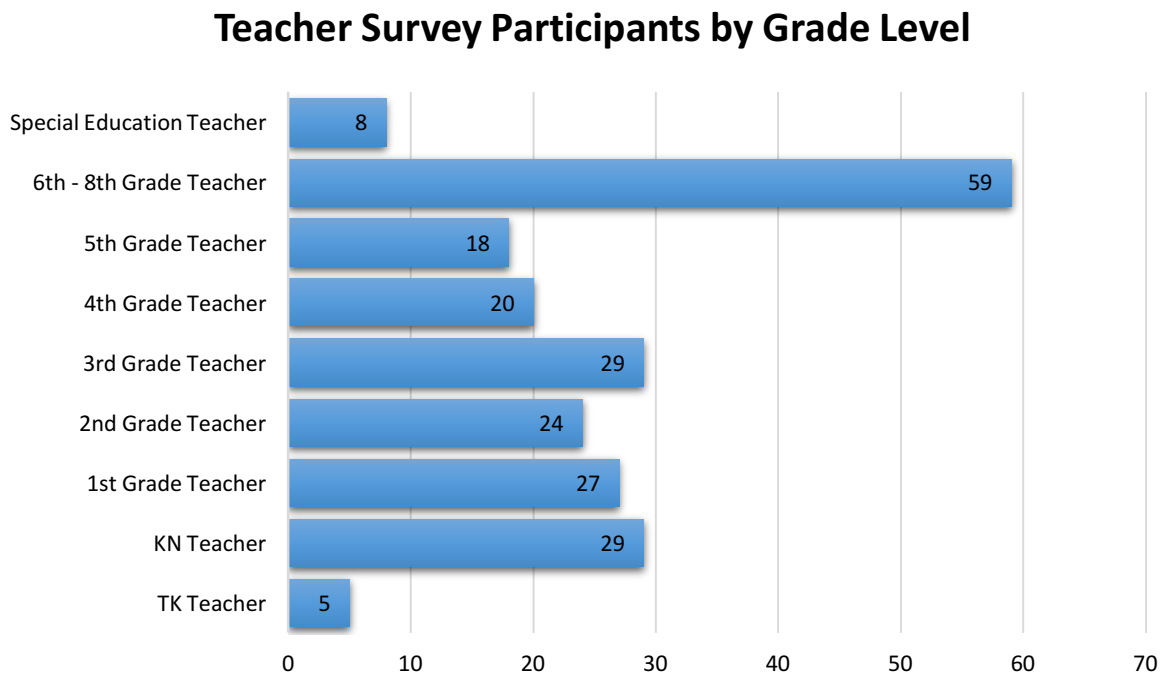
3A. Description of teachers' current access to technology resources.

Location of Computers

Computers and Tablets can be found in classrooms, labs, libraries, administrative offices, and are available at all campuses in the Roseville City School District. The majority of computers are mobile carts accessible by classrooms (approximately 58%). While the second and third largest concentration of devices are located in our labs (approximately 20%), followed by a combination of iPad and iPad Mini's (approximately 14%). All campuses have computer labs for full-class instruction. With the Board of Education adopted 4-year Apple Lease initiative, campus labs are in the process of being refreshed across the District.

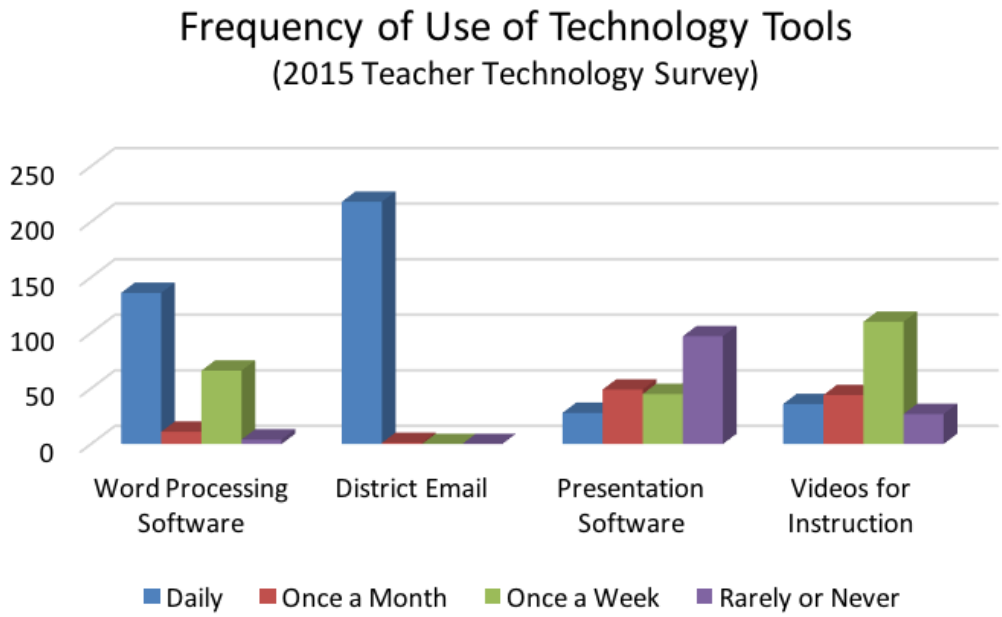


An online survey of teacher technology integration practices revealed basic information and served to establish baseline data. Approximately 45% or 219 of the District's teachers responded to the survey by October 6, 2015.

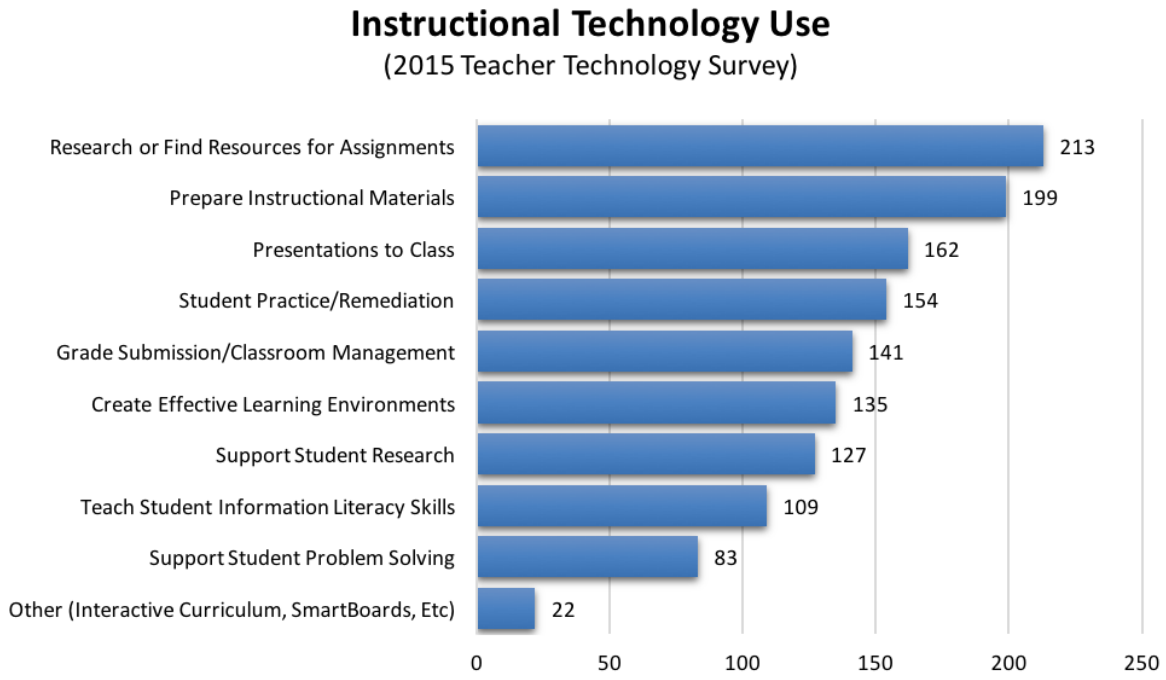


Frequency of Use of Basic Technology Tools

The following chart represents the frequency of use of basic technology tools.



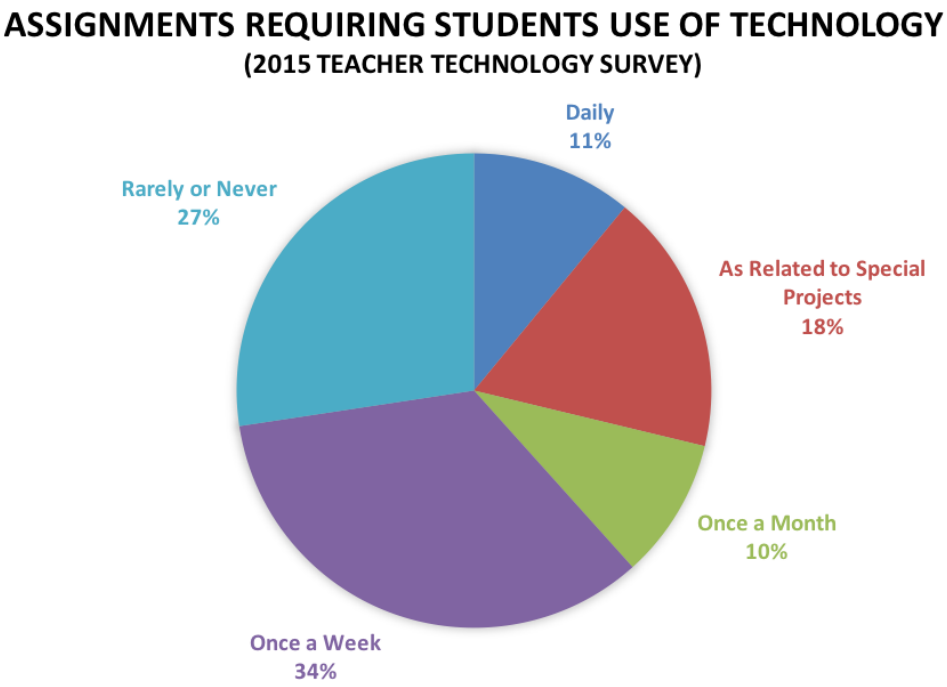
When teachers were asked if they use technology for instruction, a majority indicated using technology to research or find resources for assignments (97.7%), prepare instructional materials (91.3%), and for presentations to the class (74.8%). Slightly less than 50% reported using technology to teach student information literacy skills and only 38.1% reported using technology to support student problem solving.



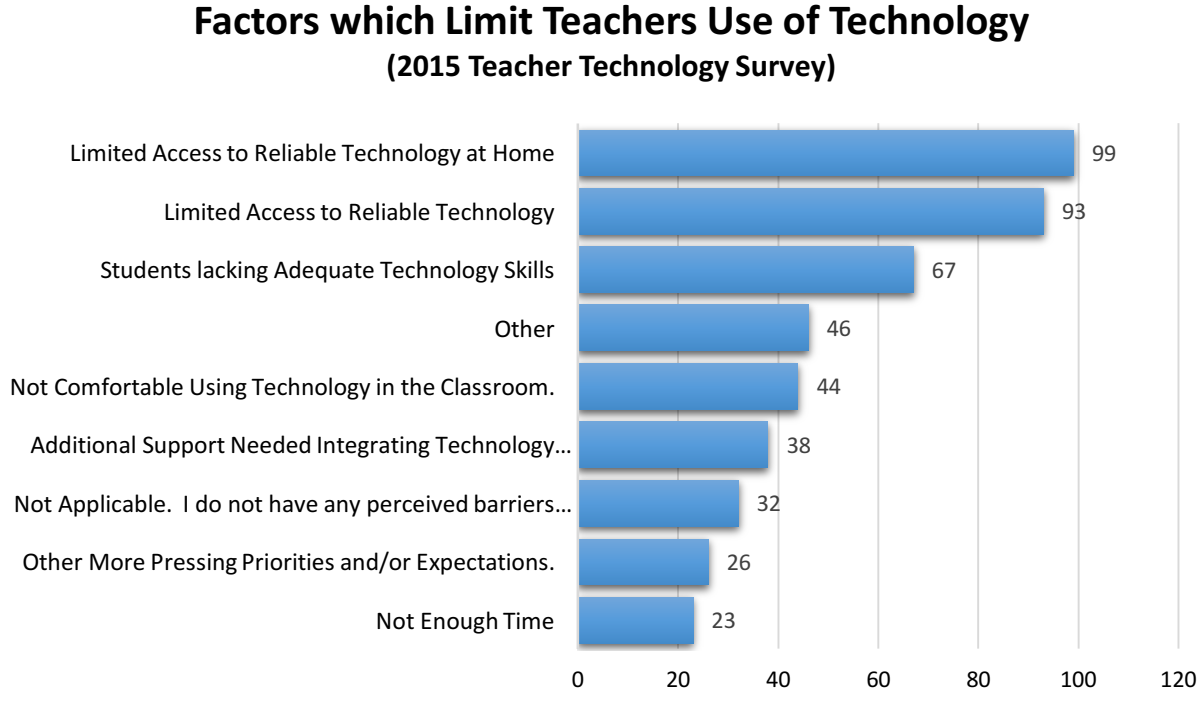
Responses provided in the 'Other' category, consisted of the following:

- Accelerated Reader Quizzes
- Communication with Parents
- Response to Intervention (RTI) Instruction and Support
- Online Math Tests, Math Assignments, Student Lesson Book
- Google Classroom
- Creating Individual Education Plans (IEP's)
- Assess Student Learning
- Lesson Planning
- Behavior Reward
- Brain Breaks
- Creating IEP's

When teachers were asked how often they gave assignments requiring students to use technology, only 11% stated they do so on a daily basis.



When teachers were asked "What factors keep you from using technology, if applicable, select all that apply?" 46% reported that students have limited access to technology at home. This percentage was followed by the second highest response (36.3%) who reported that students lack adequate technology skills.



3B. Description of students' current access to technology resources.

Access to Students and Staff

Access to technology is provided to students and staff both during the school day and extended hours depending on the particular service. Use of hardware for students is provided mainly during the school day, while software-based services, such as Think Central, can be accessed on a 24/7 basis. As the delivery of software evolves and migrates to an "anytime anywhere" web based model, future services will in most cases be available during extended hours, reaching beyond the typical school day. As the District investigates migrating to a Student Management System, additional services will be available to staff, students and parents with convenient anytime access to student grades, homework assignment, report card services, and more. Providing access to a multitude of technology services that support both learning and business operations.

Access to technology is also available during the After School Education and Safety (ASES) program offered at Cirby Elementary and Woodbridge Elementary. Providing students with access to campus computer labs and or classroom computers and selected software chosen to reinforce common core rigor and individual student needs. Programs such as I-Ready Reading and Math, Read Live, Type to Learn, Lexia, and Starfall are strategically scheduled.

Student-to-Computer Ratio

Based on updated inventory in 2015, Roseville City School District maintains a combined total of over 4,100 instructional computers and mobile devices. Our student-to-computer ratio is well above the state standard and provides our students and staff with adequate hardware technology to facilitate pervasive use of technology, to further educational opportunities, and facilitate the day-to-day business operations of the District.

The chart below provides some insight into the number of computers available, and the ratio of student per computer in both our Elementary and Middle School campuses. All numbers and ratios are approximate as exact number fluctuate depending on the date the data was collected.

Currently, the overall ratio of students to internet connected computers is 2.5 to 1. Students have access to technology in classrooms (usually in small groups or one at a time), in computer labs for full-class instruction, or in libraries for homework or other self-guided computer usage needs. Library devices can often be used throughout the day, including lunchtime.

Number of Instructional Computers to the number of students:

	Total Number	Ratio
Elementary Schools	2722	2.5
Middle Schools	1380	2.4
District Totals	4102	2.5

All students have access to instructional computers and technology services, including Special Education, Gifted and Talented Educational Program (GATE) known in the District as Roseville Accelerated Pacing Academy (RAPA) and English Language Learners. While the District as a whole has a student to computer ratio of 2.5 to 1, well below the 5 to 1 ratio recommended by the California Department of Education (CDE). As the District continues to work towards funding and enforcing a minimum set of technologies available to sites, it is anticipated that questions around access will level out over time.

This current Educational Technology Plan expects the teacher and student to become more actively engaged in their learning, where the technology is a tool to demonstrate highly rigorous conceptual understanding of the curriculum through the creation of a variety of media products, as well as how their content will be published to demonstrate their response to audience, task, or purpose. This shift not only encompasses a change in teaching practices, but collaboration among departments at the District level. Education Services and Technology Services are providing the framework and guidance to school sites to create a rigorous and relevant 21st century model for the District's site instructional leaders, teachers and students.

Access to Assistive Technologies (AT)

The Roseville City School District provides assistive technologies to support access to curriculum and instruction for students with various learning needs and for Students receiving specialized academic instruction as identified in an Individualized Education Plan (IEP) and/or Section 504 Accommodation Plan.

Student's IEPs and/or Section 504 Accommodation Plans, as appropriate, identify assistive technology needs of the individual student and those devices and/or assistive technology supports that may be made available to the student.

An inventory of assistive technologies currently been used and implemented with Roseville City School District students shall be developed and maintained. Training and exploration of various AT resources shall be an on-going focus to ensure students have access to curriculum and instruction. These efforts shall be supported by the Department of Student Services in tandem with other district departments. Student Students shall assist in the identification of the baseline technology, and will actively monitor emerging assistive technology supports and services in an effort to increase access to curriculum and instruction for identified Roseville City School District students.

3C. Summary of the District's curricular goals that are supported by this Educational Technology Plan

Technology has become increasingly important in the areas of curriculum planning, instructional practice, assessment of students, and communication methods. The following summations reflect our curricular goals as related to technology:

Technology Integration
The District will continue to support technology integration into curriculum to promote 21st Century learning environments.

Electronic Learning Resources
The District will make use of a multitude of electronic learning resources that extend beyond the published textbook or printed materials

Technical Support
The District will provide technical support services in keeping with support needs submitted through our online support issue ticketing system and identified in goals, objectives and implementation tasks of this plan.

Proficiency and Literacy Skills
The District will establish and work toward increasing a baseline set of technology proficiencies to ensure students and staff are prepared with 21st Century skill sets and are comfortable using District-approved services and technologies.

Appropriate and Ethical Use
The District will establish and offer learning opportunities designed to teach appropriate and ethical use of content.

Internet Safety
The District will establish and offer learning opportunities designed to teach the safe use of the internet.

Equitable Baseline and Infrastructure Technology
The District will provide a baseline set of technologies to ensure equitable access and facilitate the wide-spread use of technology to provide enhanced educational opportunities not available using traditional "pen and paper" materials.

The District will provide equitable access to a modern technology infrastructure in support of the goals and objectives of this plan.

Data Driven Decision Making and Record Keeping
The District will continue to use and expand its use of data collection, reporting, and analysis to drive decision making; particularly in the areas of student assessment and progress, record keeping, and professional development of staff.

Communication
The District will continue to use and expand its use of technology to improve communication between school, home, and the community. The District will increase internal communications to ensure collaborative work between schools, the District office, and departments.

Professional Development
The District will provide professional development opportunities to staff in the form of small group classes, online tutorials, and a comprehensive knowledge base of information for key systems and services.

The outline of goals above is in keeping with the goals of this plan and the overall curriculum goals of the Roseville City School District.

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

One of the goals of the Roseville City School District is that all students acquire technology and information literacy skills necessary for success not only in the classroom, but in the 21st Century as well. Students will acquire these skills through the integration of technology aligned with the Common Core State Standards. Technology and information literacy enhance students' ability to learn the academic content standards and provides additional opportunities for all students. Technology integration resources, which include lesson plans, best practices, and strategies, will be developed cross-curricular as part of a collaborative effort by teachers and District-level administrators.

In March of 2013, the State Superintendent of Public Instruction announced that the CDE had joined the national Partnership for 21st Century Skills (P21) network of 18 states, designed to teach every student real-world skills to meet the needs of a competitive global economy. The vision and mission of P21 is "to serve as catalyst for 21st century learning to build collaborative partnerships among education, business, community and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops." (P21 Partnership for 21st Century Learning website, 2015). The District plans to follow the CDE's commitment and utilize the resources that the P21 membership has to offer.

The District also seeks to adopt the National Educational Technology Standards (NETS) Technology Foundations Standards for students and teachers, as its model for student and teacher technology proficiency. All students will use technology in all classes, so that the acquisition of a particular technology skill is embedded in the learning process. Technology integration and information literacy skills are seamless and vital parts of the learning experience for all students.

Students at all schools will receive support from all of their teachers in the use of technologies available for the classroom. Techniques and strategies are shared among the students and staff, and a culture of technology-based learning supports every student in advancing the skill sequence of the digital age. This is why the District supports teachers' efforts to integrate technology through comprehensive professional development and the utilization of small, professional learning communities. Teachers must integrate technology seamlessly and it is not something that can be viewed as an add-on or something "extra".

Digital Literacy Goals

The scope and sequence of digital literacy skills for K-8 students and teachers in the Roseville City School District has been adapted from the Common Core State Standards K-12 Technology Scope and Sequence created by the Capistrano Unified School District. They in turn utilized the work done by the Long Beach Unified School District and the Fresno Office of Education in creating the Recommended Digital Literacy and Technology Skills to Support the California Common Core Standards. All of these educational institutions have done incredible work and should be congratulated for the time and effort put into their documents.

The skills listed in this document focus on scaffolding digital literacy skills from turning on devices in the first days of school to the intensive skills needed by our 8th graders as they prepare for high school, college, and careers. Digital literacy will impact every job in the future, and we believe in the importance of starting students young and building on their skills each year. Technology skills, digital citizenship, information literacy, and other skills are all incorporated under the digital literacy umbrella. These skills are critical and must be introduced early and reinforced often while students work towards mastery and the development of higher level skills.

The skills contained in this section include those that will assist students when taking the online Smarter Balanced Assessment (SBAC). The skills will help reduce test anxiety by increasing their digital fluency. The skills also incorporate the NETS*S National Educational Technology Standards for Students that were adopted in 2007. Skills are focused on the English Language Arts Anchor Standards, the Mathematics Anchor Standards, and Mathematical Standards of Practice.

This section serves as a roadmap for teachers and administrators to adapt curriculum to ensure that students are building digital literacy competency as well as technological skills for college and career readiness, in addition to online assessments.

English Language Arts Anchor Standards	Mathematics Standards	NETS*S Standards
• RL - Reading Standards for Literature • RI - Reading Standards for Informational Text • W - Writing • SL - Speaking and Listening • L - Language	• MD - Measurement and Data • G - Geometry • EE - Expressions and Equations • A - Algebra • F - Functions • SP - Statistics and Probability • SMP - Standards of Mathematical Practice	• Creativity and innovation • Communication and collaboration • Research and information fluency • Critical thinking, problem solving, and decision making • Digital citizenship • Technology operations and concepts

Implementation Plan K-5									
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**K**	**1**	**2**	**3**	**4**	**5**
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Basic Operations**	**SBAC Test Taking Skills**	Turn on a computer and login	I	R	M	M	M	M
		SBAC Test Taking Skills	Use pointing device such as a mouse to manipulate shapes, icons; click on URLS, radio buttons, checkboxes; use scroll bar	I	R	M	M	M	M
		SBAC Test Taking Skills	Use desktop icons, windows and menus to open applications and documents	I	R	M	M	M	M
		SBAC Test Taking Skills	File management - saving documents	O	I	R	M	M	M
		SBAC Test Taking Skills	Explain and use age-appropriate online tools and resources (e.g., tutorial, assessment, web browser)		I	R	R	M	M
		W 6	Keyboarding: • Use proper posture and ergonomics • Locate and use letter and number keys with left and right hand placement • Locate and use correct finger for space bar, return/enter and shift key • Gain proficiency and speed in touch typing (numbers are adjusted WPM) • Students type adjusted 5 WPM x Grade Level • 2nd = 5x2 = 10 WPM adjusted, 5th = 5x5=25 WPM	I	R 5 wpm	R 10 wpm	R 15 wpm	R 20 wpm	R 25 wpm
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)									

Implementation Plan K-5 (Continued)

Digital Literacy Categories		Alignment to CCSS SBAC NETS*S	Skills	K	1	2	3	4	5
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Word Processing**	**W5, W6, W10**	Use a word processing application to write, edit, print and save simple assignments	I	R	R	M	M	M
		W5, W6, W10	Use menu/toolbar functions (e.g., font, size, style, line spacing, margins)		I	R	R	M	M
		W5, W6, W10	Highlight text, copy and paste text		O	I	R	M	M
		W5, W6, W10	Copy and paste images within the document and from outside sources. Insert and size a graphic in a document		O	I	R	M	M
		L 4	Proofread and edit writing using appropriate resources (e.g., dictionary, spell checker, grammar, and thesaurus)		O	I	R	M	M
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Spreadsheet (Tables /Charts and Graphs)**	**MD, SBAC Test Taking Skills**	Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information				I	R	R
		SBAC Test Taking Skills	Identify and explain terms and concepts related to spreadsheets (i.e., cell, column, row, values, labels, chart, graph)			O	I	R	M
		MD, SBAC Test Taking Skills	Enter/edit data in spreadsheets and perform calculations using formulas			O	I	R	R
		MD, SBAC Test Taking Skills	Use mathematical symbols e.g. +add, -minus, *multiply, /divide, ^exponents				I	R	R
		RI7	Use spreadsheets and other applications to make predictions, solve problems and draw conclusions				I	R	R

O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)

Implementation Plan K-5 (Continued)										
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**K**	**1**	**2**	**3**	**4**	**5**
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Multimedia and Presentation Tools**	**W6**	Create, edit and format text on a slide		I	R	R	M	M
		W6	Create a series of slides and organize them to present research or convey an idea			I	R	R	M
		W6, SL5	Copy and paste or import graphics, change their size and position on a slide			O	I	R	M
		W6, SL5	Use painting and drawing tools/applications to create and edit work			I	R	R	M
		W6, RL7, SBAC Test Taking Skills	Watch online videos and use play, pause, rewind and forward buttons while taking notes	I	R	R	M	M	M
Demonstrate the ability to use technology for research, critical thinking, decision-making, communication and collaboration, creativity and innovation.	**Research and Gathering Information**	**RI5, RI6, RI7, RI9**	Understand the difference between natural language searching and advanced searching techniques and utilize both techniques to efficiently search for information	O	I	R	R	M	M
		RI5, RI7	Use age-appropriate technologies to locate, collect, and organize content from media collections for specific purposes, citing sources	O	I	R	R	M	M
		RI5, RI7	Perform basic searches on databases, (e.g., library, card catalog, encyclopedia) to locate information			I	R	M	M
		RI5, RI7	Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness and validity for research		O	I	R	M	M
		RI6, RI7, RI9	Use Web 2.0 tools (e.g., online discussions, blogs and wikis) to gather and share information			O	I	R	M
		RI7	Identify and analyze the purpose of a media message (to inform, persuade or entertain)	O	I	R	R	R	M
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)									

Implementation Plan K-5 (Continued)									
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**K**	**1**	**2**	**3**	**4**	**5**
Demonstrate the ability to use technology for research, critical thinking, decision-making, communication and collaboration, creativity and innovation.	**Communication and Collaboration**	**W6**	Work collaboratively online with other students under teacher supervision			I	R	R	M
		W6, W10	Use a variety of age-appropriate technologies (e.g., drawing programs, presentation software) to communicate and exchange ideas		I	R	R	M	M
		W6, W10, SL2, SL5	Create projects that use text and various forms of graphics, audio and video (with proper citations) to communicate ideas			I	R	R	M
		W6, W10, SL3	Use teacher-developed guidelines to evaluate multimedia presentations for organization, content, design, and presentation			O	I	R	R
		W6, W10, SL1	Use district-approved Web 2.0 tools for communication and collaboration			I	R	R	M
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)									

Implementation Plan 6-8						
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**6**	**7**	**8**
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Basic Operations**	**Technology Operations and Concepts**	Identify successful troubleshooting strategies for minor hardware and software issues/problems	I	R	R
		Technology Operations and Concepts	Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available	I	R	M
		Technology Operations and Concepts	Compress and expand large files	I	R	M
		Technology Operations and Concepts	Identify and use a variety of storage media (e.g., DVDs, flash drives, school servers, online storage spaces/cloud storage), and provide a rationale for using a certain medium for a specific purpose	I	R	M
		W6	Demonstrate automaticity in keyboarding skills by increasing accuracy and speed 5 WPM (adjusted) x grade level (e.g., 6th x 5 = 30 WPM)	M 30	M 35	M 40
		Creativity and Innovation	Identify and assess the capabilities and limitations of emerging technologies	I	R	R
	Word Processing	**W5, W6, W10**	Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables)	I	R	R
		W5, W6, W10, SL5	Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials	I	R	R
		W5, W6, W10	Highlight text, copy/paste text	M	M	M
		W5, W6, W10, SL1	Use the Comment function in word processing programs (including online) for peer editing documents	I	R	M
		W5, W6, W10, SL1	Under and use Change Tracking features of word processing programs and websites for peer editing	I	R	R
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)						

Implementation Plan 6-8 (Continued)						
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**6**	**7**	**8**
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Spreadsheet (Tables/Charts and Graphs)**	**F, SMP5, RI7**	Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings and choose the most appropriate type to represent given data	I	R	R
		F, SMP5, RI7	Enter formulas and functions; use the auto-fill feature in a spreadsheet application	I	R	R
		F, EE, SMP5, RI7	Use functions of a spreadsheet application (e.g., sort, filter, find)	I	R	R
		EE, SMP6	Use various number formats (e.g., scientific notations, percentages, exponents) as appropriate	I	R	M
		F, SMP5, RI7	Use advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets)	I	R	R
		SMP5, RI7	Differentiate between formulas with absolute and relative cell references			I
		SMP5, RI7	Use multiple sheets within a workbook and create links among worksheets to solve problems		O	I
		SMP5, RI7	Import and export data between spreadsheets and other applications		O	I
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)						

Implementation Plan 6-8 (Continued)

Digital Literacy Categories		Alignment to CCSS SBAC NETS*S	Skills	6	7	8
Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity	**Mathematical Applications**	**G, SMP5**	Draw two- and three-dimensional geometric shapes using a variety of technology tools	I	R	R
		EE, SMP5	Use and interpret scientific notations using a variety of technology applications			I
		EE, A, F, SP, SMP5, W8, SL5	Explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (e.g., simulation software, environmental probes, computer aided design, geographic information systems, dynamic geometric software, graphing calculators)	I	R	R
	Multimedia and Presentation Tools	**SL4, SL5**	Create and present presentations with limited text or single images per slide in order to avoid plagiarism, engage audiences, and prove content knowledge	I	R	R
		SMP3, SL5	Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest	R	R	M
		SMP5, W6	Use a variety of technology tools (e.g., dictionary, thesaurus, grammar checker, calculator/graphing calculator) to maximize the accuracy of work	R	R	M
		SL5	Make strategic use of digital media in presentations to enhance understanding	R	R	R
		W6, SL5	Use painting and drawing tools/applications to create and edit work	R	R	M
		RL7, RI7, SBAC Test Taking Skills	Use note-taking skills while viewing online videos and using the play, pause, rewind and stop buttons	R	R	M
		SMP3, SL5	Independently use appropriate technology tools (e.g., graphic organizer, audio, visual aids) to define problems and propose hypotheses	I	R	R

O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)

Implementation Plan 6-8 (Continued)						
Digital Literacy Categories		**Alignment to CCSS SBAC NETS*S**	**Skills**	**6**	**7**	**8**
Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation.	**Research (Gathering and Using Information)**	**RI5, RI7**	Identify probable types and locations of websites by examining their domain names (e.g., edu, com, org, gov, au)	I	R	M
		RI5, RI7	Use effective search strategies for locating and retrieving electronic information (e.g., natural language vs. Boolean logic operators)	R	R	M
		RI5, RI7	Use search engines and online directories; explain how the various search engines differ and how they rank results	I	R	R
		RI7	Use appropriate academic language in online learning environments (e.g., post, thread, intranet, discussion forum, drop box, account, and password)	I	R	M
		RI5, RI7, SMP3	Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning	I	R	R
		RI5, RI7	Write/create correct in-text citations and reference lists for text and images from all sources in acceptable formats	R	R	R
		RI5, RI7	Use web browsing to access information (e.g., enter a URL, access links, create bookmarks/favorites, print web pages)	R	R	M
		RI7, RI10, SMP5	Use and modify databases and spreadsheets to analyze data and propose solutions	I	R	R
		RI7, SMP3	Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects	I	R	R
O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)						

Implementation Plan 6-8 (Continued)

Digital Literacy Categories Alignment to CCSS SBAC NETS*S			Skills	6	7	8
Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation.	**Communication and Collaboration**	**W6, W10, SL5, SMP5, RI7**	Use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, websites, podcasts, blogs), citing sources	R	R	M
		W6, W10, SL2, SL5, SMP3	Demonstrate how the use of various techniques and effect (e.g., editing, music, color) can be used to convey meaning in media	I	R	R
		RI6, RI7, RI9, SMP3, SL5	Use a variety of district-approved Web 2.0 tools (e.g., email, discussion groups, blogs, etc.) to collaborate and communicate with peers, experts, and other audiences using appropriate academic language	R	R	M
		W6, W10, SL3	Use teacher-developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations	R	R	R
		RI6, RI7, RI9, SMP3	Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., email, discussion forums, groupware, interactive websites, videoconferencing, collaboration software)	I	R	R

O – Optional for grade level I – Introduce R – Reinforce M – Mastery (able to teach others)

3E. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom.

All students will acquire and apply the information literacy skills to recognize the importance of equitable access to information in a democratic society, respect the principles of intellectual freedom and intellectual property rights, exercise appropriate and ethical use of technology and understand the importance of online privacy, etiquette and safety.

Appropriate and Ethical Use

Goal 3E 1 – Copyright and Fair Use: All profiled grades will receive instruction and engage in activities to introduce students to the concept and purpose of copyright and fair use.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Teacher training on creating information literacy curriculum which includes copyright laws, fair use and cyber ethics.	Fall 2016, Ongoing	Site Tech Teams, Team THINK, Technology Services and Educational Technology Coordinator	Evaluation and analysis of feedback forms, sign-in sheets and surveys given at trainings	Feedback forms, sign-in sheets and surveys.
Update present Acceptable Use Policy (AUP) to include copyright, plagiarism and unlawful downloading. Parents and students sign each year.	July 2015, Annually	Technology Director	Review Acceptable Use Policy (AUP)	AUP
Students receive lessons on copyright, fair use, plagiarism and unlawful downloading from classroom teachers.	Spring 2017, Ongoing	Site Leadership, Classroom Teachers, Technology Director and Educational Technology Coordinator	Analysis of assessment results	Assessment of student understanding of copyright, fair use, plagiarism and unlawful downloading

Implementation Plan, Continued				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Students incorporate appropriate copyright and fair use into their work.	Ongoing	Classroom Teachers	Analysis of Student work	Student Work
Annually, the District will evaluate the student post assessment data to determine modifications to the instructional program to better ensure the understanding of copyright and fair use, legal and illegal downloading and avoiding plagiarism	Annually	Educational Services Office	Principals will review student data and lead staff in program modification.	Assessment Data
The District will investigate and implement appropriate and ethical use of information technology such as Common Sense Media curriculum.	Fall 2016, Ongoing	Director of Technology Services and Educational Technology Coordinator	Evaluation and analysis of curriculum	Feedback from Staff

Implementation Plan, Continued:

Year 1 (2016-2017) – Convene Technology Teams at each campus to draft plan and language for each of the grade profiles. Align and update Student Technology Proficiency Profile to address goal. Research, adopt and create an annual assessment tool to review student progress.

Year 2 (2017-2018) – Students engage in online activities to introduce the concept and purpose of copyright and fair use.

Year 3 (2018-2019) – All profiled grades will engage in activities and lessons from Year 1 and submit to an assessment of skills and knowledge.

Goal 3E 2 – Lawful Downloading: introduce students to distinguish lawful from unlawful downloading and peer-to-peer file sharing.

Implementation Plan:

Year 1 (2016-2017) – Convene Technology Teams at each campus to draft plan and language for each of the grade profiles. Align and update Student Technology Proficiency Profile to address goal. Research, adopt and create an annual assessment tool to review student progress.

Year 2 (2017-2018) – Students engage in online activities to introduce the concept and purpose of copyright and fair use.

Year 3 (2018-2019) – All profiled grades will engage in activities and lessons from Year 1 and submit to an assessment of skills and knowledge.

Goal 3E 3 – Avoiding Plagiarism: all profiled grades will receive instruction and engage in activities to introduce students to the concepts of avoidance of plagiarism.

Implementation Plan:

Year 1 (2016-2017) – Convene Technology Teams at each campus to draft plan and language for each of the grade profiles. Align and update Student Technology Proficiency Profile to address goal. Research, adopt and create an annual assessment tool to review student progress.

Year 2 (2017-2018) – Students engage in online activities to introduce the concept and purpose of copyright and fair use.

Year 3 (2018-2019) – All profiled grades will engage in activities and lessons from Year 1 and submit to an assessment of skills and knowledge.

Goal 3E 4. List of goals and an implementation plan that describe how the District will address Internet safety, including how to protect online privacy and avoid online predators.

Assembly Bill No. 307: On or before July 1, 2007, the Superintendent shall develop guidelines and criteria for inclusion in the education technology plan required pursuant to subdivision (b). The guidelines and criteria shall include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom, internet safety, the manner in which to avoid committing plagiarism, the concept, purpose, and significance of a copyright so that pupils are equipped with the skills necessary to distinguish lawful from unlawful online downloading, and the implications of illegal peer-to-peer network file sharing.

Ensuring students understand the benefits and risks associated with internet use is a shared responsibility for schools, parents, and the community. As the internet continues to evolve, so does the need for protecting children from harmful forces and predatory actions. To this end, the District will provide students with information and practical lessons and projects that directly address the six basic categories as outlined by the California Technology Assistance Project (CTAP). The District will address: 1.) Personal Information, 2.) Piracy, 3.) Cyberbullying, 4.) Social Networks, 5.) Inappropriate Content, and 6.) Cyber Predators as appropriate for each grade level.

In addition, the Roseville City School District Technology Services department manages a rigorous content filter (iBoss) which is designed to address internet safety, protect online privacy and protect students and the District as a whole from online predators. The District also has a current Acceptable Use Policy as well as Internet Safety Policy which addresses Children's Internet Protection Act (CIPA) Requirements.

Objective: By June of 2019

100% of the students will complete activities or projects that demonstrate their mastery of grade level appropriate technology information literacy and digital citizenship/digital safety standards as measured by teachers certifying completion and reporting to the site administration and the District office.

Benchmarks:

By June 2017, 50% of students will complete activities or projects that demonstrate their mastery of the grade level appropriate technology and information literacy and digital citizenship/digital safety standards.

By June 2018, 75% of students will complete activities or projects that demonstrate their mastery of the grade level appropriate technology and information literacy and digital citizenship/digital safety standards.

By June 2019, 100% of students will complete activities or projects that demonstrate their mastery of the grade level appropriate technology and information literacy and digital citizenship/digital safety standards.

IV. Professional Development

Roseville City School District is focused on redefining teaching and learning goals to include more than basic academic content standards. The District strives to create an environment conducive to learning that provides students with the knowledge and skills they need to function well in 21st Century workplaces. In order for our students to be effective citizens, workers, and leaders in society, teaching and learning goals must include practice with creativity, critical thinking, communication and collaboration.

4A. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

The District established the Professional Development Advisory Committee (PDAC) in 2015 with the goal of creating a comprehensive three-year professional development plan for the District. With the adoption of new state standards, teachers and administrators agreed that the development of a plan aligned to Board goals, District Local Control Accountability Plan (LCAP) goals, and student achievement data was critical. Equally, if not more important, was the idea that any such plan should be jointly developed with teachers and administrators in order to be focused, coherent, achievable, and respectful of the time constraints faced by all our staff.

The PDAC is a collaborative effort between teachers, principals, and District office staff. Starting in October 2014, the committee has met multiple times in development of a plan that included studying current District achievement gaps, reviewing the new ELD and Common Core State Standards, and reviewing the feedback from the teachers' professional development needs and delivery survey. The survey was sent out in November to teachers by the PDAC; over 48% of teachers responded, which is considered a statistically significant and accurate response rate.

The Teacher Survey Results

A number of key areas were consistently listed on the PDAC survey as professional development needs:

- Critical Thinking
- Writing Strategies
- Reading Strategies
- Creation and Use of Assessments
- Math Strategies
- Unit Design
- Teacher Collaboration Time

When asked what was the preferred time for in-person professional development, two areas outranked all others:

- Paid buy back days (80% of respondents)
- Release time days (72% of respondents)

PDAC Work Towards Agreed Upon Student, Teacher, and Administrator Outcomes

The PDAC met in January 2015 and synthesized all research gathered in the following areas:

- New Board Goals 2014-17 Board Goals
- ELA/ELD Framework State Conference Recommendations (December) ELA/ELD Framework
- Multi-year RCSD English Learner Performance Data (RCSD is currently in Federal Program Improvement)
- Small group committees analyzed best practices in multiple areas
- PDAC Survey results were analyzed (November -- summary listed above)
- Studies by leading researchers

After review of the above-mentioned resources, PDAC agreed upon the following two focus areas for the Three-Year Professional Learning Plan:

- Critical Thinking
- Effective Communication

The PDAC Subcommittee met on February 3rd and 4th, 2015 in order to draft the Professional Learning Plan, which would be brought back to the larger PDAC group. The subcommittee collaborated on the findings from the CA ELA/ELD Framework and the work from leading researchers such Dr. Doug Fisher, Dr. Nancy Frey, Dr. Kate Kinsella, Karen Chenoweth, and Lucy Calkins while also looking closely at all 32 ELA CCSS Anchor Standards. The goal was to determine which CCSS ELA Anchor Standards aligned most closely with critical thinking and effective communication. We concluded, after much discussion and research, that the 32 Anchor Standards could be collapsed into 5 Anchor Standards under the critical thinking and effective communication umbrella; Reading Anchor Standard #1, Reading Anchor Standard #10, Speaking and Listening Anchor Standard #1, Writing Anchor Standard #1 and Writing Anchor Standard #10.

The PDAC Subcommittee then defined student outcomes for each of the five chosen CCSS ELA Anchor Standards along with teacher and principal outcomes. It was unanimously concluded that 5 Anchor Standards were too many for the three-year plan. We agreed to propose 3 Core Anchor Standards for the plan that were the most foundational in terms of how closely they were aligned to the areas of critical thinking and effective communication, as well as being integral to all grades and content areas. The three-year plan will be jointly analyzed and monitored by both teachers and administrators for effectiveness, coherence and necessary modifications based on adult feedback and student achievement data.

The Three-Year Professional Learning Plan will ensure that all students exiting RCSD in eighth grade will be strong critical thinkers and effective communicators and will be foundationally college and career ready. The plan details specifically what professional learning opportunities take place in Year 1, Year 2, and Year 3. The resource of time will be the largest variable in the implementation of the plan.

RCSD Three-Year Professional Learning Plan

Speaking and Listening Anchor Standard #1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading Anchor Standard #1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing Anchor Standard #10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- Language Purpose in every lesson
- Critical thinking as a necessary focus to actively engage learners in the below mentioned areas

Year 1 (2015-16)-Professional Development Focus Areas

TK – Grade 8 (All content areas):
- A focus on English language structures and features
- Facilitating productive discussions
- Designing close-reading lessons emphasizing speaking and listening
- ELD Integrated and Designated instructional practices
- Work around the ELA/ELD Framework Grade-level Vignettes

TK – Grade 5:
- Design and develop a comprehensive foundational skills assessment plan
- Define, develop, and calibrate rigor

TK - Grade 3: Coherence around reading instruction is the base for all learning
- How students learn to read along with supporting instructional strategies
- Mathematics Adoption (Content, practices and curriculum focus)
- K-3 Class Size Reduction

Year 2 (2016-17)-Professional Development Focus Areas

TK – Grade 8 (All content areas):

- Using multiple measures to reflect upon progress
- Understanding the mechanics of text
- Learning to create text-dependent questions
- Close-reading – refine lessons and introduce an emphasis on reading complex text
- ELD Integrated and Designated instructional practices – a deeper look
- Speaking and Listening-rich classrooms

TK- Grade 3:

- Implement foundational reading skills assessments
- Focus on analyzing and utilizing data
- ELA Adoption

YEAR 3 (2017-18)-Professional Development Focus Areas

TK – Grade 8 (all content areas):

- Speaking and listening-rich classrooms
- Close-reading-write/refine lessons further with an emphasis on students writing with text evidence
- ELD Integrated and Designated instructional practices – further refined

TK – Grade 3:

- Refine District intervention model
- Science Adoption

4B. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on LEA needs assessment.

The following technology goals and implementation plans were developed to support the PDAC plan, which includes the District's curricular goals. It is also designed to enhance student achievement of the academic content standards. The goals are focused on using technology and information literacy to support the teaching and learning of standards-based curricula for all students, including those with special needs, English language learners, and those who are historically less academically successful.

Goal 3d.1: Students will become proficient in Math and Language Arts Common Core State Standards

Objective: By June 2019

3.d.1: 100% of students will use technology and electronic resources to enhance their achievement of Common Core State Standards as measured by the study increase in SBAC scores from the baseline scores of the Spring of 2016.

Benchmarks:

3.d.1.a: By June 2017, 50% of students will use technology and electronic resources to enhance their achievement of Common Core State Standards.

3.d.1.b: By June 2018, 75% of students will use technology and electronic resources to enhance their achievement of Common Core State Standards.

3.d.1.c: By June 2019, 100% of students will use technology and electronic resources to enhance their achievement of Common Core State Standards.

Implementation Plan Activities	Timeline
Students K - 5 will use the electronic/digital resources that accompany the state adopted Math curriculum	Annually
Technology resource websites and academic resources will be made available to teachers, parents, and students on an Educational Technology website maintained by the District	Annually
Procurement of a Student Management System that has both a Student Information System and Student Assessment System	2016

Goal 3d.2: Students will regularly access online resources and applications that improve and personalize learning.

Objective: By June 2019

3.d.2: 100% of students will regularly access online resources and applications to improve and personalize learning as measured by the use of network resources reported by online monitoring. These resources include the state adopted Math curriculum and digital components of the state adopted English Language Arts curriculum.

Benchmarks:

3.d.2.a: By June 2017, 50% of students will regularly access online resources and applications to improve and personalize learning.

3.d.2.b: By June 2018, 75% of students will regularly access online resources and applications to improve and personalize learning.

3.d.2.c: By June 2019, 100% of students will regularly access online resources and applications to improve and personalize learning.

4C. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on District-Wide Application Systems.

Customer facing systems and solutions are of little value without the skilled professionals that understand and can maximize their full potential. One constant about technology is that it is always evolving. Additional and continuous training should be available to all District staff. One person, although skilled in a particular function, should no longer be solely responsible for the duties of that position. Cross-training is essential in order to empower everyone within the organization to excel.

Teacher skills		Skills
Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software and connectivity.	Gmail	Standard email basics
		Create labels
		Use canned responses
		Setup filters and forwarding
		Create and edit vacation settings
		Search for old/archived email
		Edit signature
	Contacts	Add personal contact
		Edit contacts
		Create and manage local contact list
	Drive	Upload and download files from Drive
		Backup to drive
		Share files

Teacher skills		Skills
Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software and connectivity	Calendar	Create Events and Add Guests
		Share Calendars
		Add Others' Calendars
	Docs	Comment on Docs
		Research within Google Docs
		Share and Collaborate through Docs
		Download docs as different file types
		View Docs revision history
		Create Templates
	Sheets	Create Google Sheets
		Create Charts using Data Analytics
		Share Sheets
		Import from Excel file to Sheets
	Slides	Create Google Slides
		Add Text or Insert Pictures
		Add Transitions
		Import from PowerPoint file to Slides
	Classroom	Create a Class
		Create/View/Modify Assignments
		Post to Board
		Create/Share Templates
		Provide Feedback to Students
		Collaborate with Students

Teacher skills		Skills
Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software and connectivity	Forms	Create a Google Form to Survey
		Retrieve Form Data for Assessment
		Download/Use Form Add-Ons (i.e. Flubaroo)
	Search	Common Boolean Search operators
		Other Advanced Google Search Tricks
	Sites	Create a Google Site
		Design Layout, Navigation and Theme
		Add Pages and Links
	SysCloud	Recover Deleted Emails from Gmail
		Recover Deleted Files from Google Drive

Implementation Plan:

Ongoing voluntary training opportunities will be available after school hours at the District Office to all staff in all district-wide application systems.

TEAM Think

Team Think produces a wide variety of professional learning events and activities, for small groups of educators, and in groups as large as 200 attending THINKFest. Our Lead Learners are active practitioners who often hold multiple education badges and lead professional learning that focuses on hands-on learning to advance student achievement through technology integration.

V. Infrastructure, Hardware, Technical Support, Software & Asset Management

The Roseville City School District provides hardware, internet access, electronic resources, and technical support to over 10,000 students and nearly 1,000 staff. We have multiple campuses for learning, including: fourteen elementary schools and four middle schools.

All schools are connected to a high-speed fiber optic network infrastructure providing students and staff speedy access to the internet. All campuses also have access to a computer lab for full-class instruction. As technology continues to evolve, and become more pervasive in our lives and daily routines, our school community must have access to the best resources and professional development available.

We annually seek E-Rate funds to help us offset the costs of our internet access and Wide Area Network (WAN) communication needs. The Federal Communications Commission (FCC) has recently changed its funding model and is opening up additional dollars to help with implementing wireless connectivity within K-12 and libraries throughout the United States. The district works closely with its consultants and advisors to maximize its access to these dollars.

In addition, the District provides access to a workstation or portable computer to every employee in the District. The use of technology in the day-to-day course of work ensures employees can meet the ever-increasing need to use modern, automated computer-based tools. Employees have access to network, print, and communication services throughout the day. Web-based services provide employees with 24/7 access to several key systems from any computer with an internet connection. Our current resources provide students and staff with technologies to enable student learning, staff reporting, and business operations.

Over the course of the next three years, Roseville City School District plans to be one-to-one capable through 'Bring Your Own Device' (BYOD) platform to meet the needs of current Common Core State Standards and assessment requirements. All students will have equal access to technology to support differentiated achievement of the academic standards in the classroom, District curricular goals, and ultimately for lifelong learning and success in our digital society.

Number of Instructional Computers to the number of students:

	Total Number	Ratio
Elementary Schools	2722	2.5
Middle Schools	1380	2.4
District Totals	4102	2.5

5A. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management currently in use to support the Curriculum and Professional Development Plan.

Roseville City School District has a combine total of approximately 4,100 desktop computers, laptops, and mobile devices. Our overall student-to-computer ratio for student accessible computers connected to our network and included in our District technology device inventories is 2.5 to 1. The District primarily supports Apple, Chrome and Windows operating systems. Windows-based PCs are the District standard for administrative use of Escape finance software system, as well as Aequitas Front Office, the current Student Information System.

Schools have both Toshiba Copiers, HP Printers and 3-D Printers (Stoneridge Elementary and Buljan Middle School only), projectors, mobile television displays (Woodbridge only) and other digital devices. Equipment is typically available on an as-needed basis to each classroom. Most schools utilize either a fixed, "traditional" computer lab, and/or have mobile labs/carts of laptops or mobile devices that can be brought into classrooms.

Classroom Hardware:

A standard classroom includes: one teacher computer, an LCD projector or SmartBoard and document readers.

Lab Hardware:

A standard computer lab includes: One-to-one student computer stations and a printer. Several campuses have also integrated projectors into computer labs.

Library Hardware:

One or more library checkout computers, multiple lookup/computer stations, and printers.

Administrative Hardware

Staff computers, printers, copiers, and general office equipment.

Mobile Computing

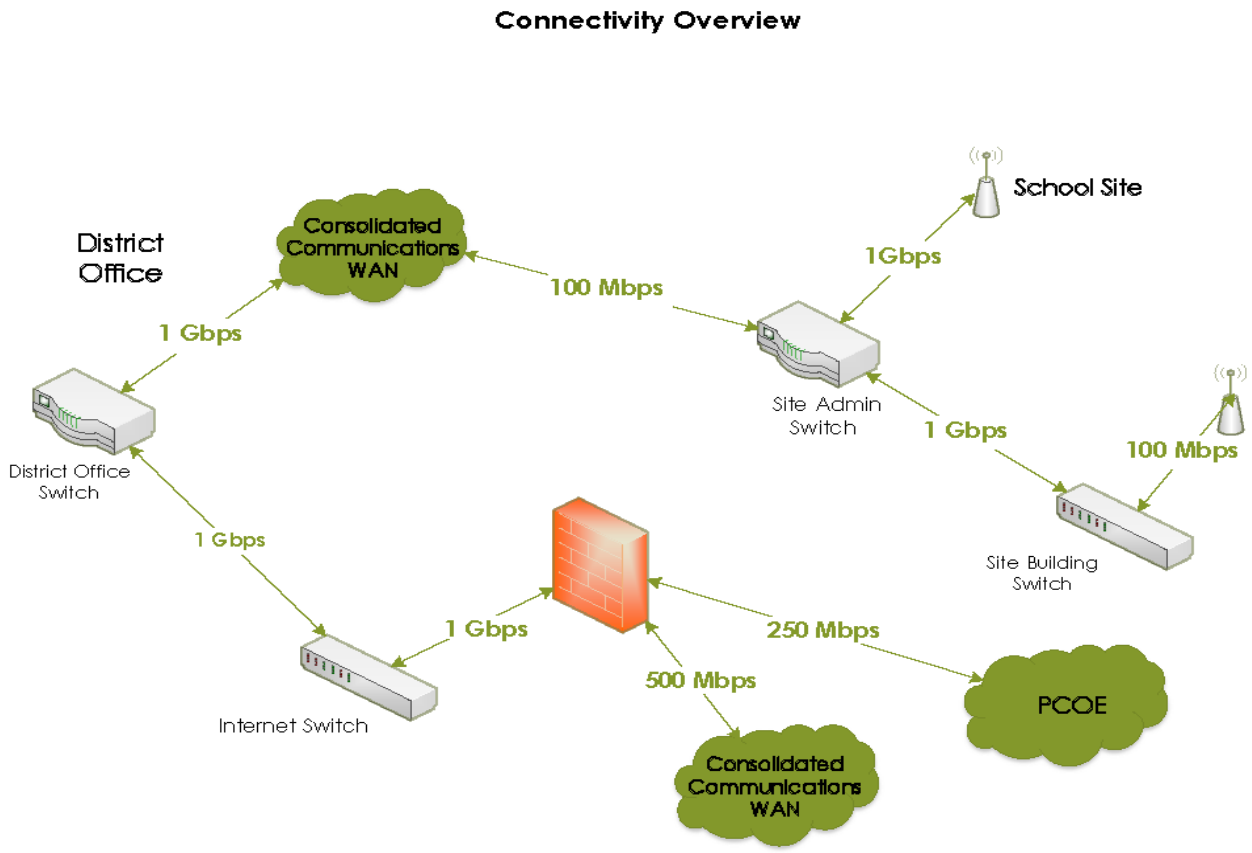
All schools have deployed carts with Chromebooks supporting anytime, anywhere learning with computers throughout the campus.

Servers

Currently, the district supports approximately 80 physical or virtual servers, with the majority located at the district office, but each school site has a minimum of one dedicated student/teacher server for storage of electronic curriculum and document storage. Apple servers used throughout the district are running on Mac OS X 10.9 while Windows servers are running Windows Server 2008 R2 operating system or better.

Internet Access

All Roseville City schools are connected to the district WAN at a minimum of 100Mbps and all 519 classrooms along with library media centers, computer labs and administrative offices have Internet connectivity. The District contracts with two Internet Service Providers, Consolidated Communications along with Placer County Office of Education to access the K-12 High Speed Network (HSN) providing a redundant Internet connection to all staff and students.



Local Area Network (LAN)

In 2014 newer layer 3 core switches were installed at each site providing better security, faster speeds, ability to segment, and provide both local and WAN routing throughout the district.

All building are connected either over a 1 Gbps fiber or copper cabling plant to the core switch and provide a minimum of 100 Mbps data connection to workstations, printers, copiers, access points and other connected devices.

Infrastructure – Cabling Plant

The District has extensive cabling plant infrastructure consisting of fiber, copper wiring (Cat6, Cat5e, Cat5 and Cat3). This infrastructure is vital for buildings and devices to maintain a consistent and reliable connection the Districts network, including the Internet.

Wireless

The district standardized on Ruckus Wireless and has deployed 281 Access Points throughout the District in a coverage model. This model has allowed the district to maximize the areas it can service wireless devices for the lowest possible costs.

Voice-Over-Internet-Protocol (VoIP) and Telephones

The District telephone system runs on a legacy 3Com NBX system which uses Voice over Internet Protocol. A phone system installed at each site connects to the District's WAN allowing the district to reduce overhead by provisioning services from a central location. All schools have survivability in case the WAN or other issues preventing the unit from communicating back to the District Office.

Each classroom, office space and library, is equipped with a telephone handset allowing it to be used for room to room paging, internal and external phone calls.

Security

The District has installed firewalls and filtering software to protect student information and control access to financial, personnel systems, student information systems (SIS), and other sensitive information. Currently, Technology Services has implemented iBoss content filter to protect student data, maintain regulatory compliance; and Watchguard Firewall to defend the school network against advanced threats and malware.

"Anytime Anywhere" Access

In an effort to support mobile computing, and to overcome some of the limitations of server and computer based applications, the district is moving towards web-based applications. For example, the District has implemented web-based email to enable both students and staff access to their email from any device at anytime. Similarly, both students and teachers using Renaissance Learning (RenLearn), Think Central or any of the Google Apps for Education (GAFE) are able to access assignments, student work and assessment information, anywhere anytime.

Communication Services

In addition, the District replaced its previous calling system with a web-based School Messenger system that works as a module on the VoIP structure. School Messenger can be accessed from any phone and/or computer. The upgrade allows the District to add emergency information and notification calls, user-friendly site-based applications and call-in information services for parents in both English and Spanish. Nearly all schools are taking advantage of its ease-of-use and better communicating with parental communities.

Technical Support

The District Technology Services Department provides a phone and email based help desk for users to submit requests for technical assistance. The District's existing work-order system, Web Help Desk, inputs all work-orders in an electronic database, which allows technicians to manage work requests and communicate to users when issues are resolved.

District support staff will, whenever possible, prioritize support of classroom instruction ahead of other support duties to insure that instruction is the primary focus of technology support in the District. The average response time depends on factors, internal and external, project load and time of year. However, the technology team is currently evaluating the time-to-response for technical support requests to identify and implement a more industry standard workflow process.

Technical Support for the Roseville City School District is provided by Technology Services. The department consist of nine staff members in various technical positions, all focused on providing excellent customer service for all technical support inquires.

Online Resources

All software and application purchases must meet a minimum set of standards consistent with the California Learning Resource Network (CLRN), as well as the needs and standards of the District. Currently, Roseville City School District offers a variety of web based applications and services to our Students and Staff, including:

Legend:

S = Student Access,
E = Employee Access,
B = Both Employee & Student Access

	Blue Oaks ES	Brown ES	Buljan MS	Chilton MS	Cirby ES	Cooley MS	Crestmont ES	Diamond Creek ES	Eich MS	Fiddyment Farm ES	Gates ES	Junction ES	Kaseberg ES	Sargeant ES	Spanger ES	Stoneridge ES	Thomas Jefferson ES	Woodbridge ES	District Administrators
Aequitas 'Q'	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Aesop	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Apple iTunes	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
ASES					E													E	E
CALPADS																			E
Carnegie Math			B	B		B			B										E
Class Dojo															B				
Destiny Library (Follett)	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
Edlio (Website)	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Edmodo			S						S										
Escape	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Etrition	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Evaluat'd	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
EZSchool Pay	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	E
Filemaker Pro					E													E	E
Google Apps for Education	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
iReady											E	E		E	E				
Lexia	B	B					B					B		B					
Online Scheduler (PTC)	B									B	B	B			B	B			
Project Lead the Way																B			
RenLearn	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Safari Montage	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
School Messenger	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
SEIS																			E
SWIS & PBIS		E	E		E	E			E				E	E	E		E	E	
Tandem Calendar																			E
Think Central K-6 Math	B	B			B		B	B		B	B	B	B	B	B	B	B	B	E
Type to Learn	S	S			S		S	S		S	S	S	S	S	S	S	S	S	
Pinnacle Gradebook			E	E		E			E										
YouTube	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Web Help Desk	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E

5B. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support and asset management.

Technology advances at a rate that requires constant review and evaluation of new and emerging systems. This becomes both an advantage and disadvantage. In K-12 education it is essential to identify one or two systems of record, to ensure consistency and data integrity. Adopting third party applications that do not provide a two-way integration, typically result in production performance issues, unreliable data, or the need to develop workarounds while customers are left waiting. Currently, the organization relies heavily on third party vendors to support production systems, resulting in re-occurring mistakes.

Recommendation:

1. Implement an all-in-one solution as a system of record for student information.
2. Work with existing and all future vendors to identify two-way integration platforms focused on data integrity throughout District-wide enterprise systems.
3. Develop and implement well-articulated service and support models based on industry standards.
4. Replace existing end-of-life technology across District (VoIP, IDF Switches, etc.)

Goal 5B.1 Network Infrastructure Upgrade

To insure the district's ability to provide a consistent and reliable learning environment, the infrastructure needs to be on a continuous refresh cycle. This enables the district to implement existing technologies and allows it to quickly adopt new technologies and curriculum as they become available in the future.

The District's cable plant is a strategic asset. As industry network technology improves over time, the District must insure that this base infrastructure is ready to accommodate technology improvements. Reviews of the existing cable and fiber plants along with replacing and/or removing anything that no longer meets the industry standard.

The district should replace all legacy Intermediate Distribution Frame switches with newer technology that aligns with the standards that were started in 2014.

To increase the districts capability of anytime, anywhere learning the district should be moving its current wireless coverage model to a capacity model. When moving to a capacity model, the district should be looking at standardizing its wireless infrastructure on the 5Ghz radios. This allows for faster speeds, but does reduce coverage areas. This type of move is easily attained when moving to a redundant model, requiring all wireless devices to be potentially serviced by two independent AP's, while also increasing overall speed and reliance on the wireless network.

Roseville City School District is on average a 50% E-Rate eligible school district for internet, WAN and now with the FCC's active push of wireless communications it should look at all available funds with the E-Rate program under Category 2 funding.

Benchmarks:

5B.1a Internet and WAN

- Year 1: By June 2017, The district should create standards that are clearly defined when Internet and WAN utilizations hit thresholds that require increases to be implemented. On a semiannual basis a review of the utilization of both Internet and WAN should be done to make sure that goals are maintained.
- Year 2: By June of 2018, 100% of all goals are met on an annual basis.
- Year 3: By June 2019, 100% of all goals are met on a semiannual basis.

5B.1b Physical Cabling Infrastructure

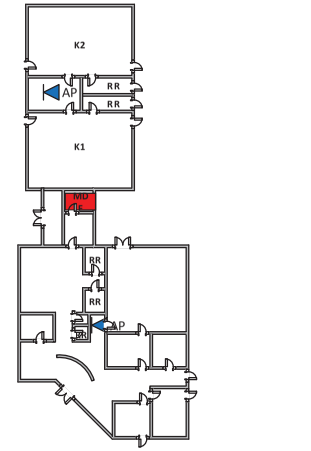
- Year 1: By June 2017, A full review and documentation of the existing cabling plant should be completed and a replacement plan created.
- Year 2: By June 2018, 50% of all cabling plant issues identified will be repaired or replaced and allowing for redundant backbone communication.
- Year 3: By June 2019, 100% of all cabling plant issues identified will be repaired or replaced and allowing for redundant backbone communication.

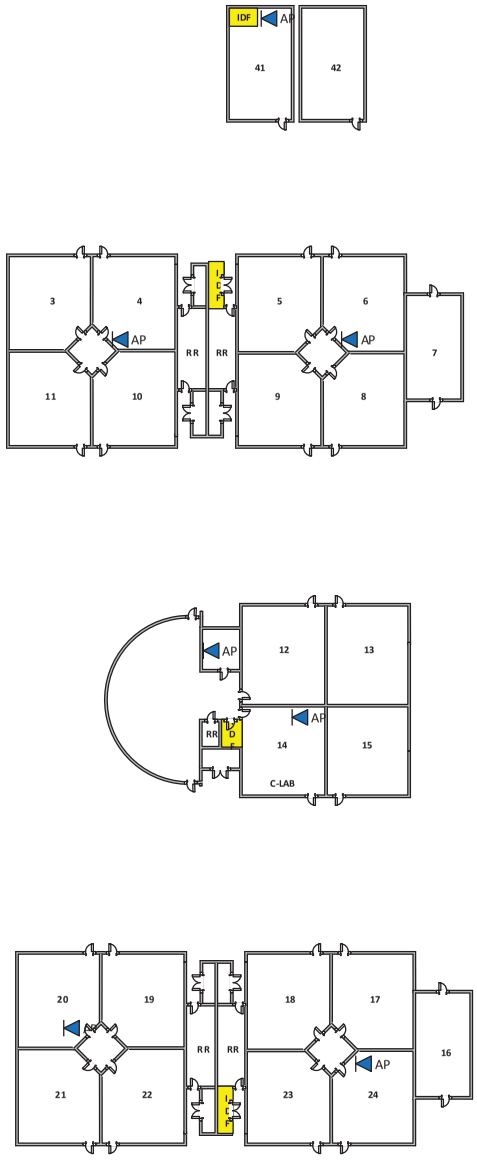
5B.1c Intermediate Distribution Frame Switches

- Year 1: By June 2017, 50% of switches will be replaced allowing for 1Gbps for all connected devices.
- Year 2: By June of 2018, 75% of switches will be replaced allowing for 1Gbps for all connected devices.
- Year 3: By June 2019, 100% of switches will be replaced allowing for 1Gbps for all connected devices.

5B.1d Wireless Network

- Year 1: By June 2017, 50% of classrooms will be able to fully utilize a redundant 5Ghz wireless network.
- Year 2: By June 2018, 75% of classrooms will be able to fully utilize a redundant 5Ghz wireless network.
- Year 3: By June 2019, 95% of classrooms will be able to fully utilize a redundant 5Ghz wireless network.





LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 11 AP's

Roseville City School District

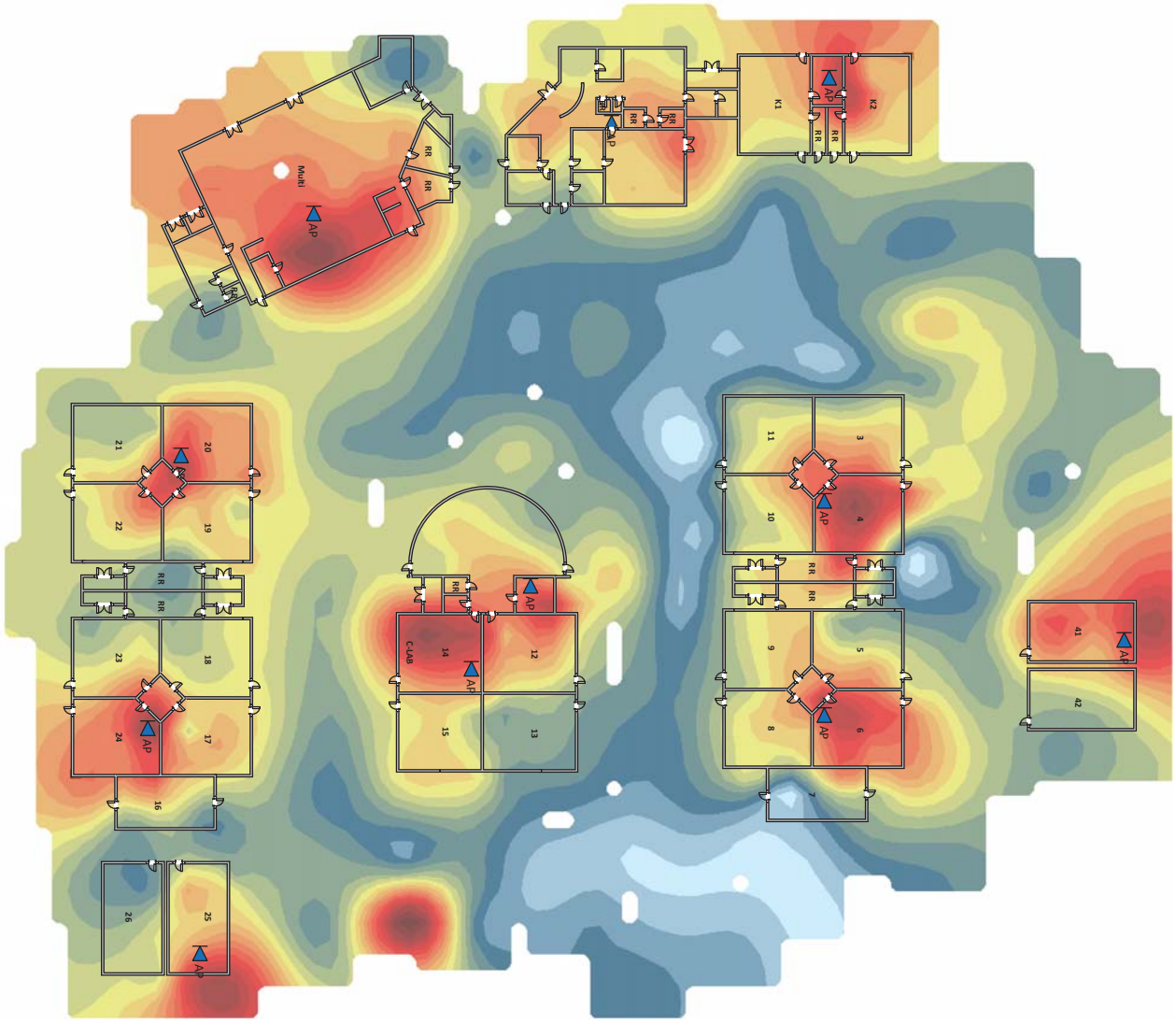
Rev #	1
PAGE	
FILENAME	BLUEOAKS - BO.VSDX
Date Created / Revised	2015-09-28 / 2015-09-28

N

TITLE: BLUE OAKS ELEMENTARY SCHOOL

DESCRIPTION: Current Network Map

Address: 8150 Horncastle Ave
Roseville, CA 95747
916-771-1700



LEGEND

DATA (Wall)

DATA (Ceiling)

DATA w/AP

MDF — Main Distribution Feed

IDF — Intermediate Distribution Feed

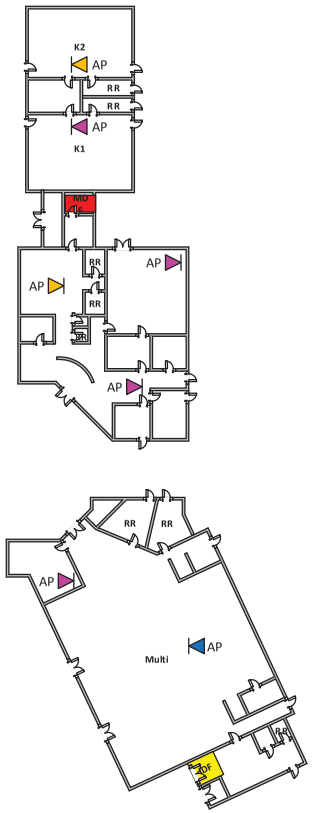
MPOE — Main Point of Entry (if not in MDF)

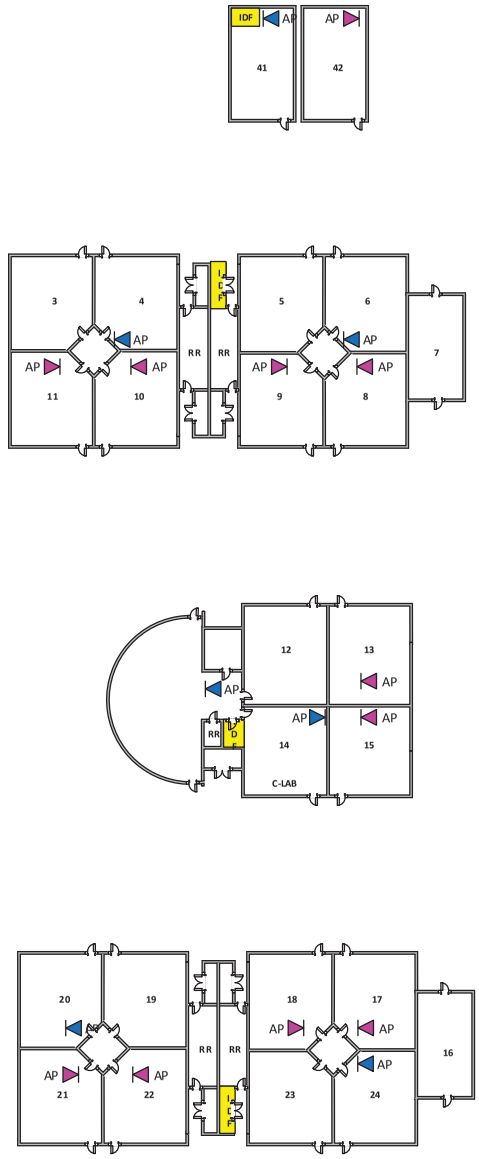
Signal to Noise Ratio

Better

District Goal

Address: 8150 Horncastle Ave, Roseville, CA 95747, 916-771-1700	TITLE: BLUE OAKS ELEMENTARY SCHOOL		FILENAME: BLUEOAKS - BO.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Wireless 5Ghz	N	Date Created / Revised: 2015-09-28 / 2015-09-28	PAGE	





LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
- Install 16 new AP's

Roseville City School District

Rev # 1 | PAGE

FILENAME: BLUEOAKS - BO.VSDX

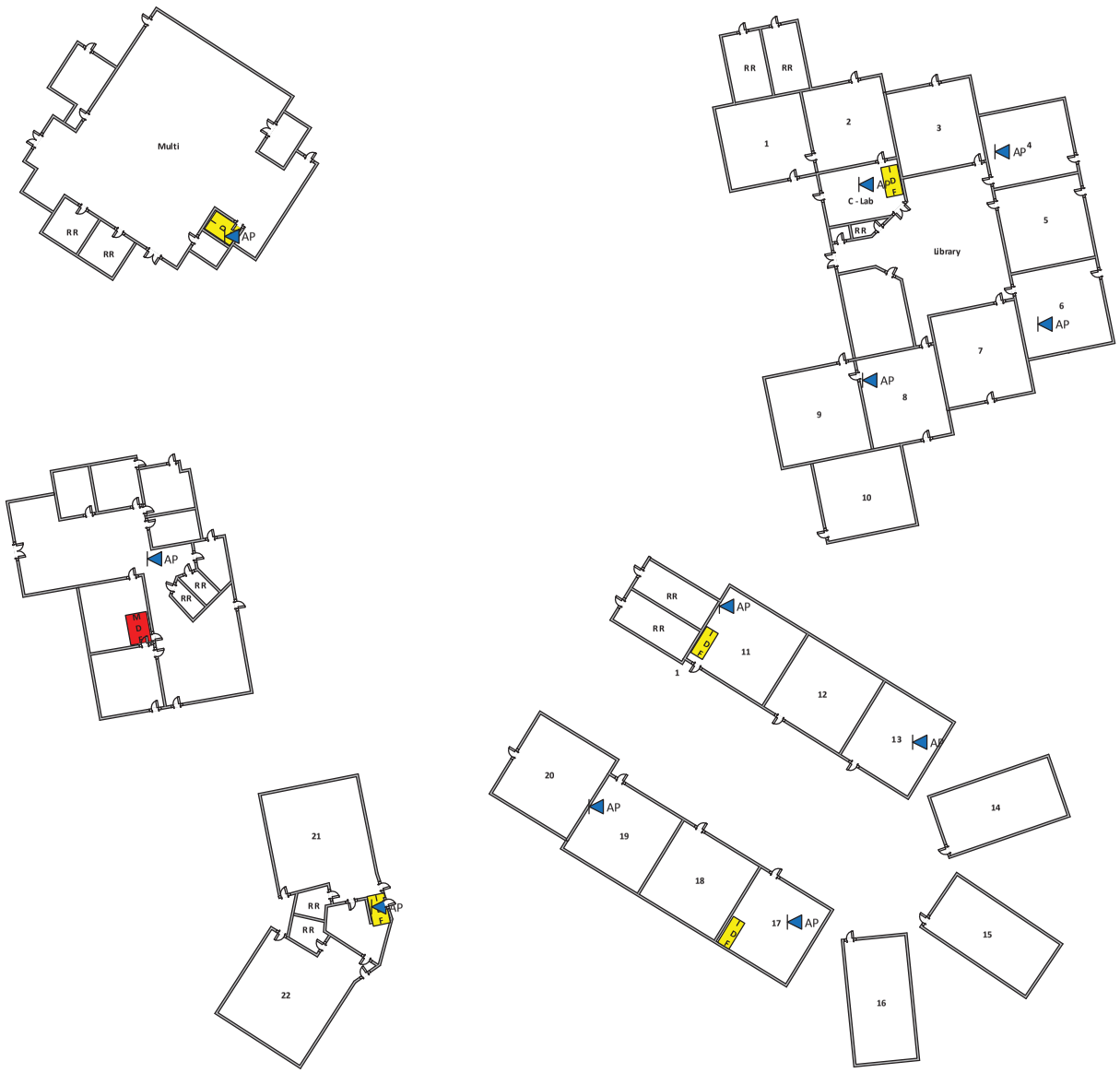
Date Created / Revised: 2015-09-28 / 2015-09-28

N

TITLE: BLUE OAKS ELEMENTARY SCHOOL

DESCRIPTION: Wireless Expansion

Address: 8150 Horncastle Ave
Roseville, CA 95747
916-771-1700



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 11 AP's

Roseville City School District

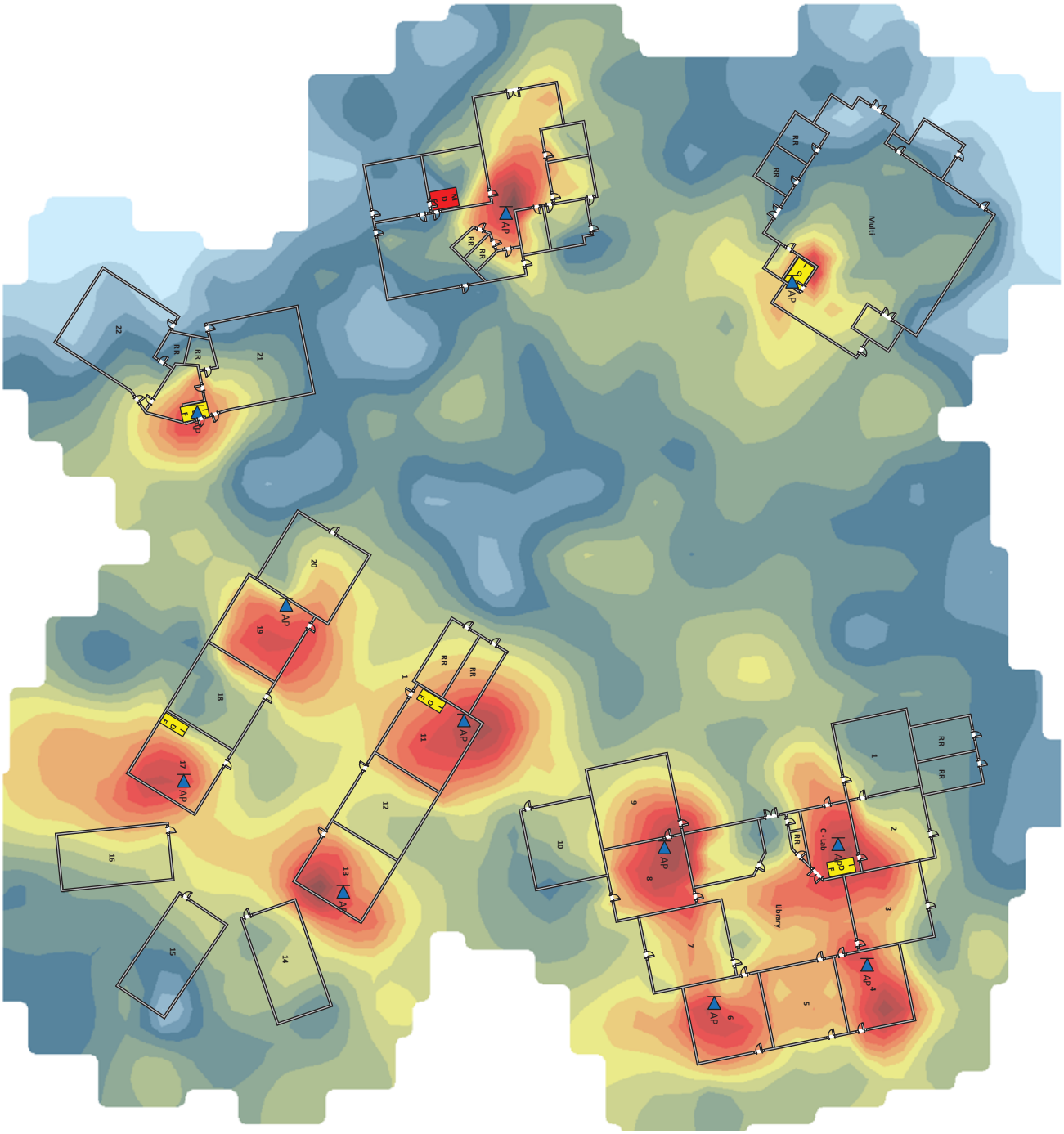
Rev #	1
PAGE	
FILENAME	BROWN - BR - TECHPLAN.VSDX
Date Created / Revised	2015-09-28 / 2015-10-27

N

TITLE: BROWN ELEMENTARY SCHOOL

DESCRIPTION: Current Network Map

Address:
250 Trestle Dr.
Roseville, CA 95678
916-771-1710



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

BROWN ELEMENTARY	Address: 250 Trestle Dr. Roseville, CA 95678 916-771-1710	TITLE: BROWN ELEMENTARY SCHOOL DESCRIPTION: Wireless – 5Ghz	N	FILENAME: BROWN - BR - TECHPLAN.VSDX Date Created / Revised: 2015-09-28 / 2015-10-27	Rev #: 1 PAGE:

Roseville City School District

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move five existing AP's:
  - Admin Hall into Staff Lounge
  - Kindergarten Office into RM 22
  - RM 8 into RM 9
  - Computer Lab into RM 1
  - Multi out of the IDF onto the Stage
- Install 13 new AP's

Roseville City School District

Rev # 1 | PAGE

FILENAME: BROWN - BR - TECHPLAN.VSDX

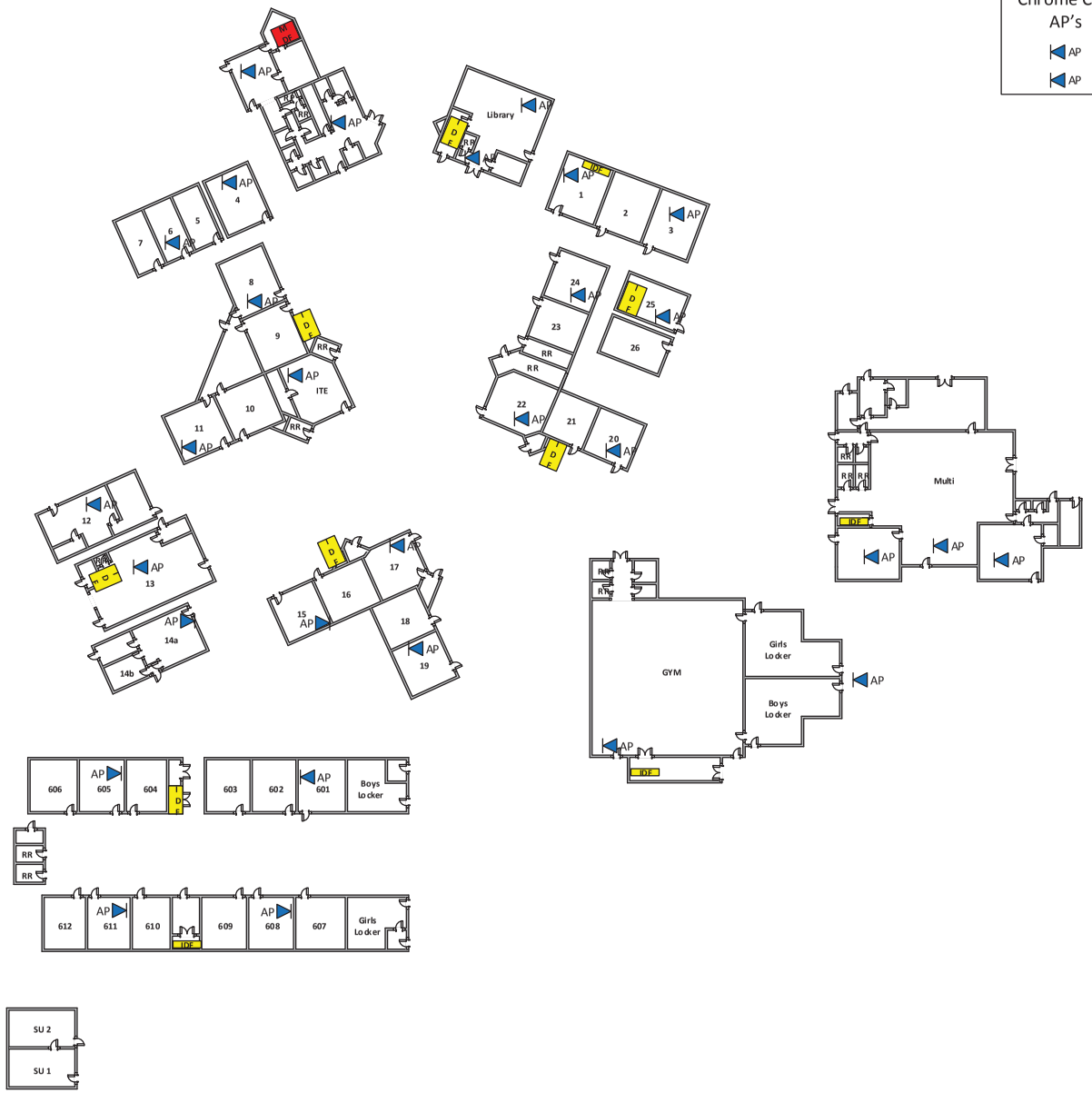
Date Created / Revised: 2015-09-28 / 2015-10-27

N

TITLE: BROWN ELEMENTARY SCHOOL

DESCRIPTION: Wireless Expansion

Address: 250 Trestle Dr. Roseville, CA 95678 916-771-1710



Current Wireless Details

- 32 Access Points

Roseville City School District

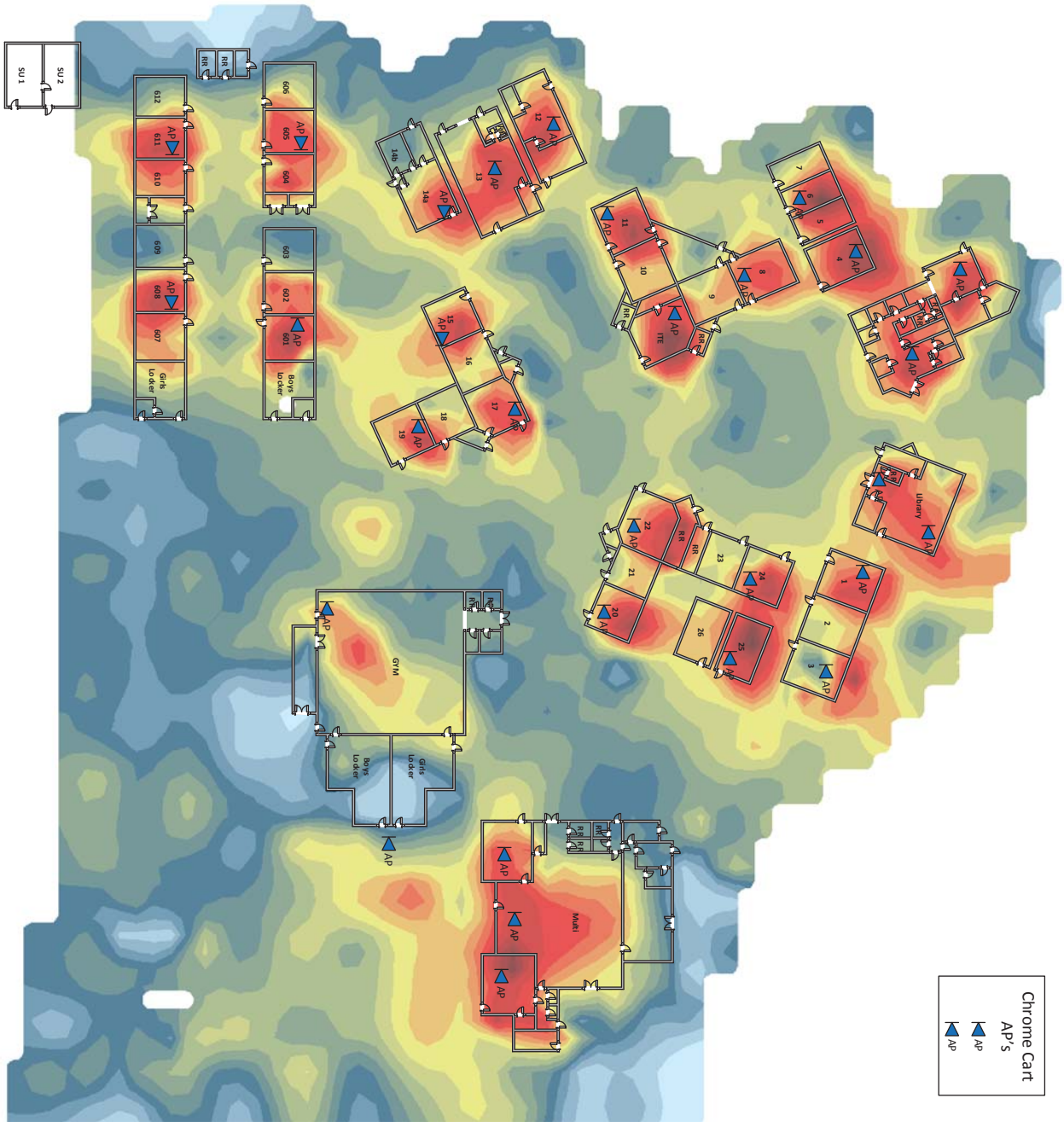
Rev #	1
PAGE	
FILENAME	BUJAN - BU - TECHPLAN.VSDX
Date Created / Revised	2015-09-28 / 2015-10-27

N

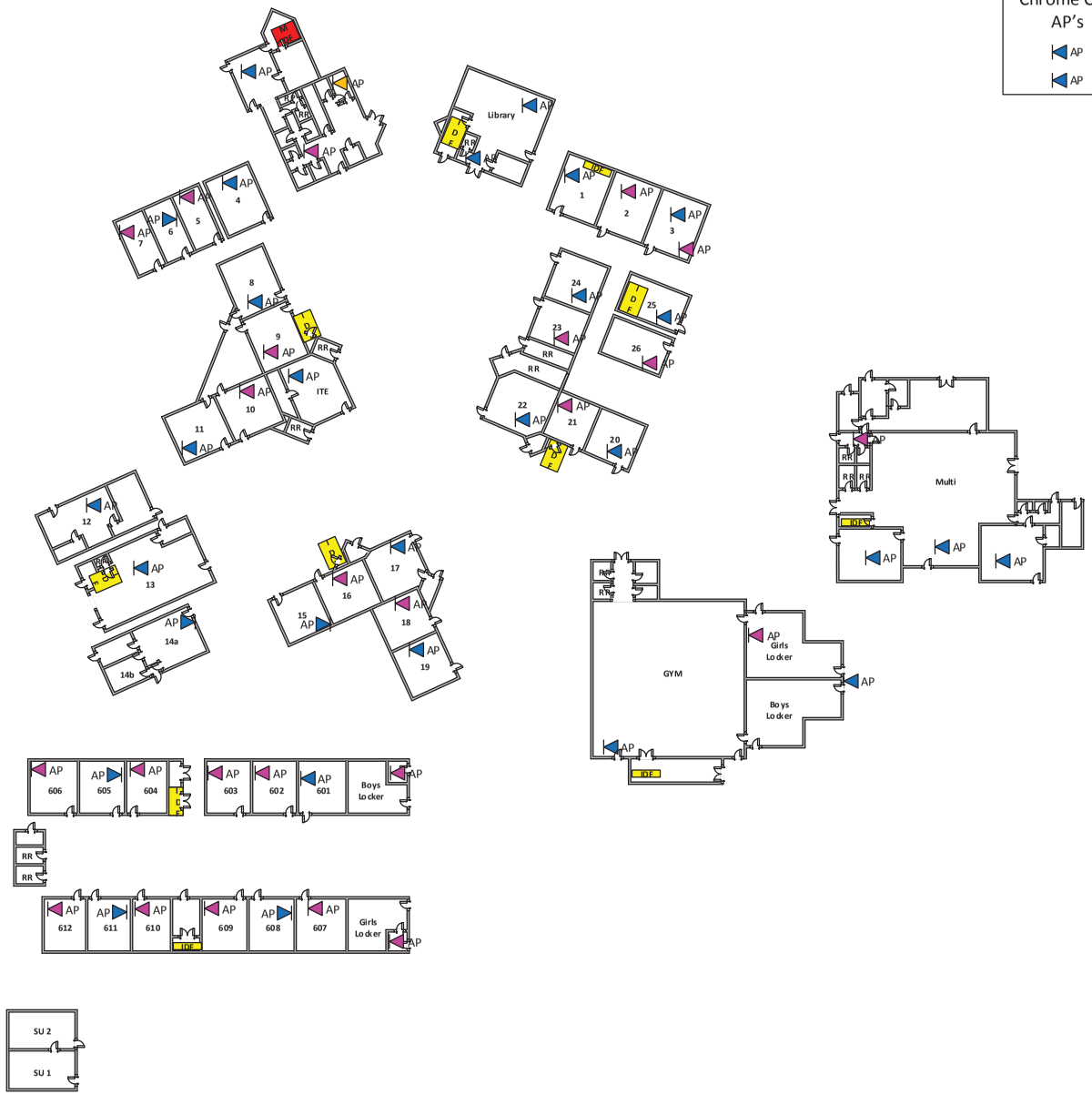
TITLE: BUJAN MIDDLE SCHOOL

DESCRIPTION: Current Network Map

Address:
100 Hallissy Drive
Roseville CA 95678
916-771-1720



	Address: 100 Hallissy Drive Roseville CA 95678 916-771-1720	**TITLE** BUILJAN MIDDLE SCHOOL		**FILENAME** BULJAN - BU - TECHPLAN.VSDX	**Rev #** 1	
		DESCRIPTION Wireless 5 Ghz		**Date Created / Revised** 2015-09-28 / 2015-10-27	**PAGE**	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one existing Access Points
  - Admin Hall into conference room
- Install 24 new Access Points

Roseville City School District

Rev #	1
PAGE	
FILENAME	BULJAN - BU - TECHPLAN.VSDX
Date Created / Revised	2015-09-28 / 2015-10-27

N

TITLE: BULJAN MIDDLE SCHOOL

DESCRIPTION: Wireless Expansion

Address: 100 Hallissy Drive
Roseville CA 95678
916-771-1720

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 14 Access Points

Roseville City School District

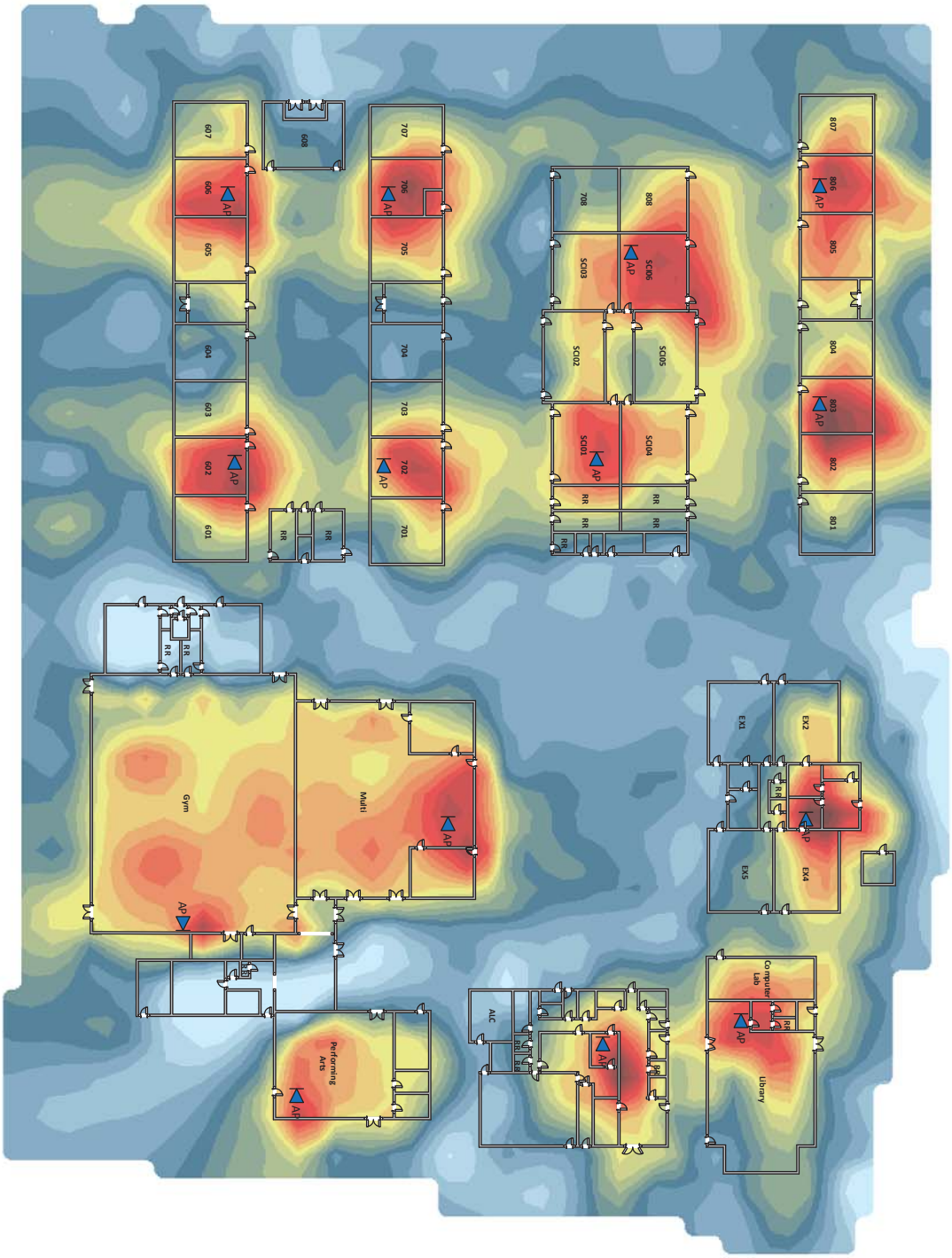
Rev #	1
PAGE	
FILENAME	CHILTON - CH - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-27

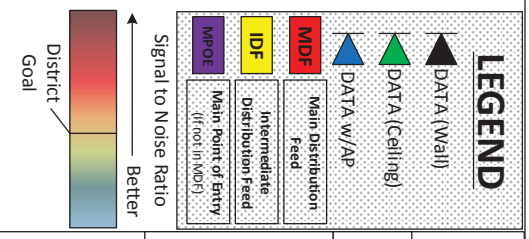
N

TITLE: Chilton Middle School

DESCRIPTION: Current Network Map

Address:
4501 Bob Doyle Dr.
Roseville, CA 95747
916-771-1870





	Address: 4501 Bob Doyle Dr. Roseville, CA 95747 916-771-1870	TITLE: Chilton Middle School	N	FILENAME: CHILTON - CH - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
		DESCRIPTION: Wireless 5Ghz		Date Created / Revised: 2015-10-10 / 2015-10-27	PAGE	

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one Access Point
  - From Admin Office to Hallway
- Install 32 new Access Points

Roseville City School District

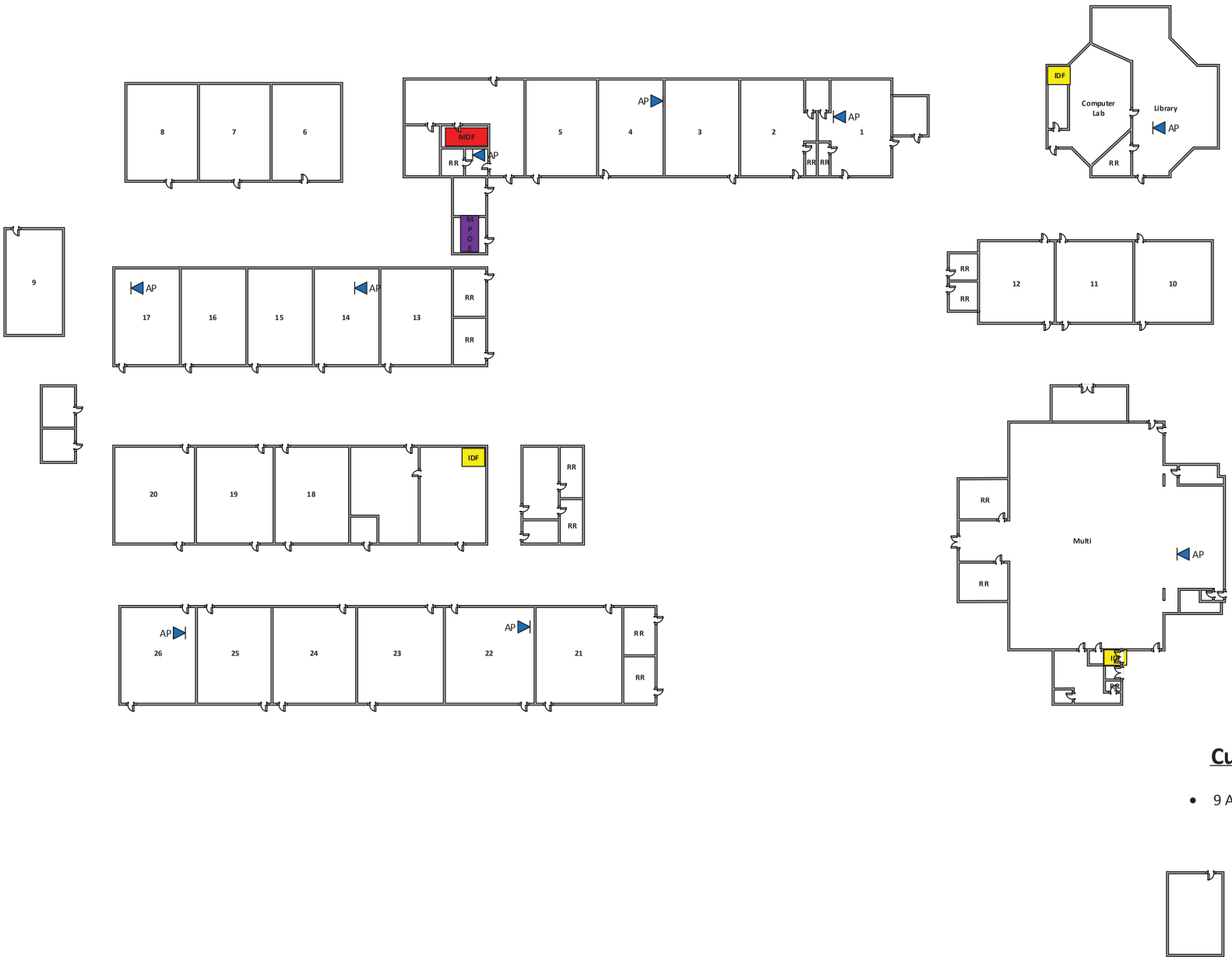
Rev #	1
PAGE	
FILENAME	CHILTON - CH - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-27

N

TITLE: Chilton Middle School

DESCRIPTION: Wireless Expansion

Address:
4501 Bob Doyle Dr.
Roseville, CA 95747
916-771-1870

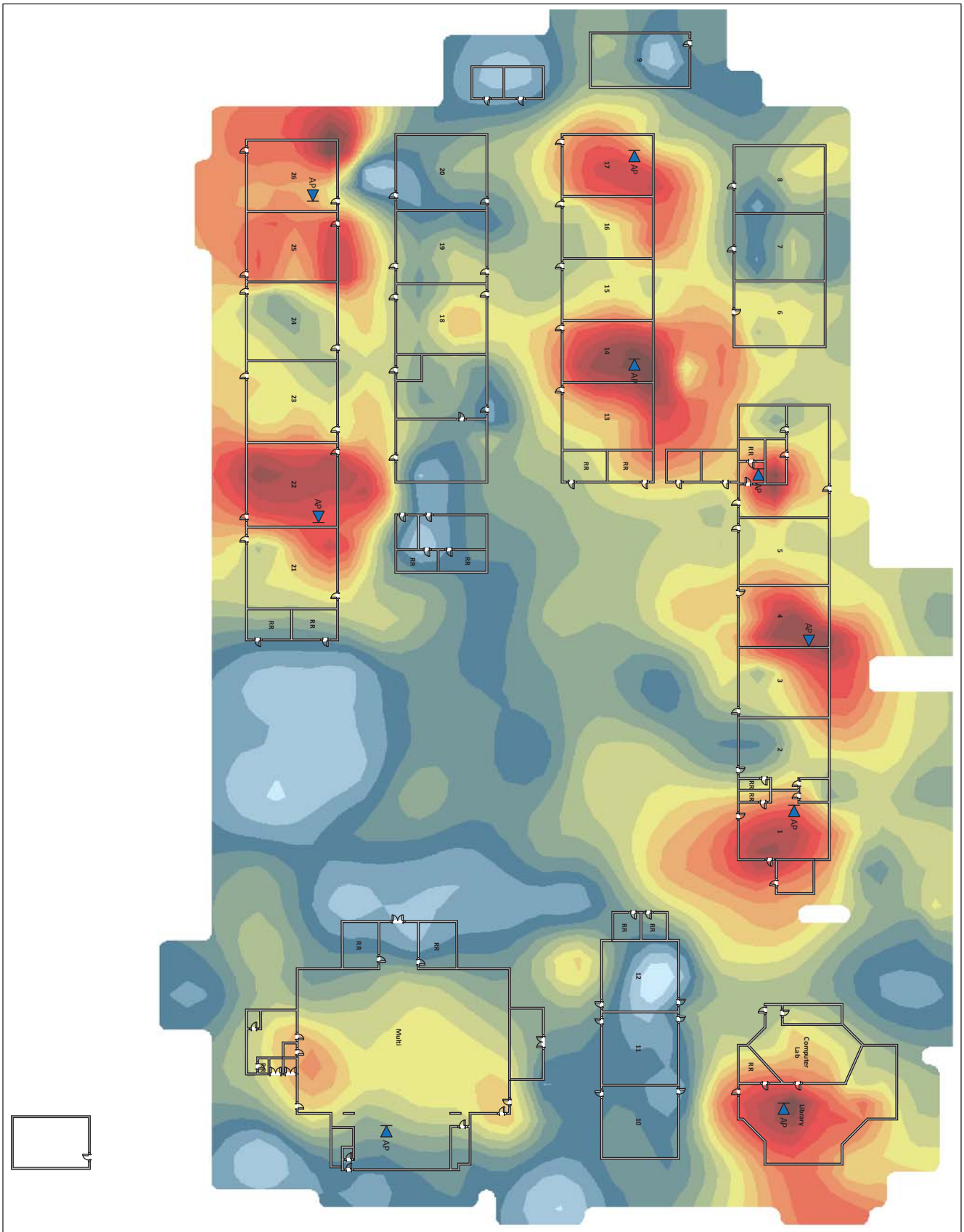


Current Wireless Details

- 9 Access Points\

Rev #	1
PAGE	1 OF 3
FILENAME	CIRBY - CI - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-10
TITLE	Cirby Elementary School
DESCRIPTION	Current Network Map

Address:
814 Darling Way
Roseville, CA 95678
916-771-1730



CIRBY ELEMENTARY	**Address:** 814 Darling Way Roseville, CA 95678 916-771-1730	**TITLE** Cirby Elementary School **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** CIRBY - CI - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-10	**Rev #** 1 **PAGE** 2 OF 3	Roseville City School District

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing Access Points:
  - Move RM 14 and K1 Access Points towards the southern wall
- Install 16 new Access Points

Roseville City School District

Rev #	1
PAGE	3 OF 3
FILENAME	CIRBY - CI - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-10

N

TITLE: Cirby Elementary School

DESCRIPTION: Wireless Expansion

Address:
814 Darling Way
Roseville, CA 95678
916-771-1730

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 20 Access Points

Roseville City School District

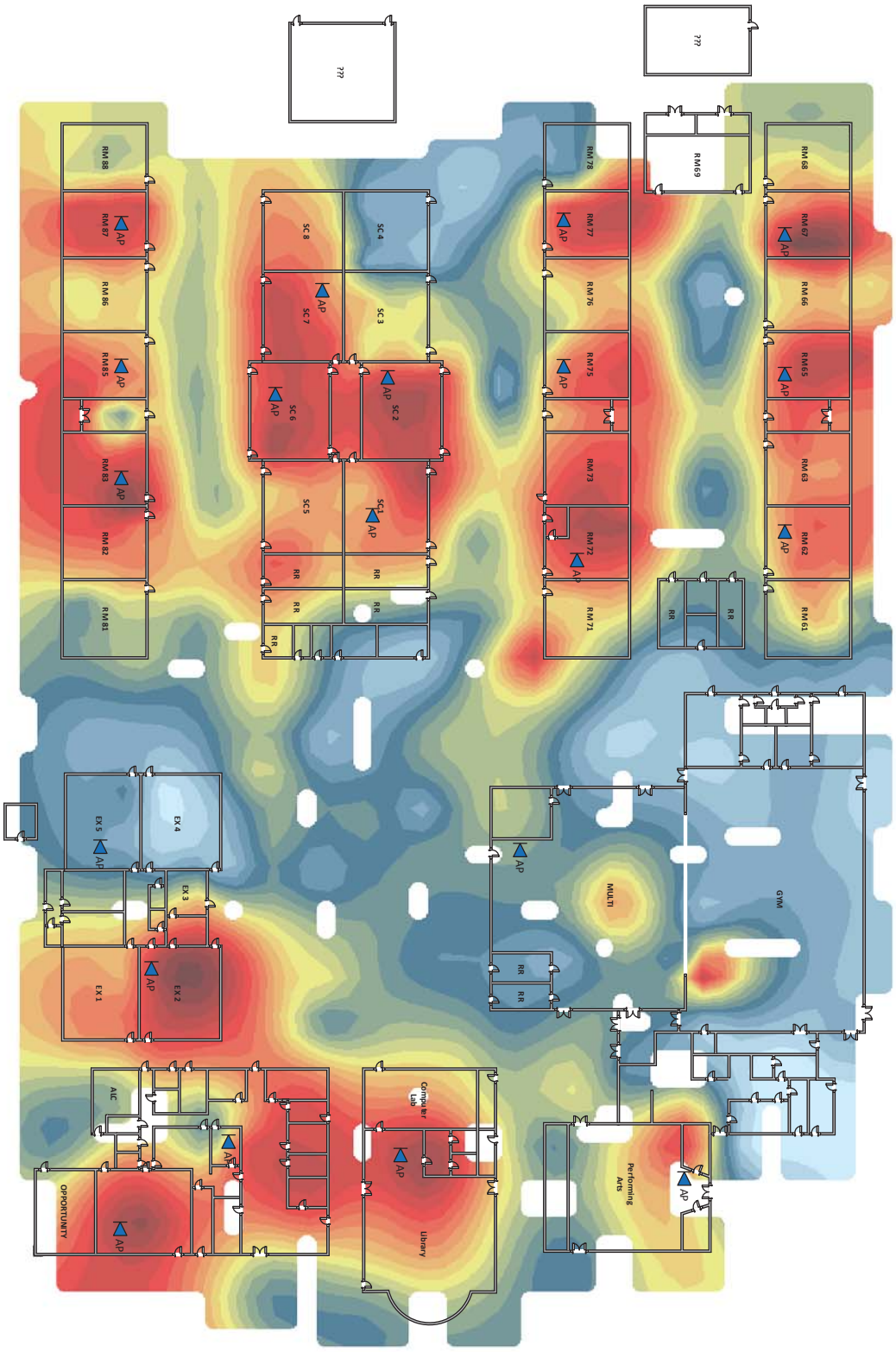
Rev #	1
PAGE	
FILENAME	COOLEY - CO - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-28

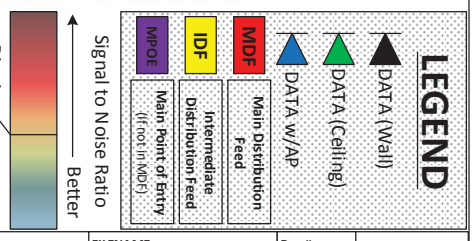
N

TITLE: Cooley Middle School

DESCRIPTION: Current Network Map

Address: 9300 Prairie Woods Way
Roseville, CA 95747
916-771-1740





COOLEY MIDDLE SCHOOL	**Address:** 9300 Prairie Woods Way Roseville, CA 95747 916-771-1740	**TITLE** **Cooley Middle School** **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** COOLEY - CO - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-28	**Rev #** 1 **PAGE**	Roseville City School District

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one existing Access Point:
  - Admin Office into Hallway
- Install 25 new AP's

Roseville City School District

Rev #	1
PAGE	
FILENAME	COOLEY - CO - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-28

N

TITLE: Cooley Middle School

DESCRIPTION: Wireless Expansion

Address: 9300 Prairie Woods Way
Roseville, CA 95747
916-771-1740

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP

MDF	Main Distribution Feed
IDF	Intermediate Distribution Feed
MPOE	Main Point of Entry (If not in MDF)

Current Wireless Details

- 11 Access Points

Roseville City School District

Rev # 1

PAGE

FILENAME CRESTMONT - CR - TECHPLAN.VSDX

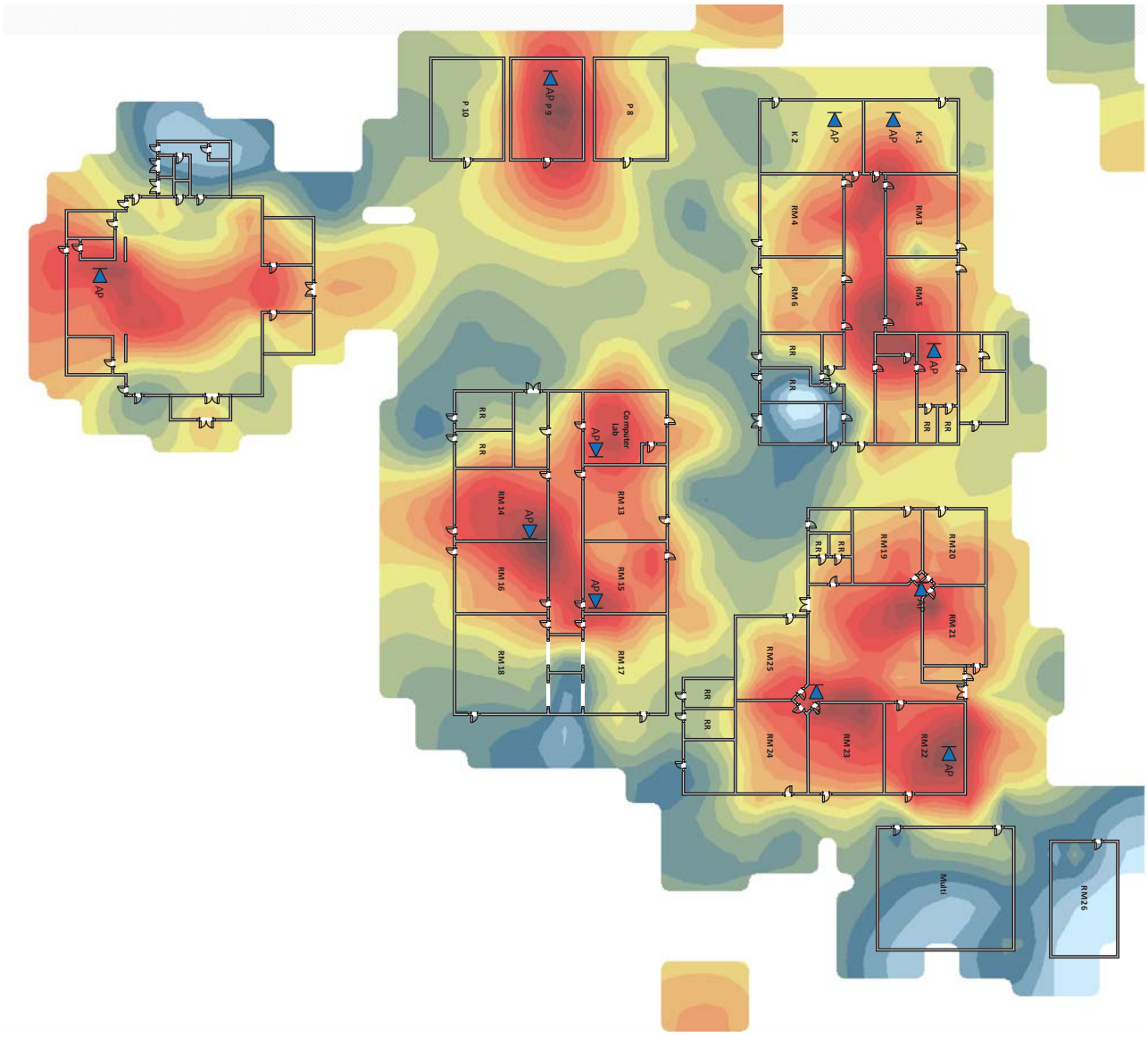
Date Created / Revised 2015-10-10 / 2015-10-28

N

TITLE Crestmont Elmentary School

DESCRIPTION Current Network Map

Address: 1501 Sheridan Ave.
Roseville, CA 95661
916-771-1750



CRESTMONT ELEMENTARY	**Address:** 1501 Sheridan Ave. Roseville, CA 95661 916-771-1750	**TITLE** Crestmont Elmentary School **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** CRESTMONT - CR - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-28	**Rev #** 1 **PAGE**	Roseville City School District

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move six existing Access Points:
  - A Wing Hall into RM K1
  - A Wing Hall into RM 5
  - Library into RM 21
  - Library into center of Library
  - RM 15 into RM 13
- Install 16 new AP's

Roseville City School District

Rev # 1 | PAGE

FILENAME CRESTMONT - CR - TECHPLAN.VSDX | Date Created / Revised 2015-10-10 / 2015-10-28

N

TITLE Crestmont Elmentary School

DESCRIPTION Wireless Expansion

Address: 1501 Sheridan Ave.
Roseville, CA 95661
916-771-1750

Crestmont Elementary

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 12 Access Points

Roseville City School District

Rev # 1

PAGE

FILENAME DIAMOND CREEK - DC - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-10

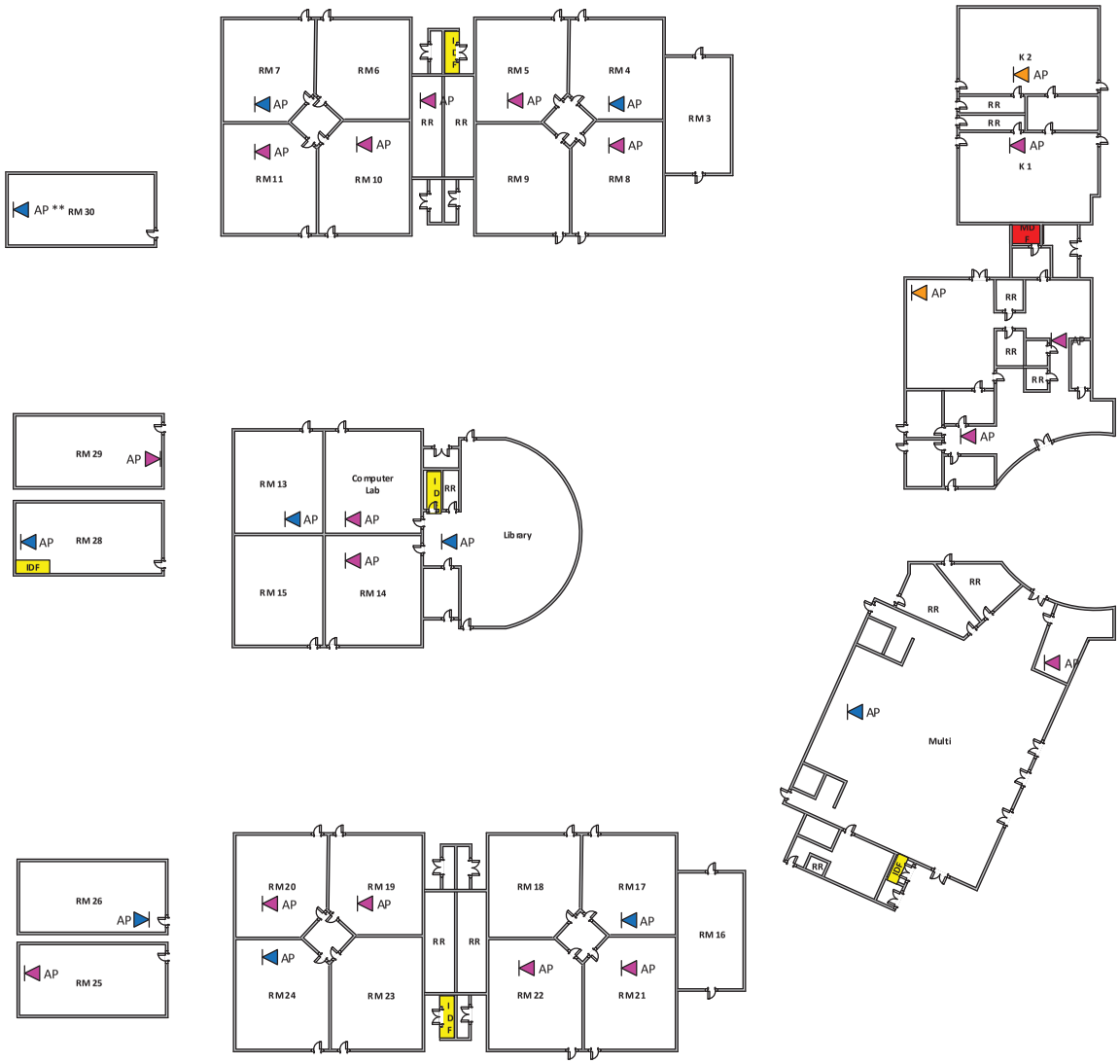
N

TITLE Diamond Creek Elementary School

DESCRIPTION Current Network Map

Address: 3151 Hopscotch Way
Roseville, CA 95747
916-771-1760

Address: 3151 Hopscotch Way, Roseville, CA 95747, 916-771-1760	TITLE: Diamond Creek Elementary School		FILENAME: DIAMOND CREEK - DC - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Wireless 5Ghz	N	Date Created / Revised: 2015-10-10 / 2015-10-10	PAGE	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
- Install 17 new AP's

**Redundant coverage will be via 2.4Ghz radios only.

Roseville City School District

Rev # 1

PAGE

FILENAME DIAMOND CREEK - DC - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-10

N

TITLE Diamond Creek Elementary School

DESCRIPTION Wireless Expansion

Address: 3151 Hopscotch Way
Roseville, CA 95747
916-771-1760

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 12 Access Points

Roseville City School District

Rev # 1

PAGE 1 OF 3

FILENAME DIAMOND CREEK - DC - TECHPLAN.VSDX

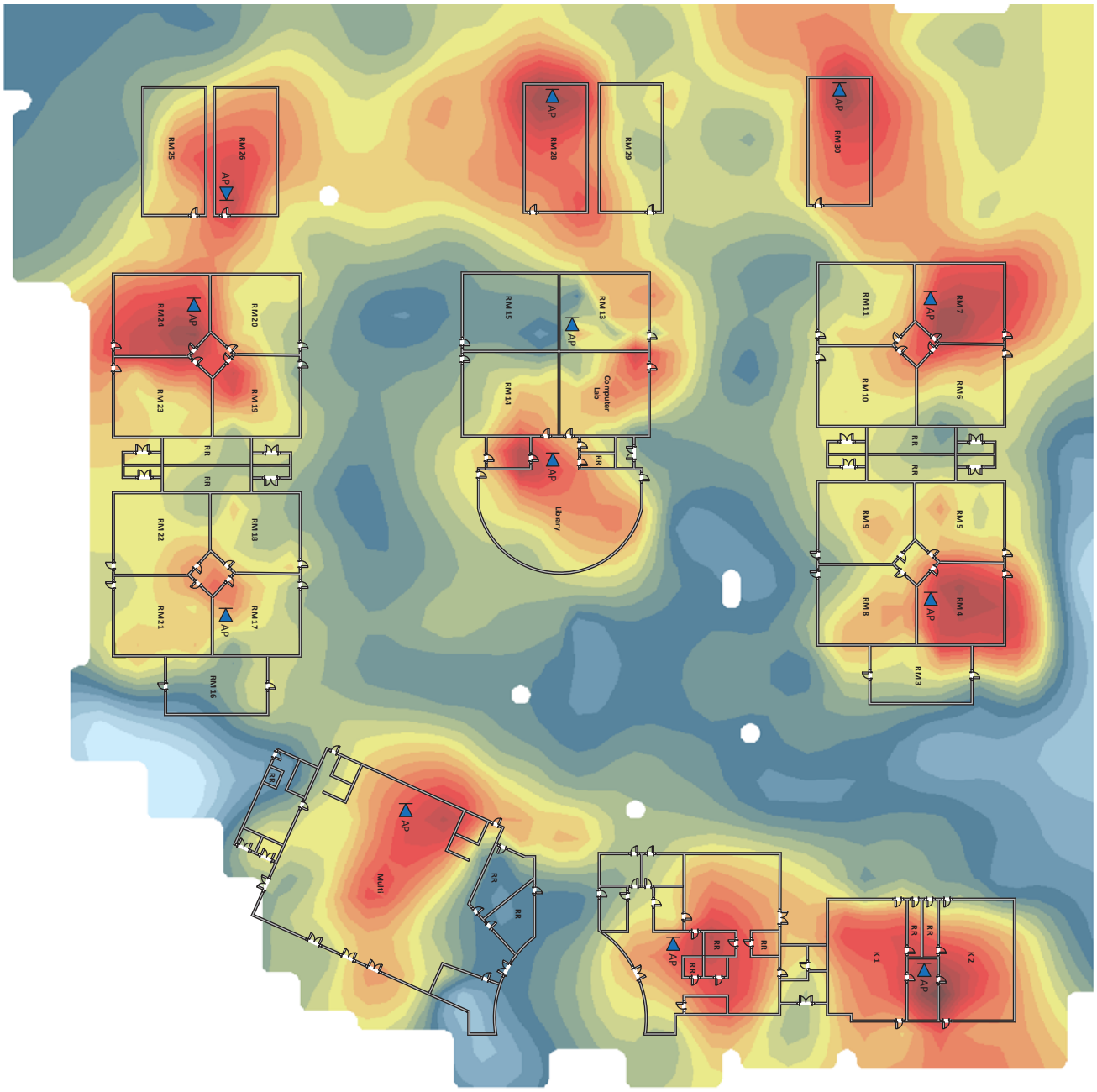
Date Created / Revised 2015-10-10 / 2015-10-10

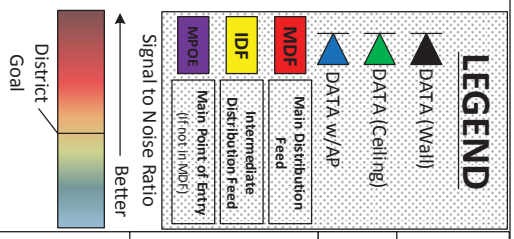
N

TITLE Diamond Creek Elementary School

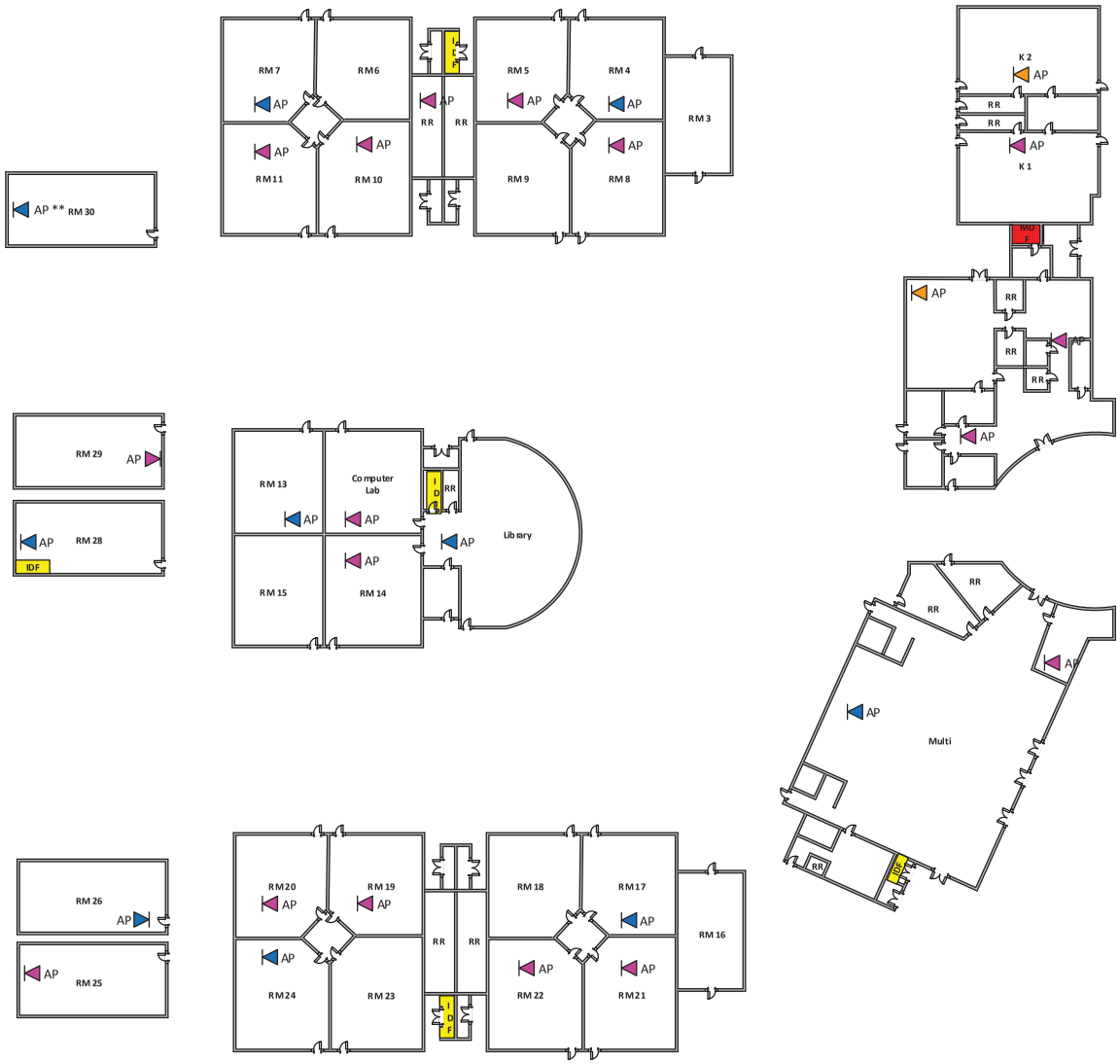
DESCRIPTION Current Network Map

Address: 3151 Hopscotch Way
Roseville, CA 95747
916-771-1760





Address: 3151 Hopscotch Way, Roseville, CA 95747, 916-771-1760	TITLE: Diamond Creek Elementary School			FILENAME: DIAMOND CREEK - DC - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Wireless 5Ghz			Date Created / Revised: 2015-10-10 / 2015-10-10	PAGE: 2 OF 3	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
- Install 17 new AP's

**Redundant coverage will be via 2.4Ghz radios only.

Roseville City School District

Rev # 1 | PAGE 3 OF 3

FILENAME DIAMOND CREEK - DC - TECHPLAN.VSDX

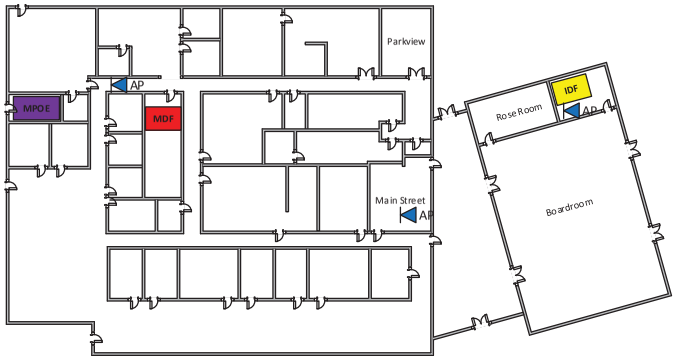
Date Created / Revised 2015-10-10 / 2015-10-10

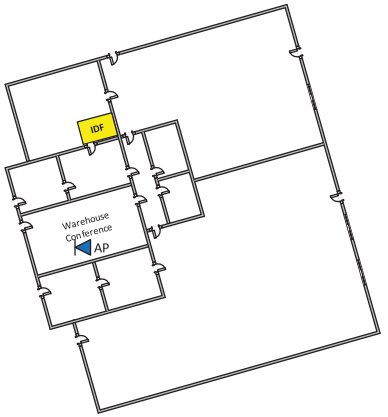
N

TITLE Diamond Creek Elementary School

DESCRIPTION Wireless Expansion

Address: 3151 Hopscotch Way
Roseville, CA 95747
916-771-1760





LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 4 Access Points

Roseville City School District

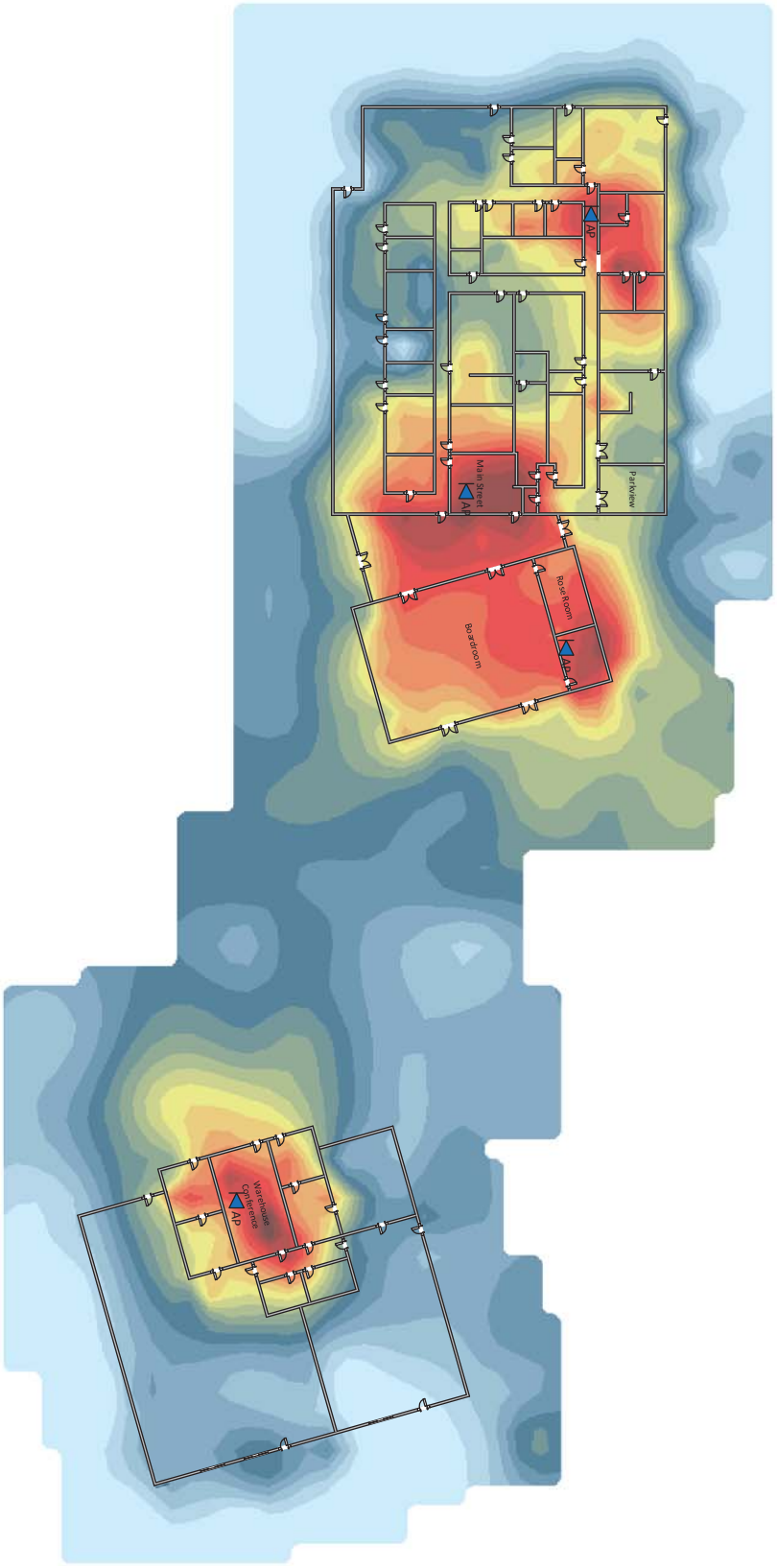
Rev #	1
PAGE	
FILENAME	DISTRICT OFFICE - DO - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-28

N

TITLE: DISTRICT OFFICE

DESCRIPTION: Current Network Map

Address:
1050 Main Street
Roseville CA, 95678
916-771-1600



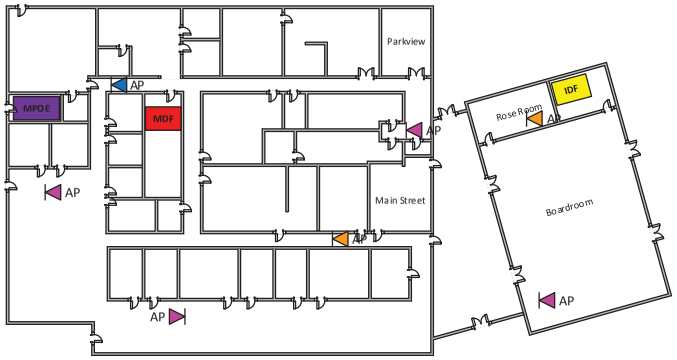
LEGEND

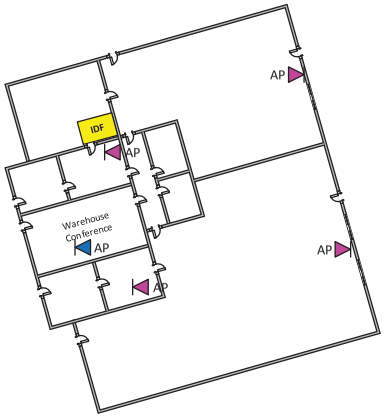
- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

	Address: 1050 Main Street Roseville CA, 95678 916-771-1600	**TITLE** DISTRICT OFFICE **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** DISTRICT OFFICE - DO - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-28	**Rev #** 1 **PAGE**	Roseville City School District





LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Boardroom out of IDF into Rose Room
  - Main Street into adjacent hallway
- Install 8 new AP's

NOTE: Redundant Coverage will mostly be at 2.4Ghz coverage due to concrete walls structures.

Roseville City School District

Rev # 1

PAGE

FILENAME DISTRICT OFFICE - DO - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-28

N

TITLE DISTRICT OFFICE

DESCRIPTION Wireless Expansion

Address: 1050 Main Street Roseville CA, 95678 916-771-1600

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 23 Access Points

Roseville City School District

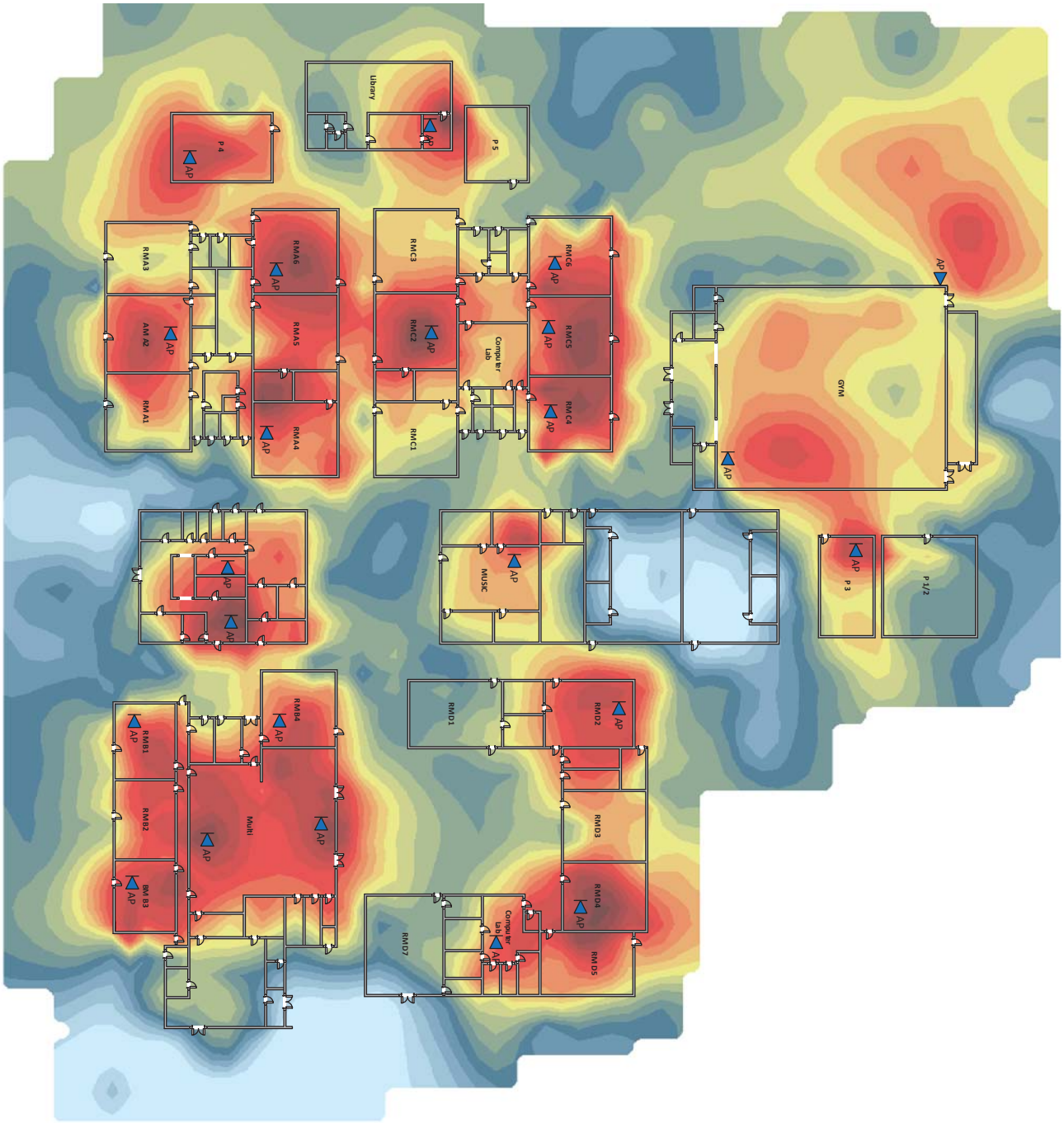
Rev #	1
PAGE	
FILENAME	EICH - EI - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-30

N

TITLE: EICH MIDDLE SCHOOL

DESCRIPTION: Current Network Map

Address: 1509 Sierra Gardens Dr
Roseville CA 95661
916-771-1770



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

EICH MIDDLE SCHOOL	Address: 1509 Sierra Gardens Dr Roseville CA 95661 916-771-1770	TITLE: EICH MIDDLE SCHOOL		FILENAME: EICH - EI - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
		DESCRIPTION: Wireless 5Ghz	N	Date Created / Revised: 2015-10-10 / 2015-10-30	PAGE	

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move five existing Access Points:
  - Admin Conference RM to Staff RM
  - Music Room into Music Storage
  - RM B4 to other side of RM
  - Multi AP 1 to Northeast Corner
  - Multi AP 2 to Southwest wall.
- Install 20 new AP's

Roseville City School District

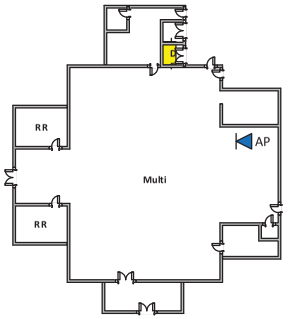
Rev #	1
PAGE	
FILENAME	EICH - EI - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-30

N

TITLE: EICH MIDDLE SCHOOL

DESCRIPTION: Wireless Expansion

Address: 1509 Sierra Gardens Dr
Roseville CA 95661
916-771-1770



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 12 Access Points

Roseville City School District

Rev #	1
PAGE	
FILENAME	EICH WEST - EIW - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-29

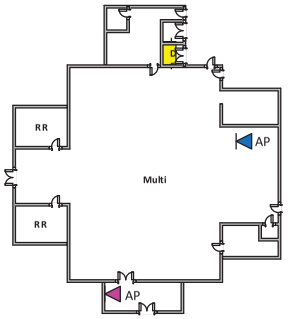
N

TITLE: Eich Middle School - WEST

DESCRIPTION: Current Network Map

Address:
711 Oak Ridge Dr.
Roseville CA 95661
916-771-1770

EICH MIDDLE SCHOOL	**Address:** 711 Oak Ridge Dr. Roseville CA 95661 916-771-1770	**TITLE** Eich Middle School - WEST **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** EICH WEST - EIW - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-29	**Rev #** 1 **PAGE**	Roseville City School District



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Move RM 13 AP to the adjacent wall.
  - Move RM 9 AP to the Southeast corner of the room
- Install 16 new AP's

Roseville City School District

Rev # 1

PAGE

FILENAME EICH WEST - EIW - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-29

N

TITLE Eich Middle School - WEST

DESCRIPTION Wireless Expansion

Address: 711 Oak Ridge Dr.
Roseville CA 95661
916-771-1770

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Wireless Expansion Details

- 14 Access Points

Roseville City School District

Rev # 1

FILENAME FIDDYMENT FARM - FF - TECHPLAN.VSDX

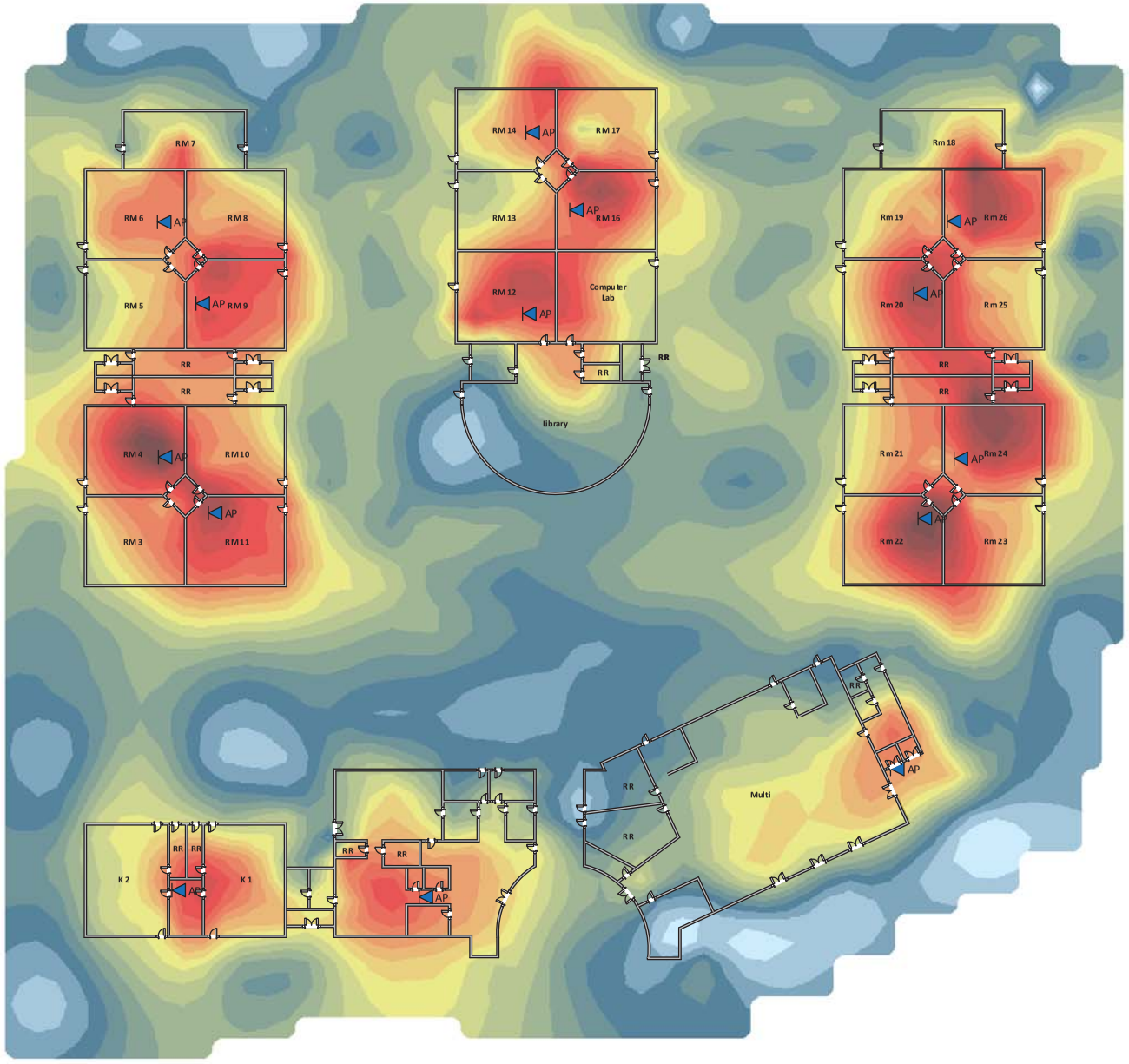
PAGE

Date Created / Revised 2015-10-10 / 2015-10-30

TITLE Fiddyment Farms Elementary School

DESCRIPTION Current Network Map

Address: 4001 Brick Mason Circle
Roseville, CA 95747
916-771-1880



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP

MDF	Main Distribution Feed
IDF	Intermediate Distribution Feed
MPOE	Main Point of Entry (If not in MDF)

Signal to Noise Ratio

Better

District Goal

Roseville City School District

Rev #	PAGE
1	

FILENAME: FIDDYMENT FARM - FF - TECHPLAN.VSDX

Date Created / Revised: 2015-10-10 / 2015-10-30

TITLE: **Fiddyment Farms Elementary School**

DESCRIPTION: Wireless 5Ghz

Address:
4001 Brick Mason Circle
Roseville, CA 95747
916-771-1880

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move three existing Access Points:
  - Kindergarten Office into K2
  - RM 12 to the outer wall
  - Multi from IDF to Stage
- Install 11 new AP's

Roseville City School District

Rev # 1

PAGE

FILENAME FIDDYMENT FARM - FF - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-30

TITLE Fiddyment Farms Elementary School

DESCRIPTION Wireless Expansion

Address: 4001 Brick Mason Circle
Roseville, CA 95747
916-771-1880

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 11 Access Points

Roseville City School District

Rev # 1 | PAGE

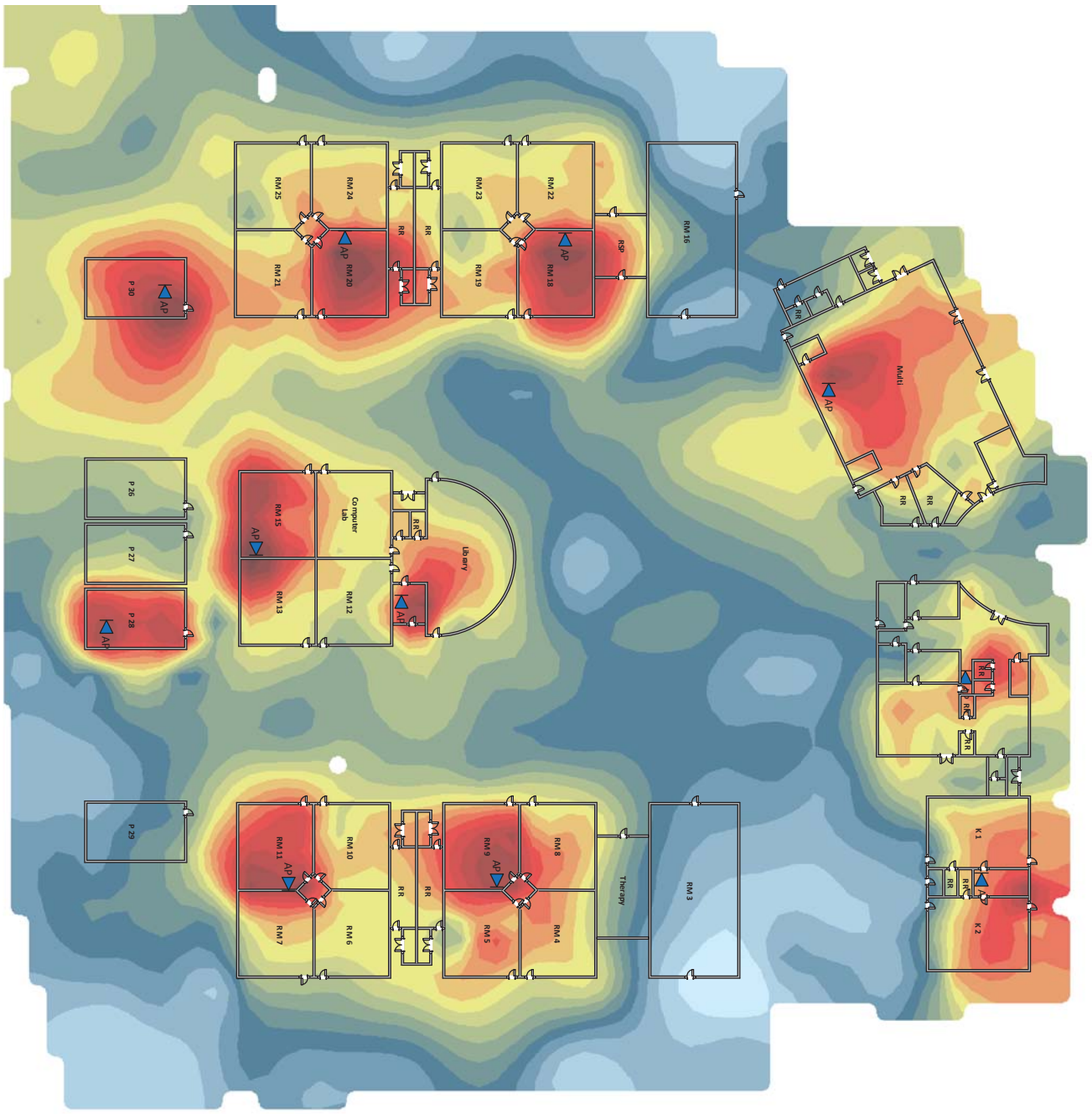
FILENAME GATES - GA - TECHPLAN.VSDX | Date Created / Revised 2015-10-10 / 2015-10-29

N

TITLE GATES ELEMENTARY SCHOOL

DESCRIPTION Current Network Map

Address: 1051 Trehowell Dr. Roseville, CA 95678 916-771-1840



LEGEND

DATA (Wall)

DATA (Ceiling)

DATA w/AP

MDF — Main Distribution Feed

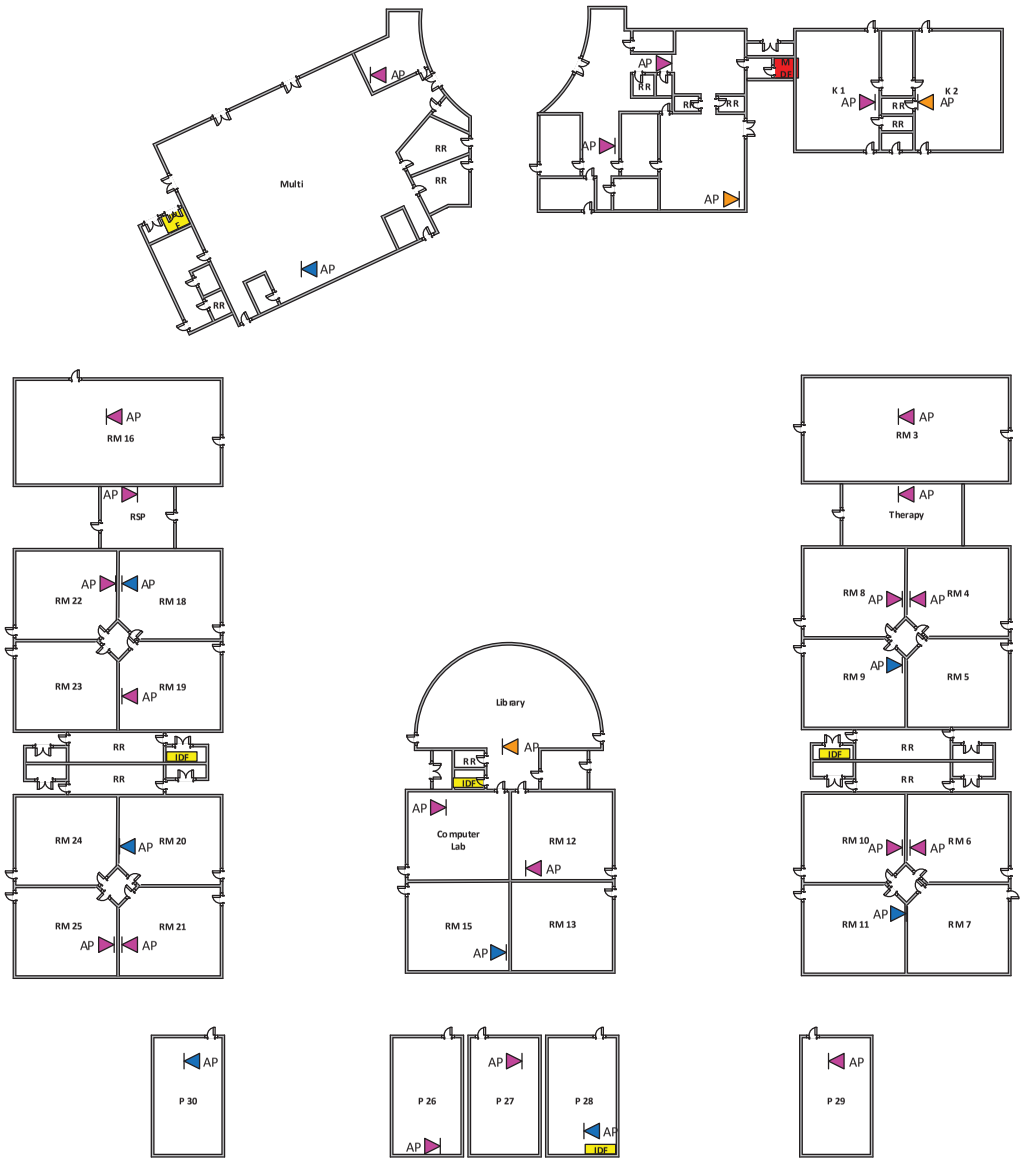
IDF — Intermediate Distribution Feed

MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

GATES ELEMENTARY	Address: 1051 Trehowell Dr. Roseville, CA 95678 916-771-1840	TITLE: GATES ELEMENTARY SCHOOL		FILENAME: GATES - GA - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
		DESCRIPTION: Wireless 5Ghz	N	Date Created / Revised: 2015-10-10 / 2015-10-29	PAGE	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move three existing Access Points:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
  - Library out of office into Library
- Install 21 new AP's

Roseville City School District

Rev # 1 | PAGE

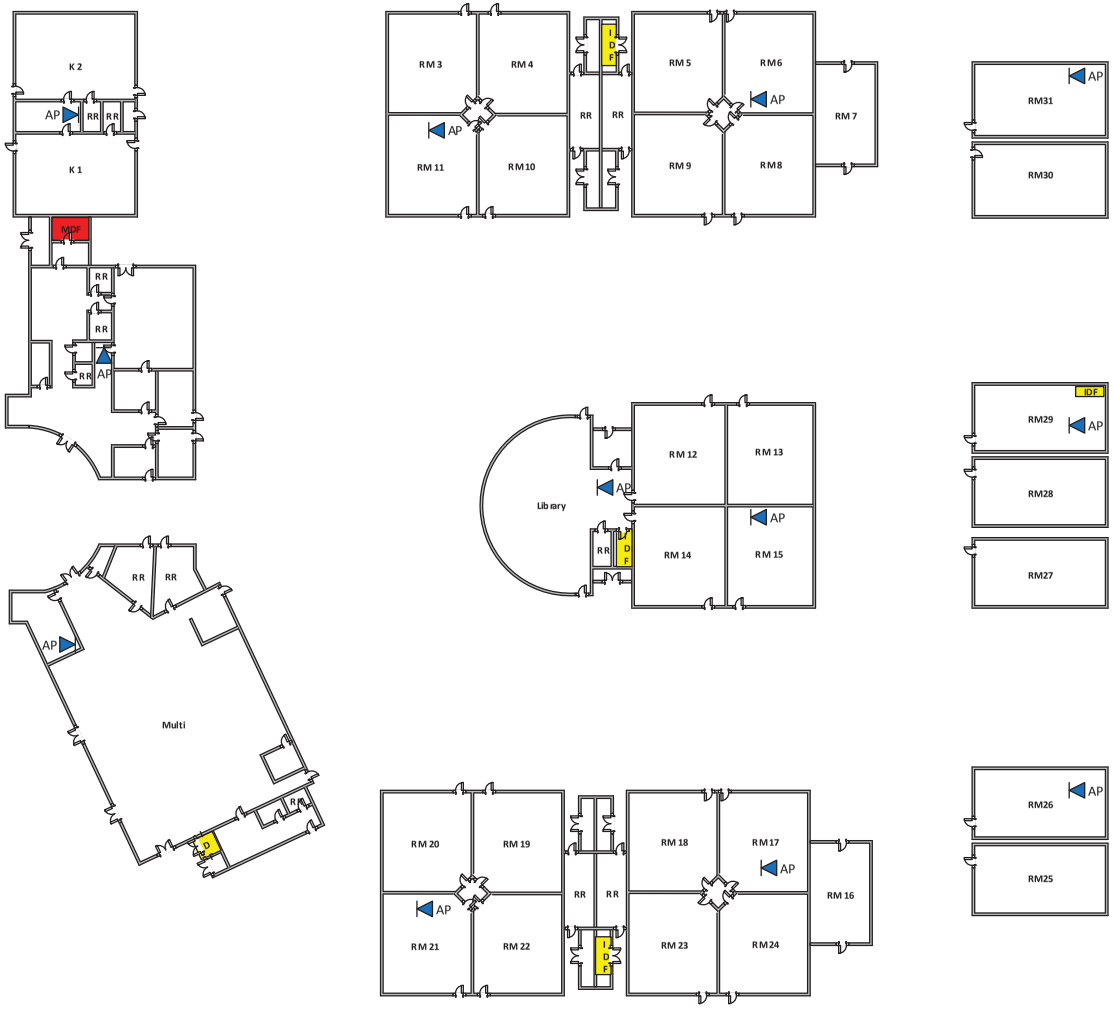
FILENAME GATES - GA - TECHPLAN.VSDX | Date Created / Revised 2015-10-10 / 2015-10-29

N

TITLE GATES ELEMENTARY SCHOOL

DESCRIPTION Wireless Expansion

Address: 1051 Trehowell Dr.
Roseville, CA 95678
916-771-1840



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 12 Access Points

Roseville City School District

Rev # 1

PAGE

FILENAME JUNCTION - JU - TECHPLAN.VSDX

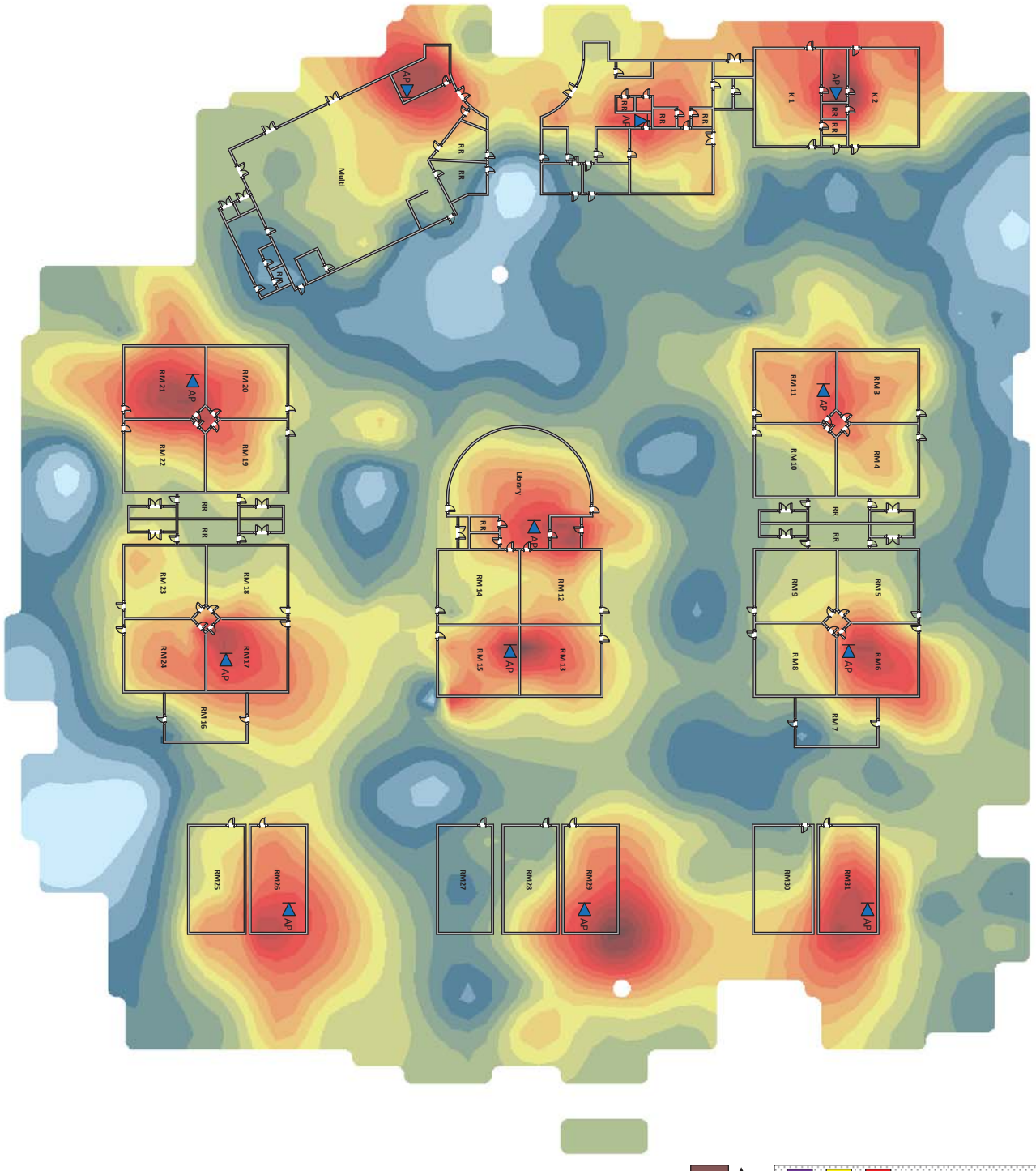
Date Created / Revised 2015-10-10 / 2015-10-28

N

TITLE JUNCTION ELEMENTARY SCHOOL

DESCRIPTION Current Network Map

Address: 2150 Ellison Dr. Roseville, CA 95747 916-771-1860



JUNCTION ELEMENTARY	**Address:** 2150 Ellison Dr. Roseville, CA 95747 916-771-1860	**TITLE** JUNCTION ELEMENTARY SCHOOL **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** JUNCTION - JU - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-28	**Rev #** 1 **PAGE**	Roseville City School District

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing Access Points:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
- Install 18 new AP's

Roseville City School District

Rev # 1 | PAGE

FILENAME: JUNCTION - JU - TECHPLAN.VSDX

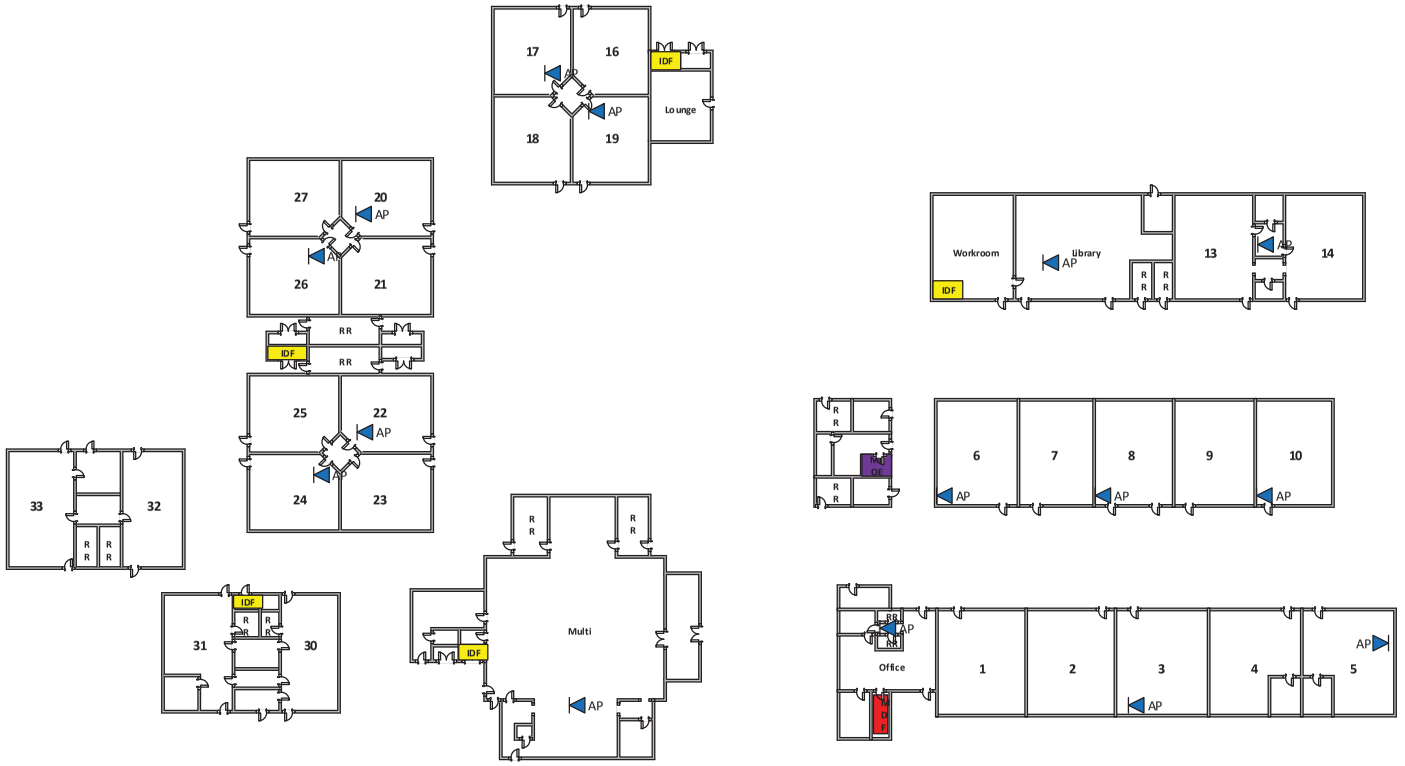
Date Created / Revised: 2015-10-10 / 2015-10-28

N

TITLE: JUNCTION ELEMENTARY SCHOOL

DESCRIPTION: Wireless Expansion

Address:
2150 Ellison Dr.
Roseville, CA 95747
916-771-1860



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 15 Access Points

Roseville City School District

Rev # 1 | PAGE

FILENAME: KASEBERG - KA - TECHPLAN.VSDX

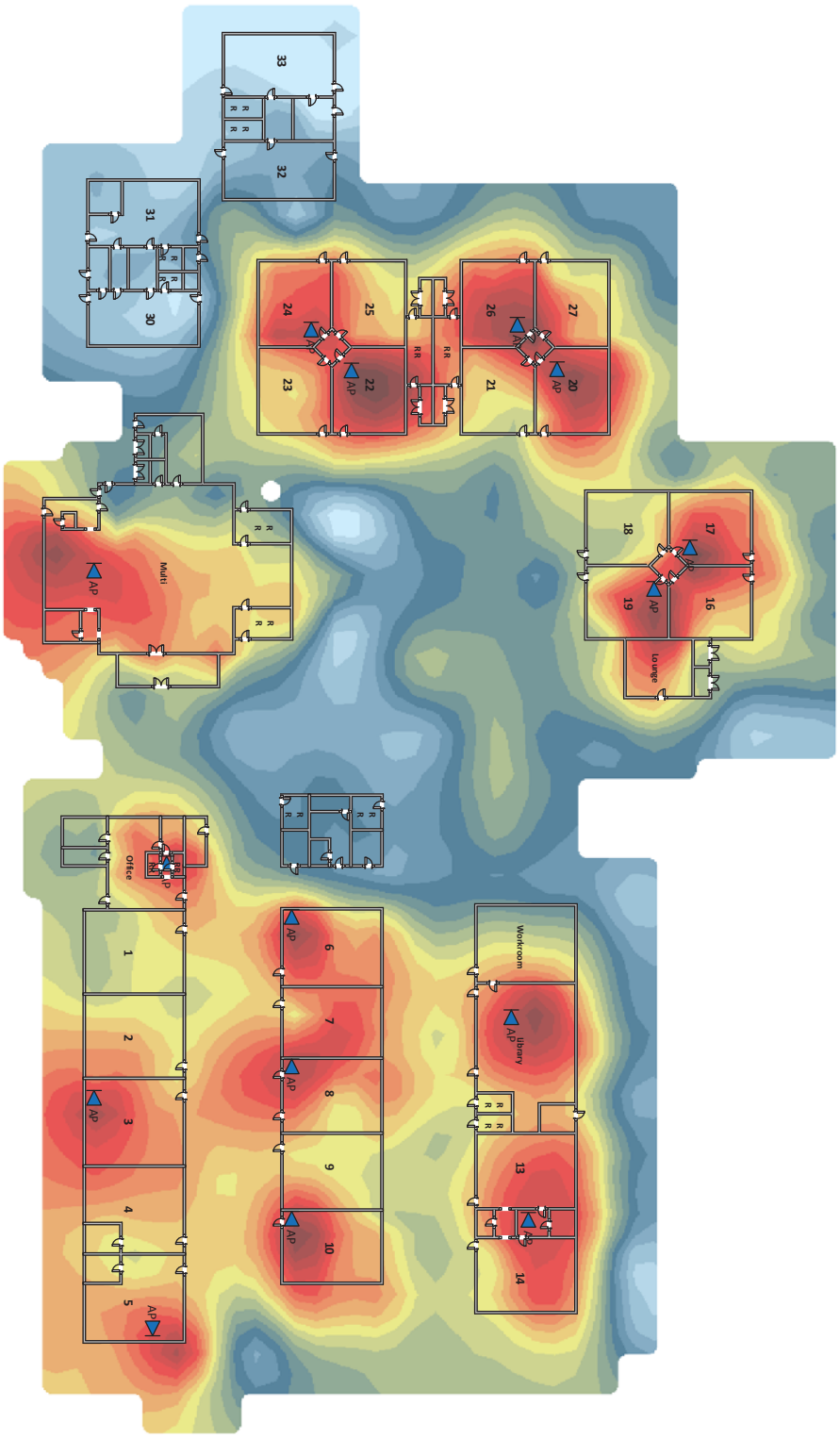
Date Created / Revised: 2015-09-28 / 2015-10-29

N

TITLE: Kasebereg Elementary School

DESCRIPTION: Current Network Map

Address:
1040 Main Street
Roseville CA, 95678
916-771-1790



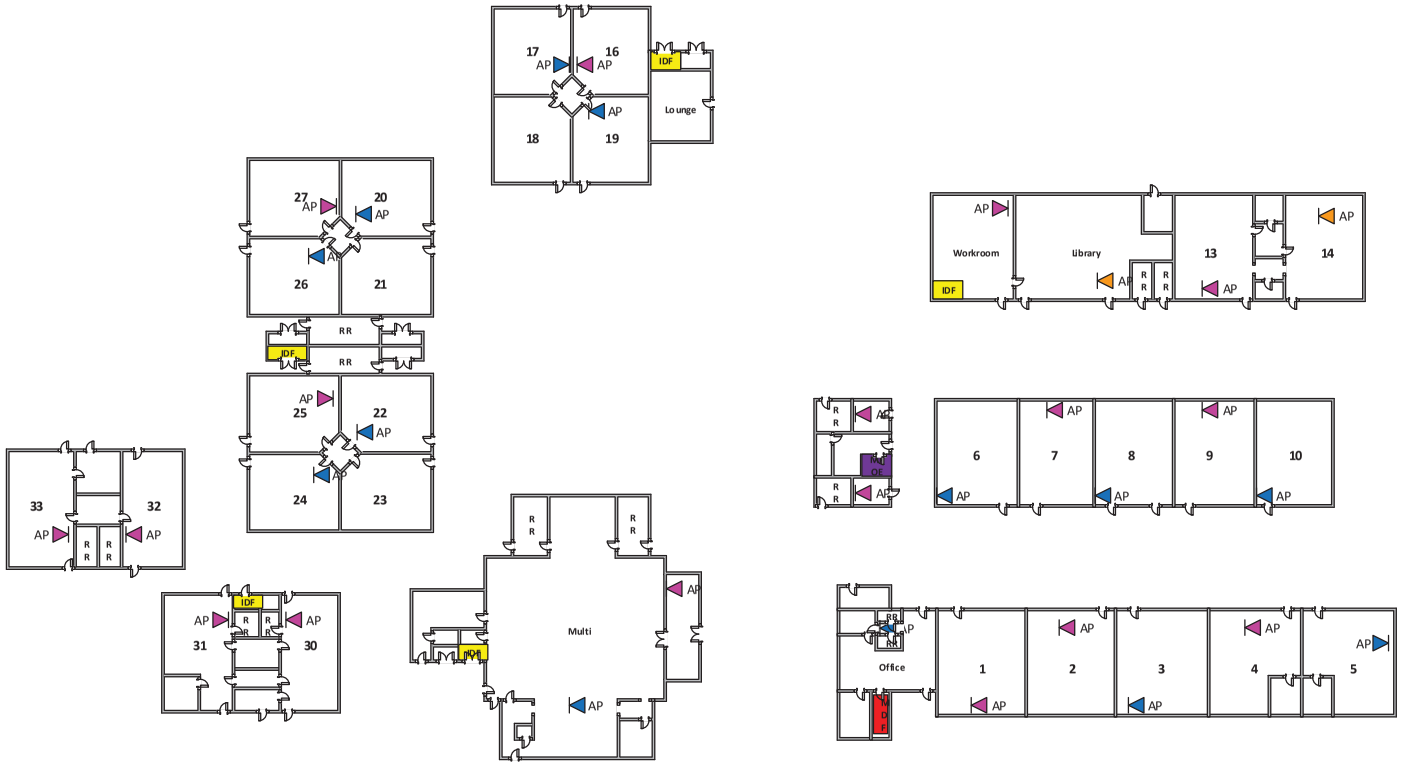
LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

Address: 1040 Main Street Roseville CA, 95678 916-771-1790	TITLE: Kasebereg Elementary School		FILENAME: KASEBERG - KA - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Wireless – 5 Ghz	N	Date Created / Revised: 2015-09-28 / 2015-10-29	PAGE	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Library AP move to other side of room
  - RM 13/14 Breezeway into RM 14
- Install 17 new AP's

Roseville City School District

Rev # 1 | PAGE

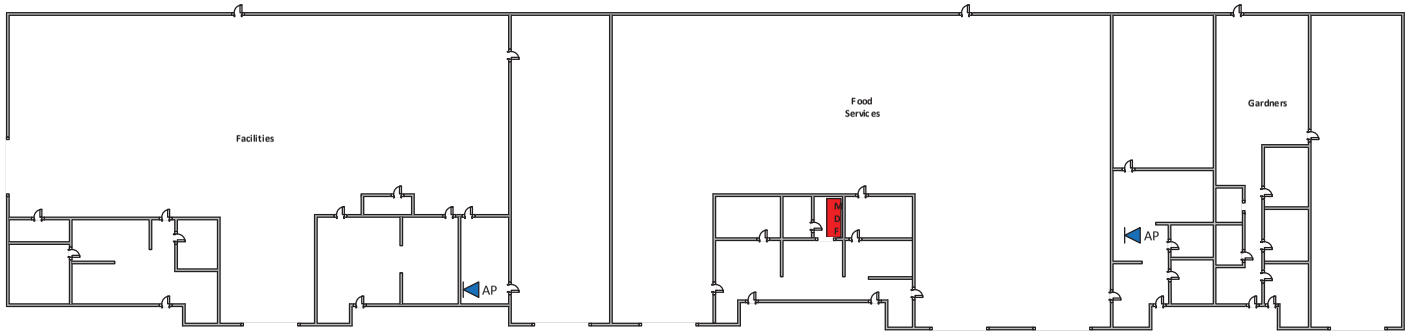
FILENAME: KASEBERG - KA - TECHPLAN.VSDX

Date Created / Revised: 2015-09-28 / 2015-10-29

TITLE: Kasebereg Elementary School

DESCRIPTION: Wireless Expansion

Address: 1040 Main Street
Roseville CA, 95678
916-771-1790



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 2 Access Points

Roseville City School District

Rev # 1

FILENAME ROSEVILLE SERVICE - RS - TECHPLAN.VSDX

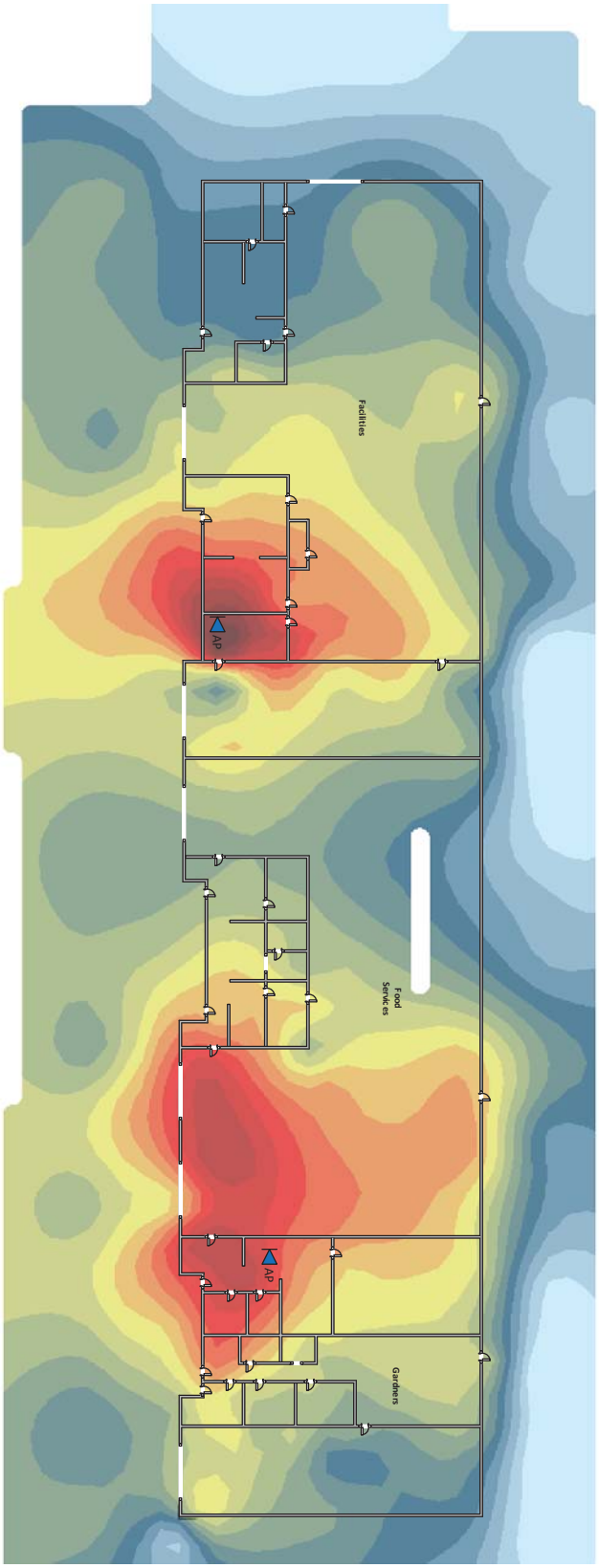
Date Created / Revised 2015-10-10 / 2015-10-29

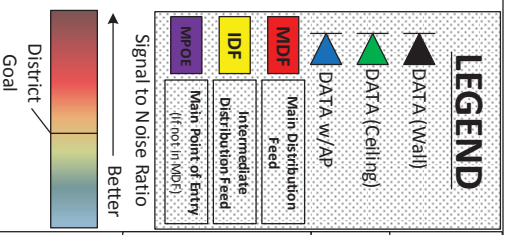
N

TITLE ROSEVILLE SERVICES

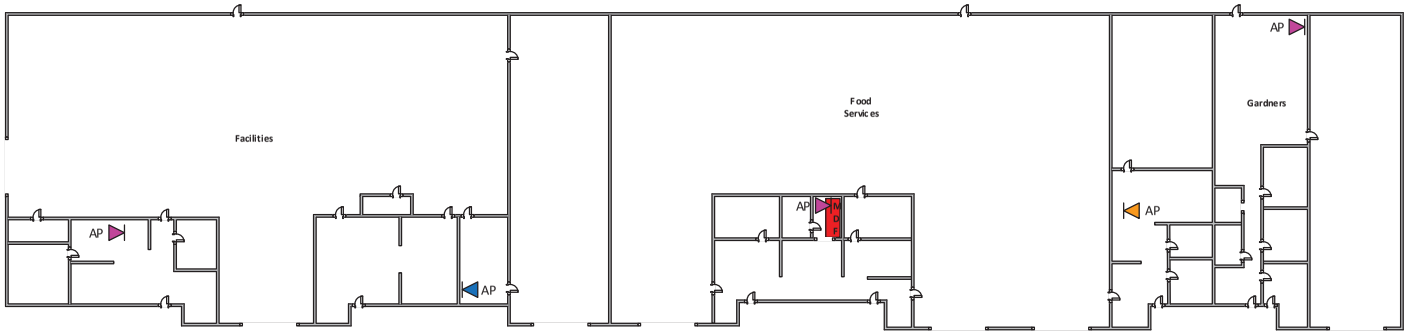
DESCRIPTION Current Network Map

Address: 400 Derek Place Roseville, CA 95678





	Address: 400 Derek Place Roseville, CA 95678	**TITLE** ROSEVILLE SERVICES **DESCRIPTION** Wireless 5Ghz	N	**FILENAME** ROSEVILLE SERVICE - RS - TECHPLAN.VSDX **Date Created / Revised** 2015-10-10 / 2015-10-29	**Rev #** 1	Roseville City School District



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one existing Access Points:
  - Move Food Service AP from above ceiling into office space
- Install 3 new AP's

Note: Redundant coverage will be provided on 2.4Ghz channels only

Roseville City School District

Rev # 1

FILENAME ROSEVILLE SERVICE - RS - TECHPLAN.VSDX

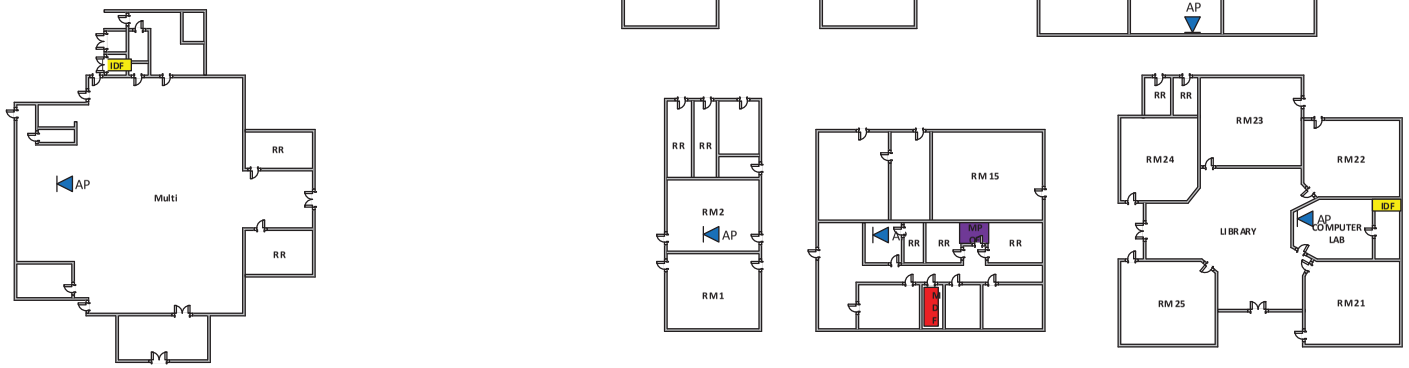
Date Created / Revised 2015-10-10 / 2015-10-29

N

TITLE ROSEVILLE SERVICES

DESCRIPTION Wireless Expansion

Address: 400 Derek Place Roseville, CA 95678



Current Wireless Details

- 9 Access Points

LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Roseville City School District

Rev # 1 | PAGE 1 OF 3

FILENAME SARGEANT - SA - TECHPLAN.VSDX

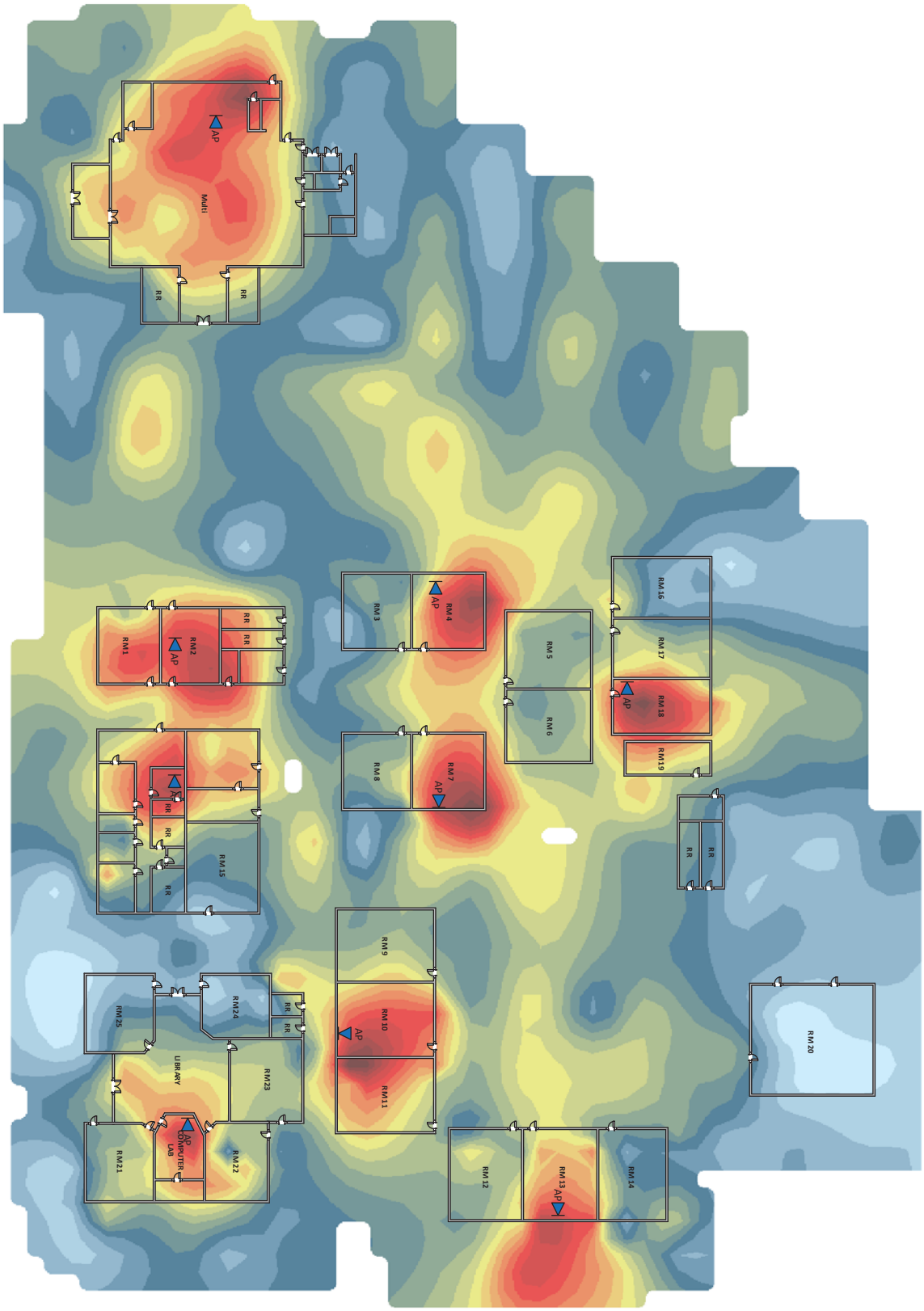
Date Created / Revised 2015-10-10 / 2015-10-10

N

TITLE SARGEANT ELEMENTARY SCHOOL

DESCRIPTION Site Map Detail

Address: 1200 Ridgecrest Way, Roseville, CA 95661



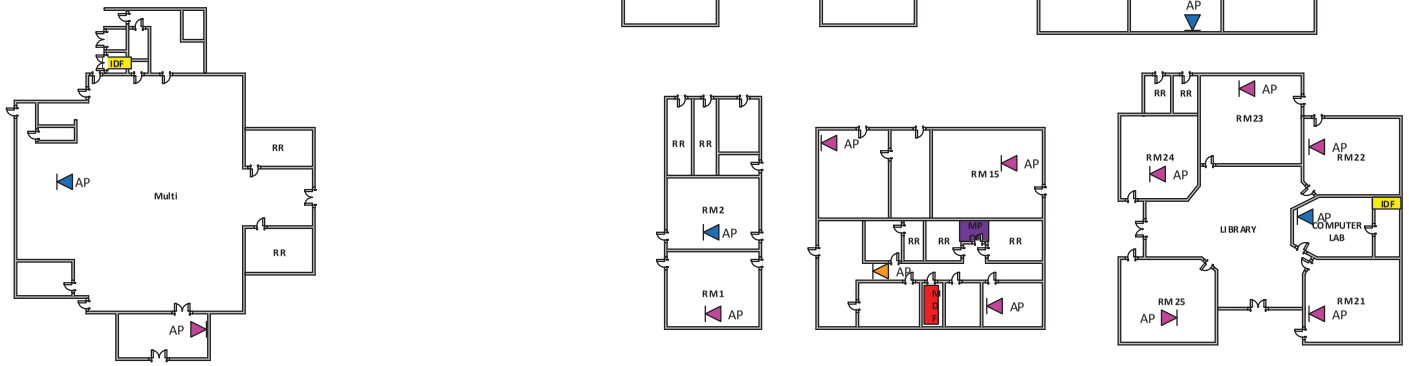
LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

	Address: 1200 Ridgecrest Way Roseville, CA 95661	TITLE: SARGEANT ELEMENTARY SCHOOL DESCRIPTION: Wireless 5Ghz	N	FILENAME: SARGEANT - SA - TECHPLAN.VSDX Date Created / Revised: 2015-10-10 / 2015-10-10	Rev #: 1 PAGE: 2 OF 3	Roseville City School District



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one existing Access Point:
  - Nurses Office to the Hallway
- Install 23 new AP's

Roseville City School District

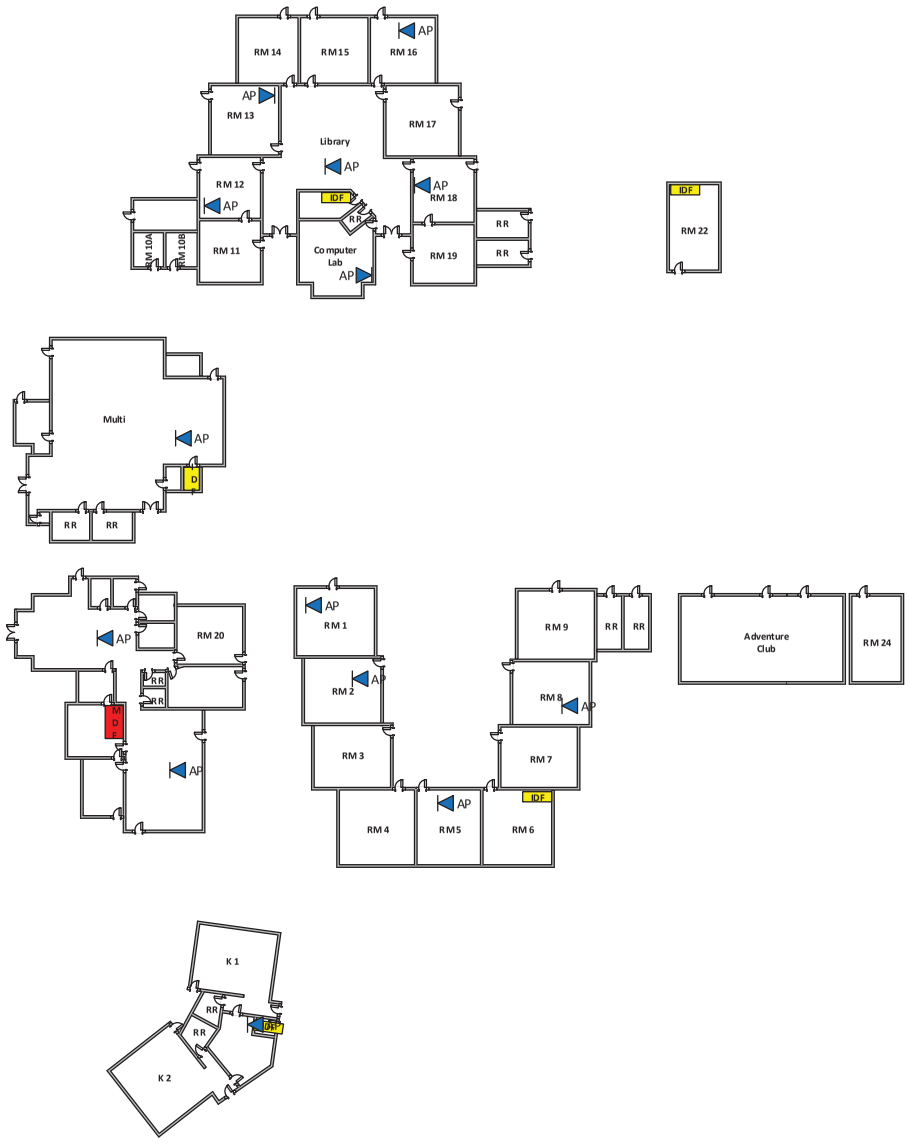
Rev #	1
PAGE	3 OF 3
FILENAME	SARGEANT - SA - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-10

N

TITLE: SARGEANT ELEMENTARY SCHOOL

DESCRIPTION: Wireless Expansion

Address: 1200 Ridgecrest Way, Roseville, CA 95661



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)

Current Wireless Details

- 14 Access Points

Roseville City School District

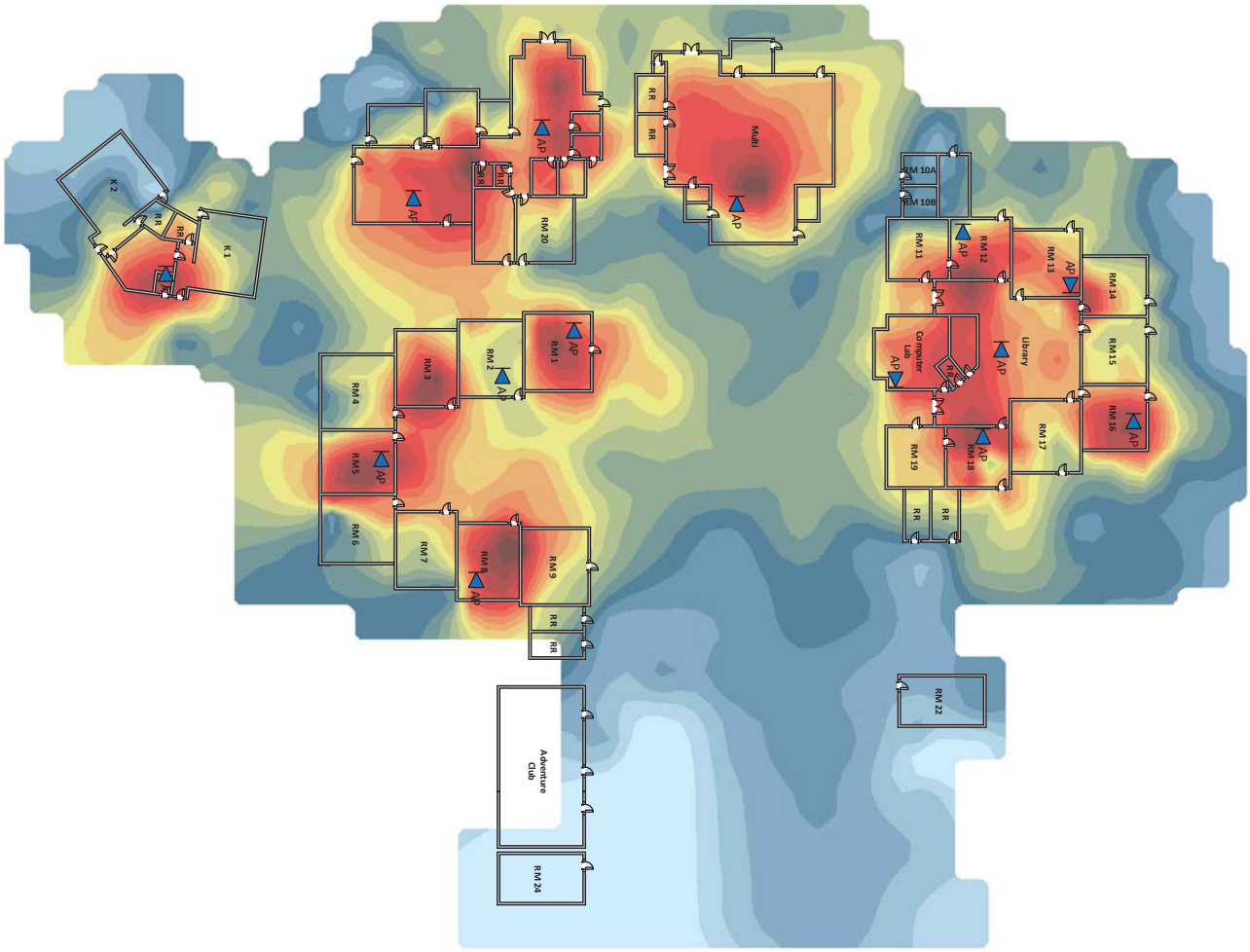
Rev #	1
PAGE	
FILENAME	SPANGER - SP - TECHPLAN.VSDX
Date Created / Revised	2015-10-10 / 2015-10-28

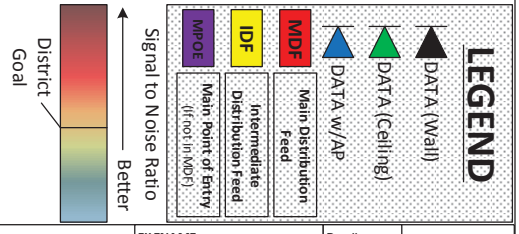
N

TITLE: SPANGER ELEMENTARY SCHOOL

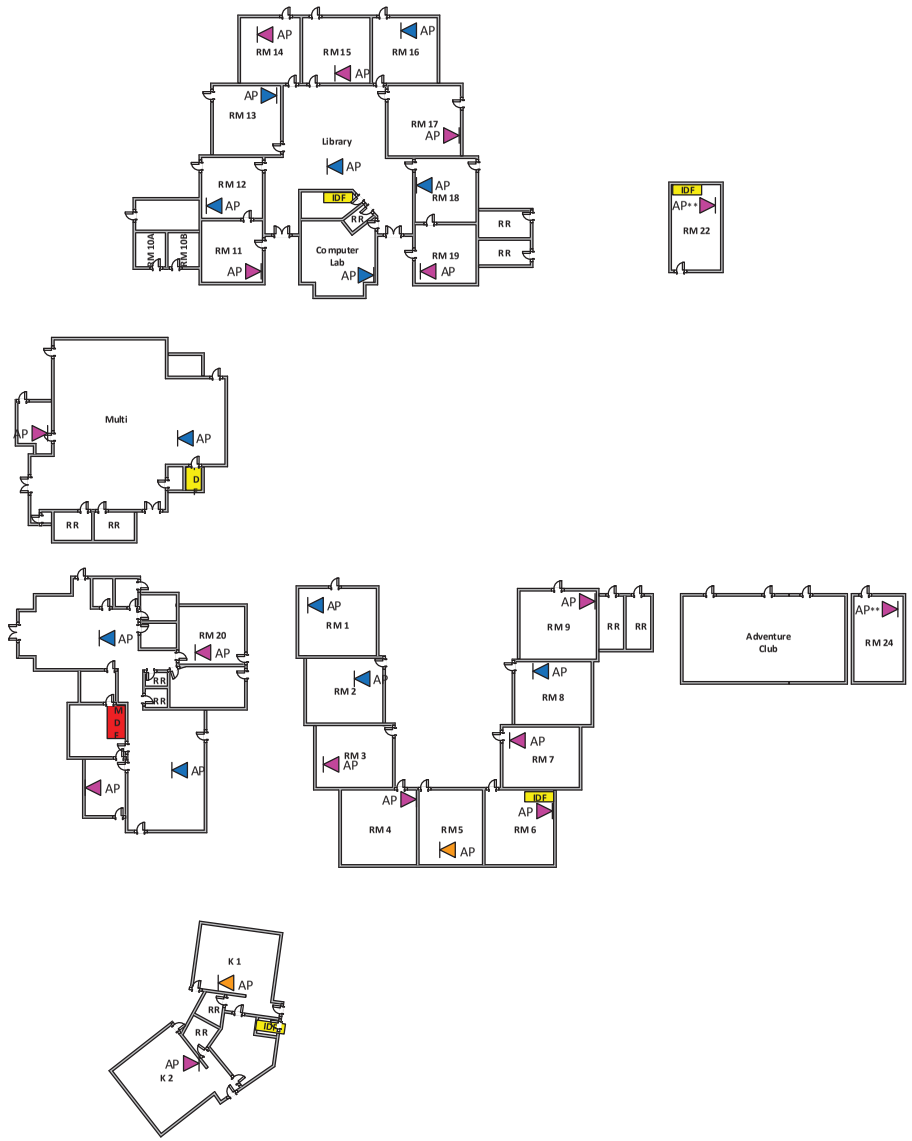
DESCRIPTION: Current Network Map

Address:
699 Shasta Street
Roseville, CA 95678
916-771-1830





	Address: 699 Shasta Street Roseville, CA 95678 916-771-1830	TITLE: SPANGER ELEMENTARY SCHOOL		FILENAME: SPANGER - SP - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
		DESCRIPTION: Wireless 5Ghz		Date Created / Revised: 2015-10-10 / 2015-10-28	PAGE:	



LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Kindergarten IDF into K1
  - RM 5 to the southern wall
- Install 16 new AP's

**No Redundancy planned for RM 22 and 24 at this time due to its current usage at the site.

Roseville City School District

Rev # 1

PAGE

FILENAME SPANGER - SP - TECHPLAN.VSDX

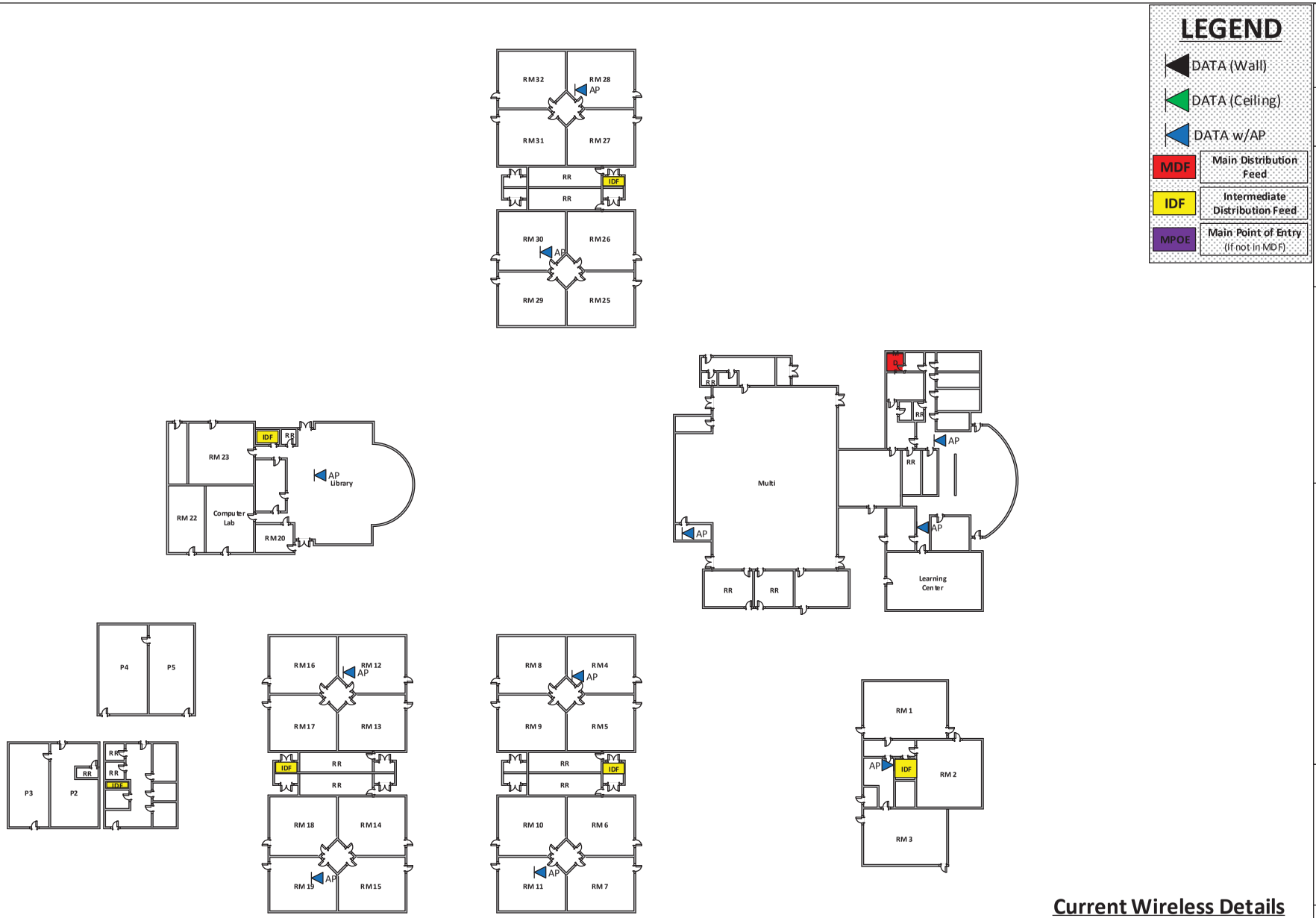
Date Created / Revised 2015-10-10 / 2015-10-28

N

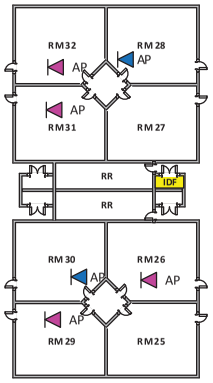
TITLE SPANGER ELEMENTARY SCHOOL

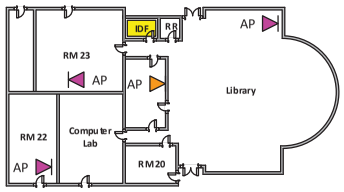
DESCRIPTION Wireless Expansion

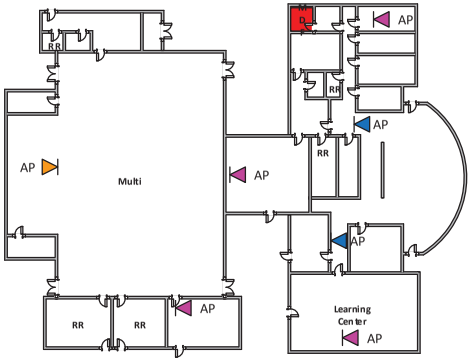
Address: 699 Shasta Street
Roseville, CA 95678
916-771-1830

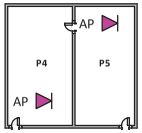

LEGEND
DATA (Wall)
DATA (Ceiling)
DATA w/AP
MDF
Main Distribution Feed
IDF
Intermediate Distribution Feed
MPOE
Main Point of Entry (If not in MDF)
RM 32
RM 28
AP
RM 31
RM 27
RR
IDF
RR
RM 30
AP
RM 26
RM 29
RM 25
IDF
RR
RM 23
AP
Library
RM 22
Computer Lab
RM 20
RR
Multi
AP
RR
RR
RR
AP
AP
Learning Center
P4
P5
P3
P2
RR
RR
IDF
RM 16
RM 12
AP
RM 17
RM 13
IDF
RR
RR
RM 18
RM 14
RM 19
AP
RM 15
RM 8
RM 4
AP
RM 9
RM 5
IDF
RR
RR
RM 10
RM 6
AP
RM 11
RM 7
RM 1
AP
IDF
RM 2
RM 3
Current Wireless Details
11 Access Points
Roseville City School District
Rev # 1
PAGE 1 OF 3
FILENAME STONERIDGE - ST.VSDX
Date Created / Revised 2015-10-10 / 2015-10-10
N
TITLE Stoneridge Elementary School
DESCRIPTION Current Network Map
Address: 2501 Alexandria Dr. Roseville, CA 95661 916-771-1830
STONERIDGE ELEMENTARY

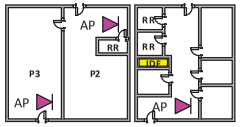
Address: 2501 Alexandria Dr. Roseville, CA 95661 916-771-1830	TITLE: Stoneridge Elementary School		FILENAME: STONERIDGE - ST.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Wreless 5Ghz	N	Date Created / Revised: 2015-10-10 / 2015-10-10	PAGE: 2 OF 3	

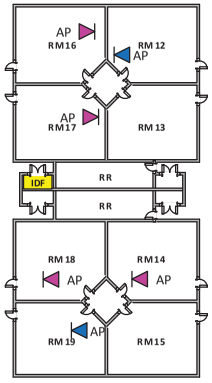


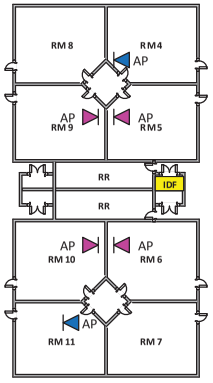


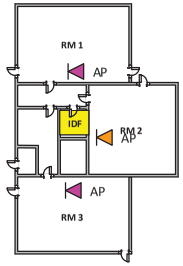












LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move two existing AP's:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
- Install 16 new AP's

Roseville City School District

Rev # 1 | PAGE 3 OF 3

FILENAME STONERIDGE - ST.VSDX | Date Created / Revised 2015-10-10 / 2015-10-10

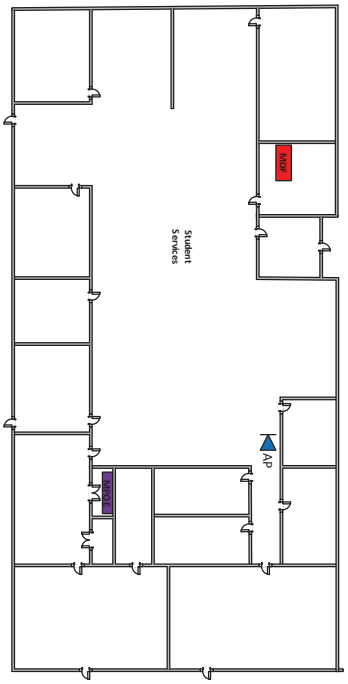
N

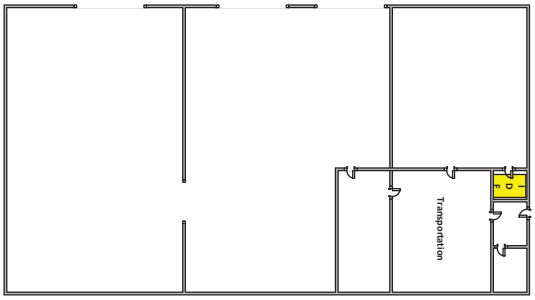
TITLE Stoneridge Elementary School

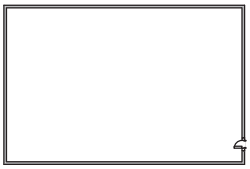
DESCRIPTION Wireless Expansion

Address: 2501 Alexandria Dr.
Roseville, CA 95661
916-771-1830

Stoneridge Elementary



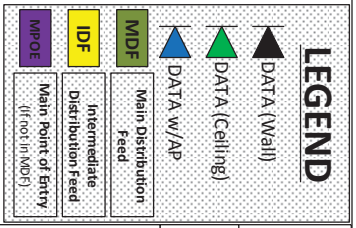




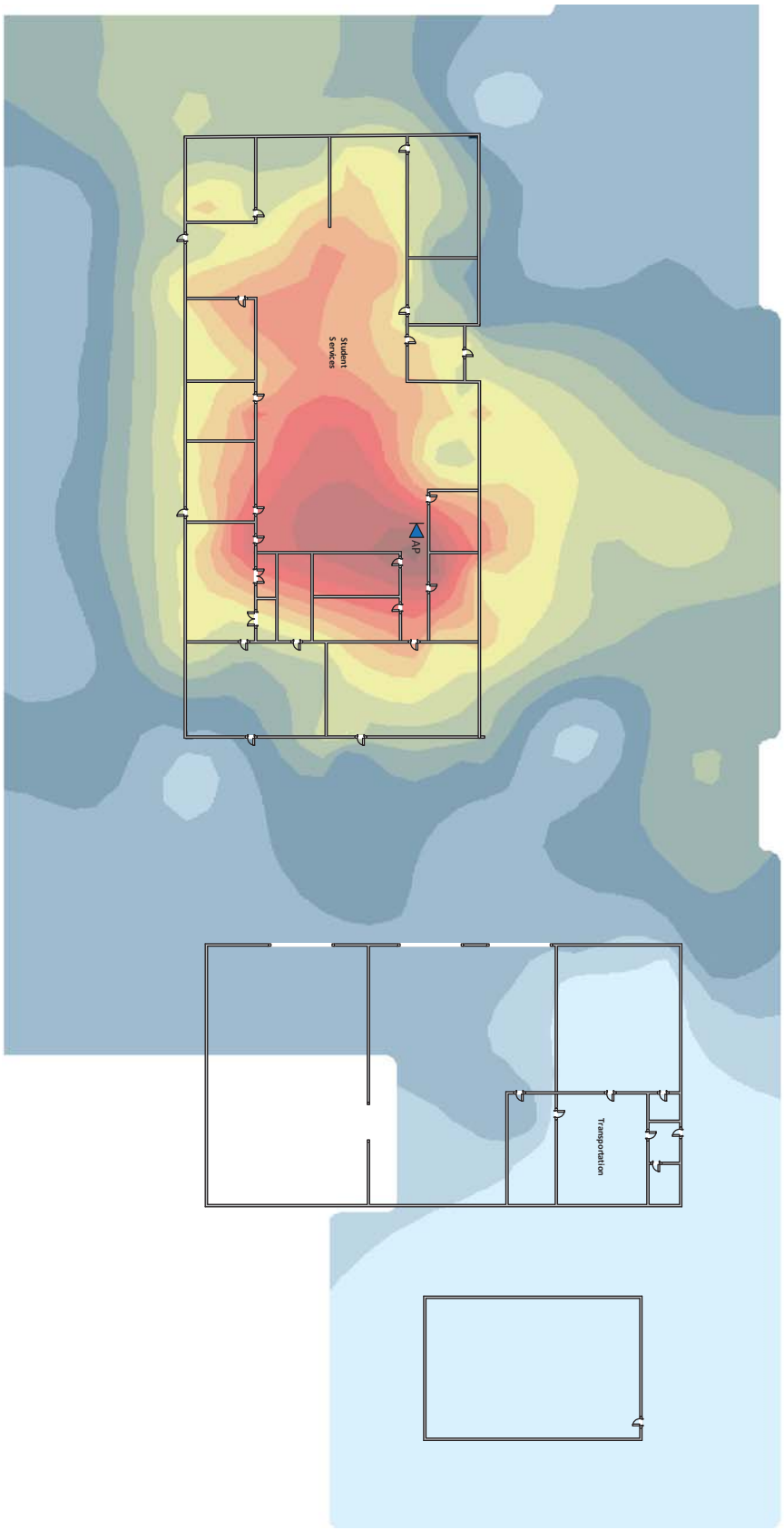
Current Wireless Details

- 1 Access Point

**Note: Redundancy in the Transportation and Old Boardroom would be via 2.4Ghz radios



Address: 1000 Darling Way, Roseville, CA 95678, 916-771-1605	TITLE: Student Services	N	FILENAME: STUDENT SERVICES - SS - TECHPLAN.VSDX	Rev #: 1	Roseville City School District
	DESCRIPTION: Current Network Map		Date Created / Revised: 2015-10-8 / 2015-10-8	PAGE: 1 OF 3	



LEGEND

DATA (Wall)

DATA (Ceiling)

DATA w/AP

MDF — Main Distribution Feed

IDF — Intermediate Distribution Feed

MPOE — Main Point of Entry (if not in MDF)

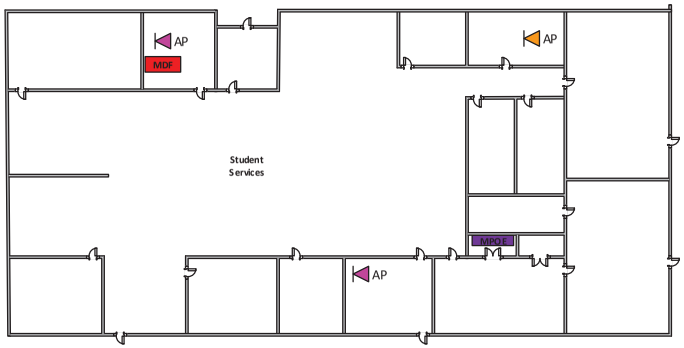
Signal to Noise Ratio

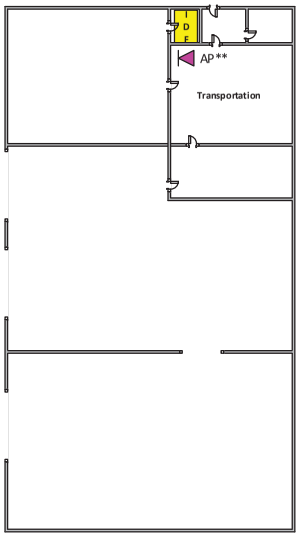
Better

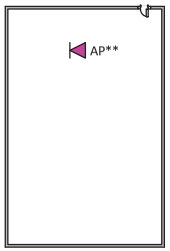
District Goal

N

	Address: 1000 Darling Way Roseville, CA 95678 916-771-1605	**TITLE** Student Services **DESCRIPTION** Wireless 5Ghz		**FILENAME** STUDENT SERVICES - SS - TECHPLAN.VSDX **Date Created / Revised** 2015-10-8 / 2015-10-8	**Rev #** 1 **PAGE** 2 OF 3	Roseville City School District







LEGEND

- DATA (Wall)
- DATA (Ceiling)
- DATA w/AP
- MDF — Main Distribution Feed
- IDF — Intermediate Distribution Feed
- MPOE — Main Point of Entry (If not in MDF)
- AP Moved
- AP Added

Wireless Expansion Details

- Move one existing Access Point:
  - Main building into Staff Workroom
- Install four new AP's

**Note: Redundancy in the Transportation and Old Boardroom would be via 2.4Ghz radios

Roseville City School District

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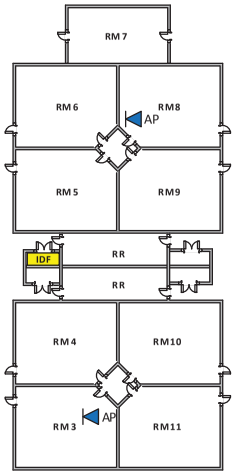
FILENAME STUDENT SERVICES - SS - TECHPLAN.VSDX | Date Created / Revised 2015-10-8 / 2015-10-8

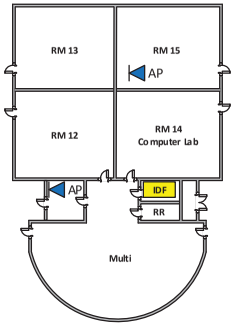
N

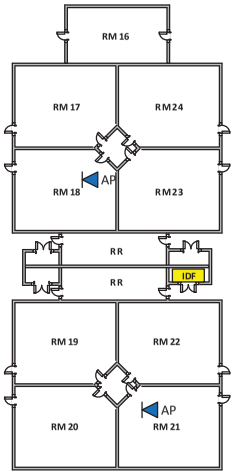
TITLE Student Services

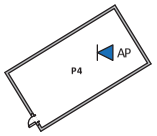
DESCRIPTION Wireless Expansion

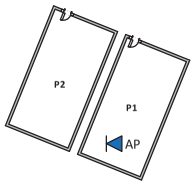
Address: 1000 Darling Way
Roseville, CA 95678
916-771-1605

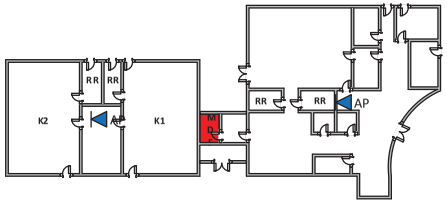


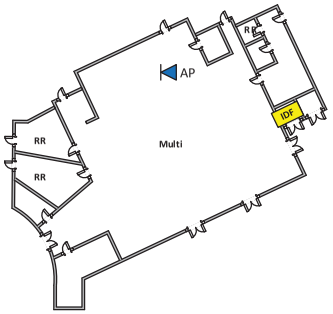






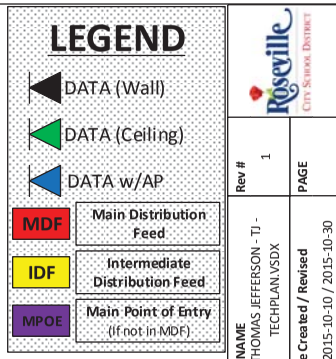






Current Wireless Details

- 11 Access Points



Roseville City School District

Rev # 1

PAGE

FILENAME THOMAS JEFFERSON - TI - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-30

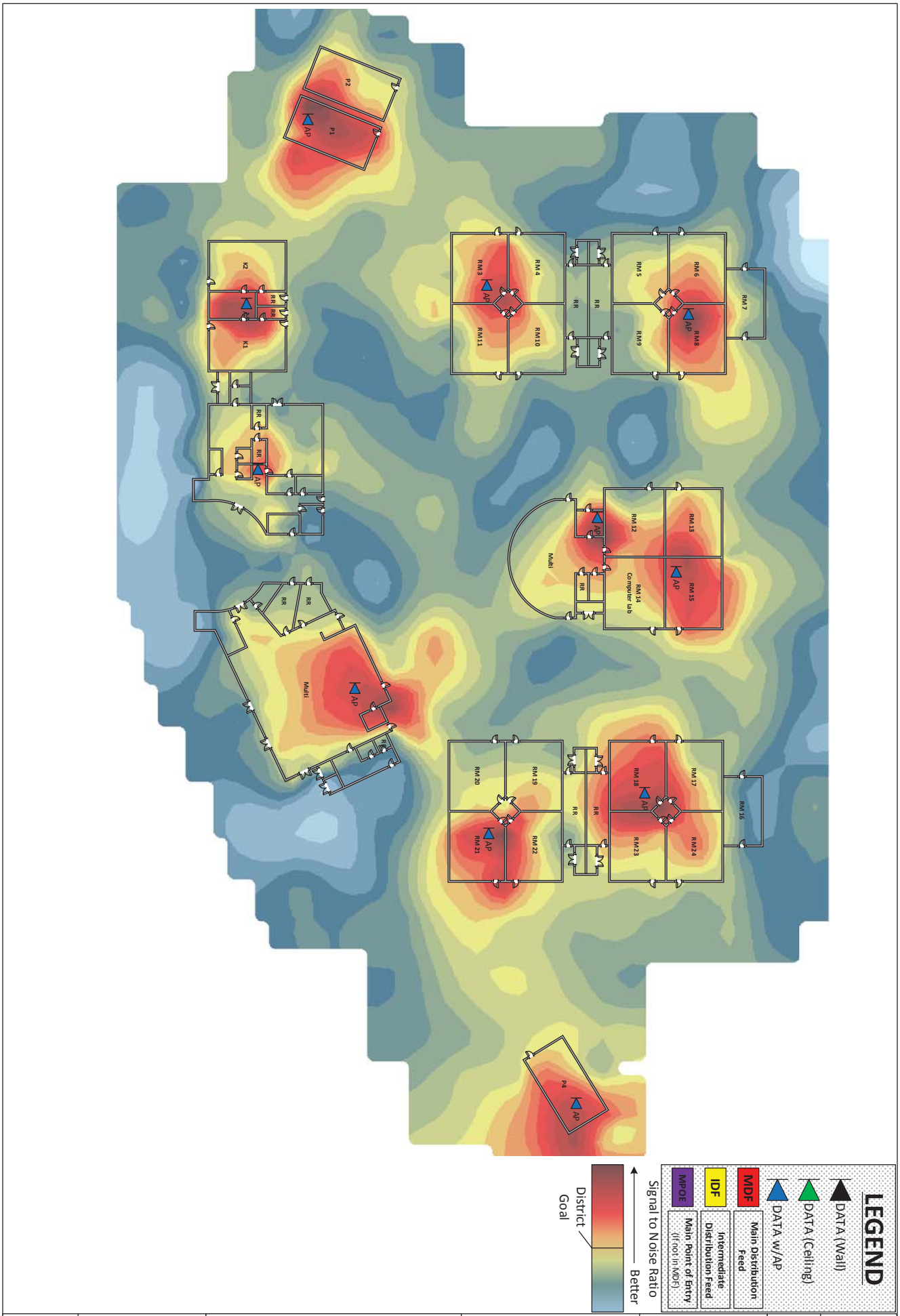
N

TITLE THOMAS JEFFERSON ELEMENTARY

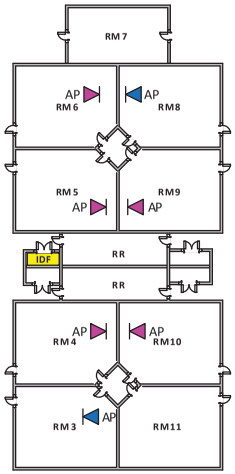
DESCRIPTION Current Network Map

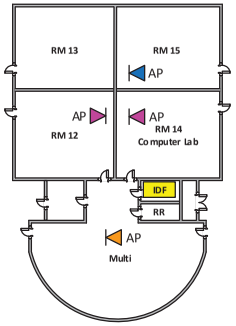
Address:
750 Central Park Dr
Roseville, CA 95678
916-771-1840

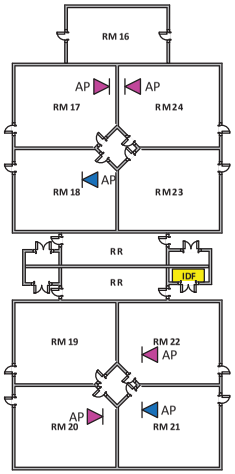
THOMAS JEFFERSON ELEMENTARY

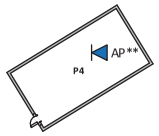


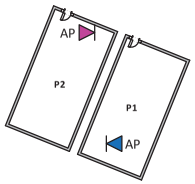
Address: 750 Central Park Dr Roseville, CA 95678 916-771-1840	TITLE: THOMAS JEFFERSON ELEMENTARY DESCRIPTION: Wireless 5Ghz		FILENAME: THOMAS JEFFERSON - TJ - TECHPLAN.VSDX Date Created / Revised: 2015-10-10 / 2015-10-30	Rev #: 1 PAGE:	Roseville City School District

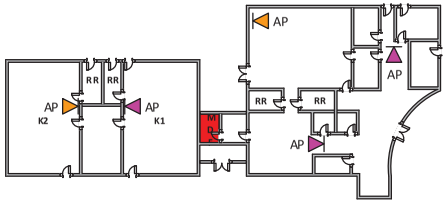


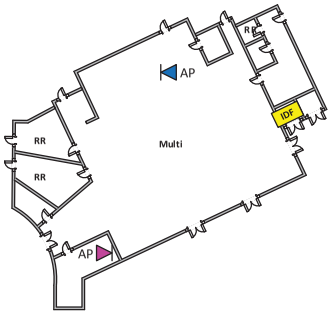


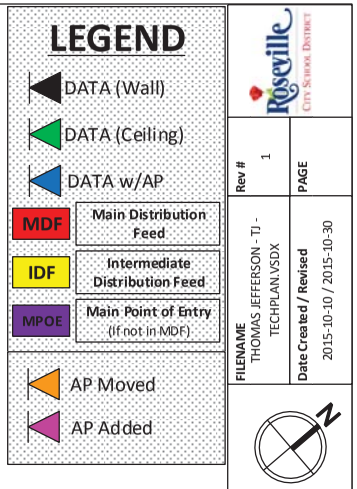












Wireless Expansion Details

- Move three existing Access Points:
  - Admin Hall into Staff Workroom
  - Kindergarten Office into K2
  - Library Office into Main Library
- Install 16 new AP's

**Note: P4 will have no redundancy until a second portable is placed.

Roseville City School District

Rev # 1

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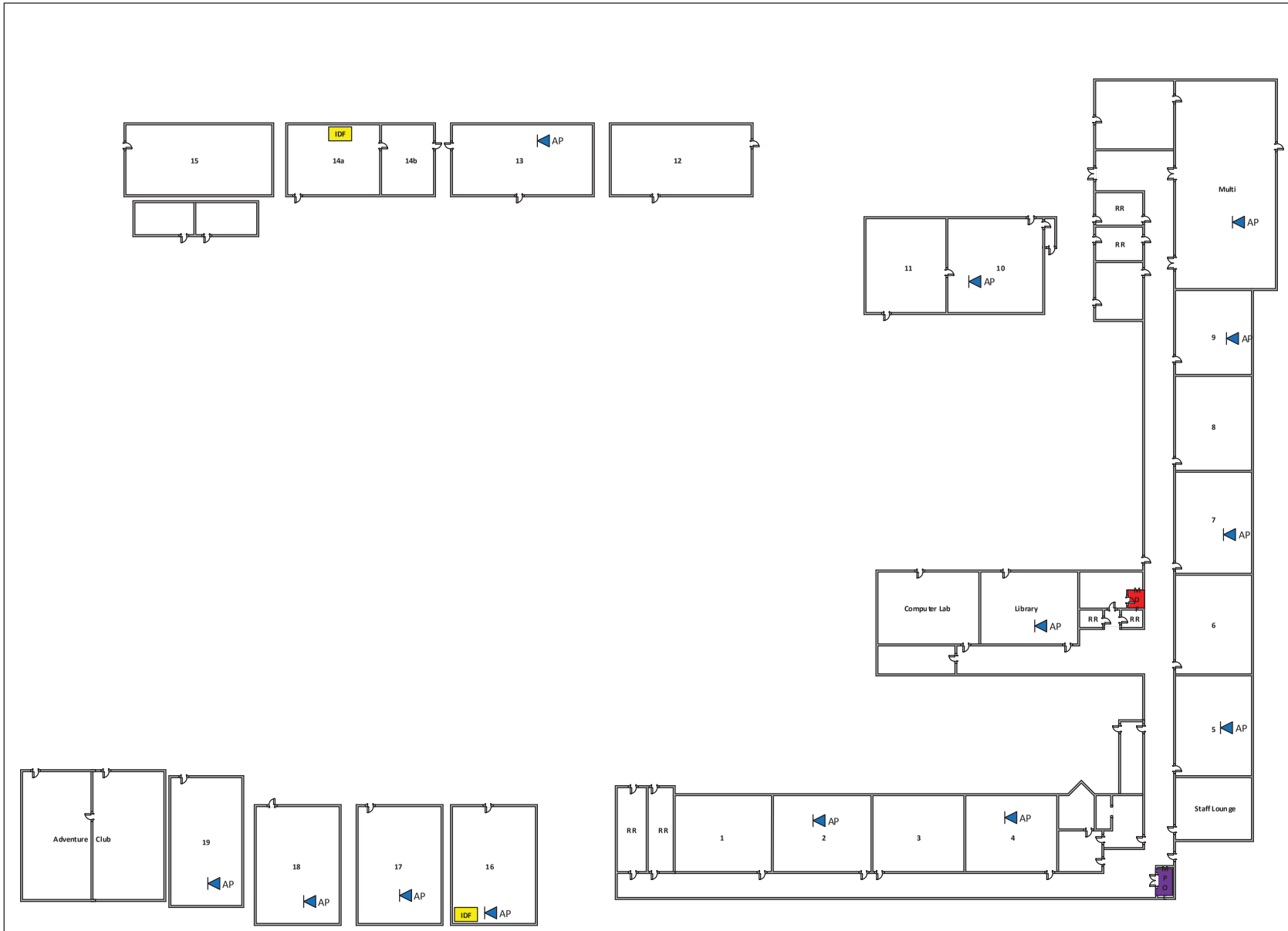
FILENAME THOMAS JEFFERSON - TI - TECHPLAN.VSDX

Date Created / Revised 2015-10-10 / 2015-10-30

TITLE THOMAS JEFFERSON ELEMENTARY

DESCRIPTION Wireless Expansion

Address: 750 Central Park Dr
Roseville, CA 95678
916-771-1840



Current Wireless Details

- 13 Access Points

Roseville City School District

Rev # 1

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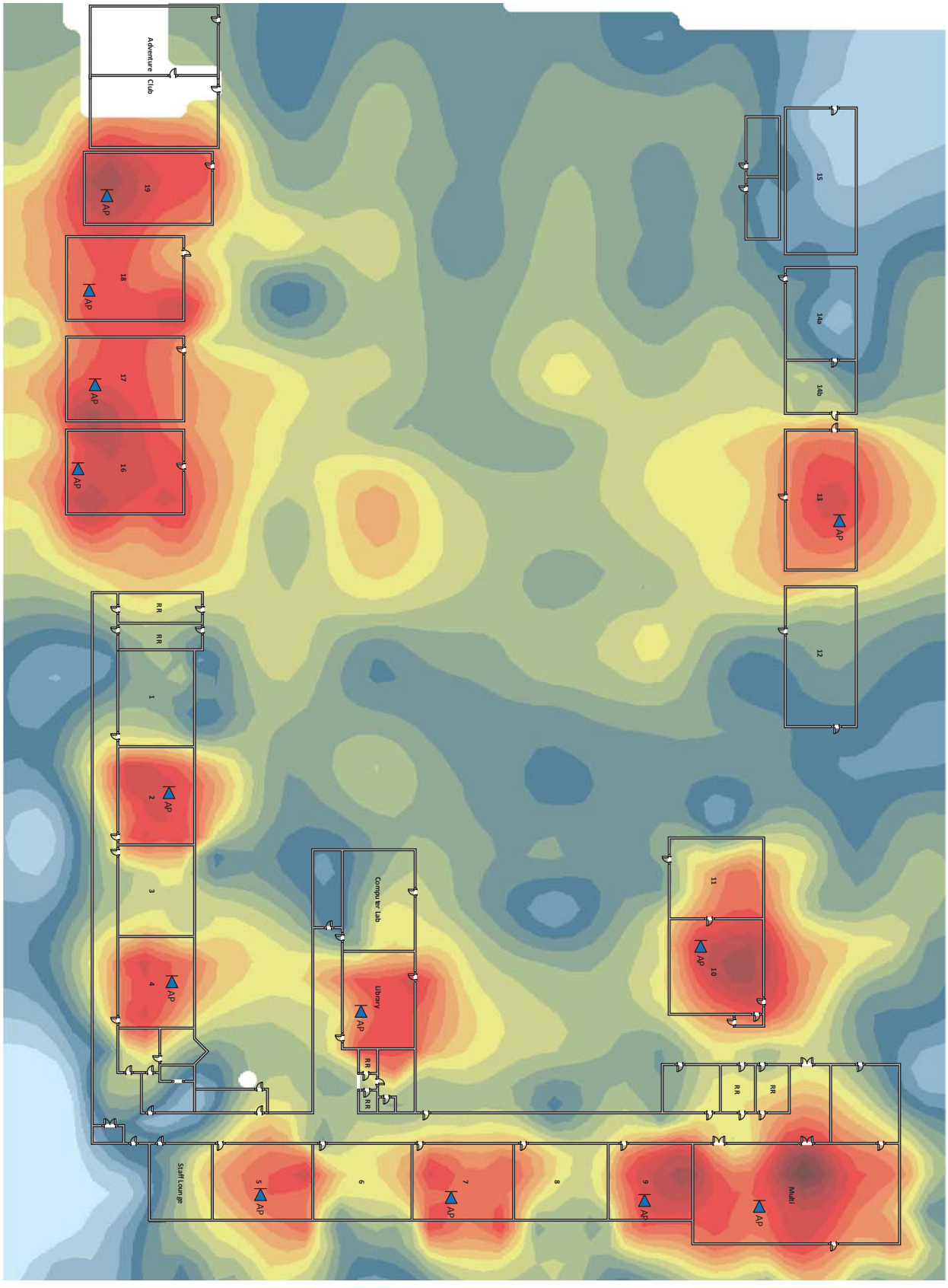
FILENAME WOODBRIDGE - WO - TECHPLAN.VSDX

Date Created / Revised 2015-09-28 / 2015-10-28

TITLE **WOODBRIDGE ELEMENTARY**

DESCRIPTION Current Network Map

Address: 515 Niles Street
Roseville, CA 95678
916-771-1850



LEGEND

DATA (Wall)

DATA (Ceiling)

DATA w/AP

MDF — Main Distribution Feed

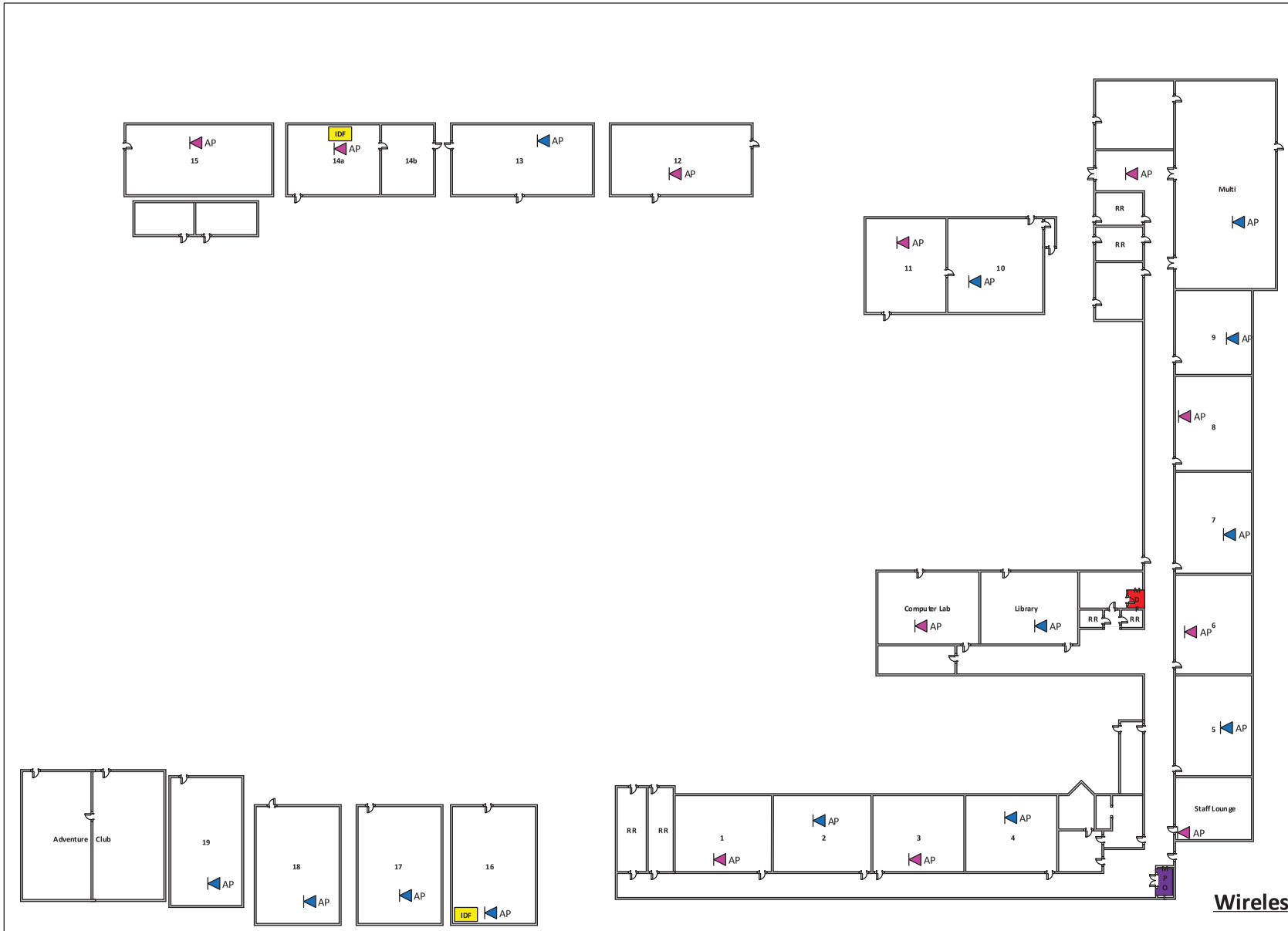
IDF — Intermediate Distribution Feed

MPOE — Main Point of Entry (if not in MDF)

Signal to Noise Ratio — Better

District Goal

	Address: 515 Niles Street Roseville, CA 95678 916-771-1850	**TITLE** WOODBRIDGE ELEMENTARY		**FILENAME** WOODBRIDGE - WO - TECHPLAN.VSDX	**Rev #** 1	Roseville City School District
		DESCRIPTION Wireless 5Ghz	N	**Date Created / Revised** 2015-09-28 / 2015-10-28	**PAGE**	



Wireless Expansion Details

- Install 11 new AP's

NOTE: Redundancy will be provided via 2.4Ghz radio's due to school construction and layout.

Roseville City School District

Rev # 1

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FILENAME WOODBRIDGE - WO - TECHPLAN.VSDX

Date Created / Revised 2015-09-28 / 2015-10-28

TITLE WOODBRIDGE ELEMENTARY

DESCRIPTION Wireless Expansion

Address: 515 Niles Street
Roseville, CA 95678
916-771-1850

Woodbridge Elementary

Goal 5B.2: Implement a Student Management System (SMS) to ensure proper student record keeping for informing student and program academic needs.

Anytime, anywhere access. Business decisions made with the push of a button. In today's hyper-connected world, work can be done from anywhere – and today's new crop of savvy professionals are taking advantage of it.

Objective 5B.2:

By 2019, 100% of Roseville City School District staff will use the District's SMS to provide access and obtain student and group data to inform decision-making with regard to student and program academic needs.

Benchmarks:

- Year 1: By June 2017, 80% of RCSD staff will use the District's SMS to provide access and obtain student and group data to inform decision-making with regard to student and program academic needs.
- Year 2: By June 2018, 90% of RCSD staff will use the District's SMS to provide access and obtain student and group data to inform decision-making with regard to student and program academic needs.
- Year 3: By June 2019, 100% of RCSD staff will use the District's SMS to provide access and obtain student and group data to inform decision-making with regard to student and program academic needs.

Goal 5B.3: Replace District-Wide Voice Over Internet Protocol (VoIP) Telephone System

The District deployed a Voice over IP telephone system in 2004, which is currently routing traffic through each site to keep it separate from other business, teacher, and student network traffic. This 3COM NBX VoIP system has reached end-of-life and has no original manufacturer support in case of a catastrophic failure. District support staff is supporting each school's system by procuring as many spares as is possible to cover the most common component failures.

Benchmarks:

- Year 1: By June 2017, 60% of all telephones should be migrated to a new phone system.
- Year 2: By June 2018, 80% of all telephones should be migrated to a new phone system.
- Year 3: By June 2019, 100% of all telephones should be migrated to a new phone system.

Goal 5.d: Provide technology tools to ensure that assessments are more efficient and supportive of teachers' efforts to meet student academic needs.

Objective 5.d:

By June 2019, 100% of RCSD schools will use technology to implement and administer benchmark and summative assessments.

Benchmarks:

- Year 1: By June 2017, 30% of RCSD schools will use technology to implement and administer benchmark and summative assessments.
- Year 2: By June 2018, 60% of RCSD schools will use technology to implement and administer benchmark and summative assessments.
- Year 3: By June 2019, 100% of RCSD schools will use technology to implement and administer benchmark and summative assessments.

Goal 5B.4: Use technology to increase and improve two-way communication between home and school.

Objective 5B.4:

By June 2019, 100% of teachers will publish coursework and student grades online and utilize District email and/or phone to improve two-way communication between home and school.

Benchmarks:

- Year 1: By June 2017, 60% of teachers will publish coursework and student grades online and utilize District email and/or phone to improve two-way communication between home and school
- Year 2: By June 2018, 80% of teachers will publish coursework and student grades online and utilize District email and/or phone to improve two-way communication between home and school.
- Year 3: By June 2019, 100% of teachers will publish coursework and student grades online and utilize District email and/or phone to improve two-way communication between home and school.

VI. Monitoring and Evaluation

The District will utilize established surveys and data systems to provide data to assist in the monitoring and evaluation of this plan. Data collected from surveys, our support portal, assessment systems, and other electronic systems will be used to guide plan modifications, assist in monitoring our progress, and show the effective impact of this plan on teaching and learning.

6A. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Technical Support Tracking system

Data from the system will be used to evaluate the time-to-response for technical support requests and to track the age of technology in support of the planned obsolescence of equipment.

Roseville City School District Teacher Technology Survey

Asses the staff's current access to technology, the ways technology is used with students, the frequency of use, the types of applications used, and the staff needs for hardware, electronic learning resources, and professional development.

Roseville City School District Community Technology Survey

Assess the use and frequency of electronic communication tools in the home for students and families of the district. Data collected from this survey helps guide communication strategies to increase home, school and community communication.

Roseville City School District Student Technology Use Survey

Assess the use of technology at home, a basic set of proficiency skills, use of technology to complete school assignments, student-identified technology most needed at school, and a basic set of ethical and Internet safety proficiencies.

Acceptable Use Policy (AUP) for Students

Ensures students are aware of district policies and procedures for accessing and using Roseville City School District technology.

Acceptable Use Policy (AUP) for Staff

Ensures staff members are aware of district policies and procedures for accessing and using Roseville City School District technology.

6B. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

Beginning in February of each school year, stakeholders will engage an evaluation cycle to determine the effectiveness of this plan through the collection and analysis of data (through online feedback and surveys) and make plan adjustments upon review of data.

An evaluation cycle will be established as provided in the following table:

Cycle Months	2016-2017	2017-2018	2018-2019
February – March	Collect Data	Collect Data	Collect Data
March – April	Evaluate Data and Recommend Changes	Evaluate Data and Recommend Changes	Evaluate Data and Recommend Changes
June – August	Modify Plan based on Steps 1 and 2 of Cycle	Modify Plan based on Steps 1 and 2 of Cycle	Modify Plan based on Steps 1 and 2 of Cycle

Educational Technology plan stakeholders will receive regular updates on bi-monthly through site-based technology meeting, the district webpage, and other ad hoc meetings.

To monitor the Districts infrastructure improvements, a variety of tools to collect and report progress. These tools will include bandwidth utilization charts, wireless survey studies and testing parameters to assure benchmarks are met. Annual reporting will be made available to the board and community via the Districts website and normal communication methods.