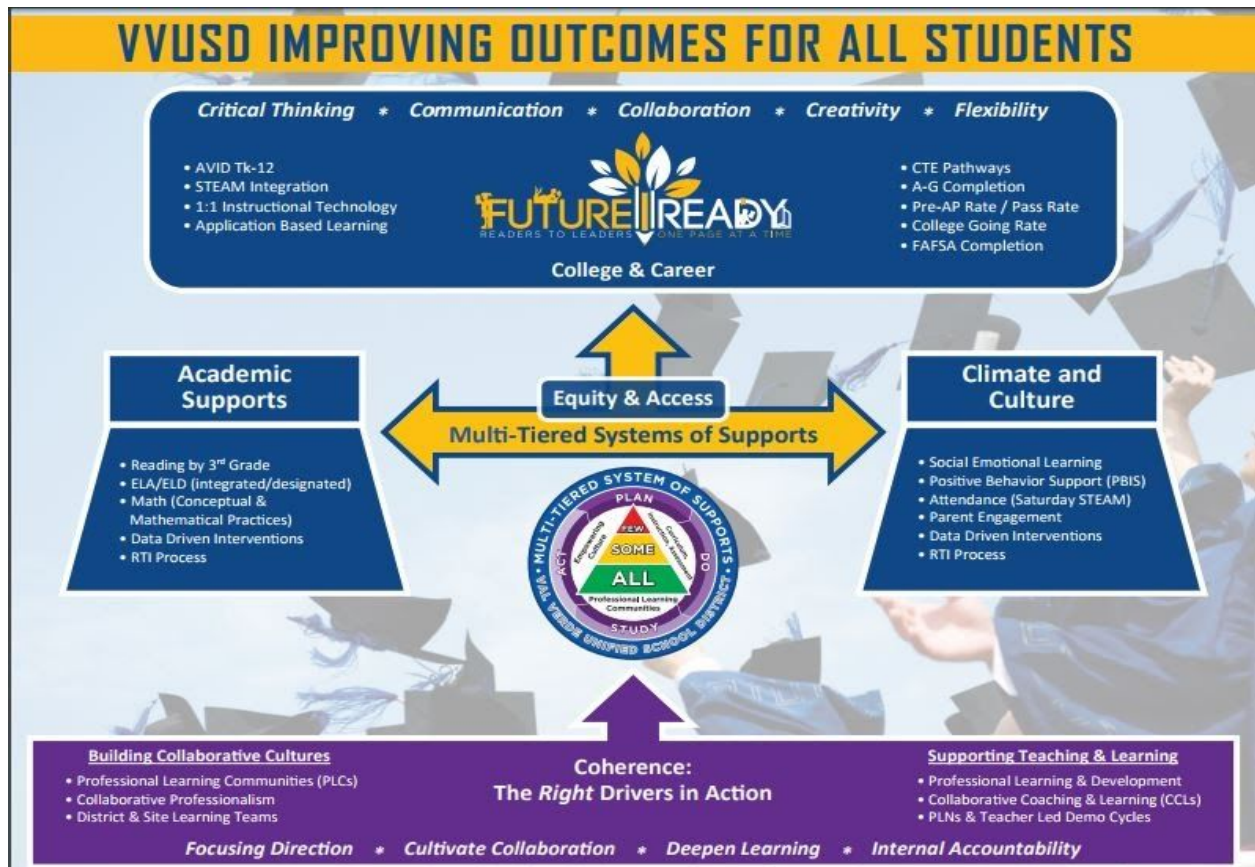Our district ensures that all students are treated with equity and access in all aspects of their learning experience. We infuse technology into learning through hands-on application to help our students achieve college and career readiness. Our teachers act as coaches who guide classroom learning and use authentic projects and personalized learning experiences which tie-in with real-life challenges. Our students demonstrate 21st Century skills; collaboration, communication, critical thinking, and creativity while forming approaches that employ a growth mindset and the tenacity to persevere.

Our district's vision goes beyond our students and teachers to include the entire community in which we proudly serve. We hold the attitude that if we keep our district families best interests in mind, we can transform our stakeholders into a community of learners. Together we face challenges and strive for a better tomorrow for our locale and globally as we interact with the world around us. We believe we are preparing our students, and our community, to take their place in life as competitive participants of the world.

Gear 1: Curriculum, Instruction, and Assessment

The Val Verde USD is committed to providing personalized, authentic learning environments that foster college and career ready skills to facilitate deeper learning and to seamlessly leverage technology in the teaching and learning process.

Goal 1: Develop and implement a process to identify, evaluate, and access platforms and tools for instructional use.

> **Action 1:** Create and organize an easily accessible, vetted set of resources, online communities, and links.
>
> **Action 2:** Develop a process for vetting new and existing resources. (May include rubric, pilots, and criteria such as value, connection to curriculum,

usability, privacy, annual review of existing resources.)

Action 3: We maintain a cross-functional district team composed of district leaders, key staff such as curriculum specialists and technology integrators, and other subject matter experts to periodically review personalized learning models which focus on student centered learning. Compile the latest research and best practice examples related to the use of learning-enabling technology and technology integration models.

Goal 2: Develop and implement a PK-12 student-centered, student-driven learning model.

Action 1: Gather a team to develop an organizational definition of Authentic Personalized Learning which reflects 21st Century skills while emphasizing the importance of student-centered and student-driven activities.

Action 2: Staff and students will use technology to communicate, collaborate, and think critically and creatively for demonstration of applied learning through student-centered, student-driven activities.

Action 3: Align instruction to support Future Ready schools and deepen learning competencies through an application based model.

Goal 3: Teachers will develop the skills necessary to leverage digital instruction and assessment practices that ensure deeper, personalized learning.

Action 1: Map the district's set of 21st Century skills assessments with curriculum and instruction and highlight interdisciplinary connections between subject areas to allow for more project-based learning.

Action 2: Highlight the experiences (successes and failures) of pioneers, learning from the latter, and celebrating successes.

Action 3: Gather information related to current instructional practices and pedagogies through conversations with teachers and administrators. Identify gaps between the pedagogies that are currently used and those that could be used to support deep, collaborative learning. Identify leaders within the district, training materials, and/or professional development providers that can bridge any gaps in skills for teachers as they transition from current to envisioned practice.

Action 4: Deploy a digital portfolio model that allows students to demonstrate mastery of standards and competencies through curating their work.

Gear 2: Use of Space and Time

The Val Verde USD is committed to ensuring students are college and career ready through reimagined learning environments; fostering the 4Cs as part of our Portrait of a Graduate.

VAL VERDE UNIFIED SCHOOL DISTRICT
PORTRAIT OF A GRADUATE

CRITICAL THINKING
- Students collect, assess and analyze relevant information.
- Reason effectively and use systems thinking.
- Make sound judgement and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes and solutions.

FLEXIBILITY
- Students adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively. Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions in multi-cultural environments.

CREATIVITY
- Use a wide range of idea creation techniques (such as brainstorming, divergent & convergent thinking).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Demonstrate originality and inventiveness and understand real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand innovation is a long-term, cyclical process of small success and frequent mistakes.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

COMMUNICATION
- Students articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning including: knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness and assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).

COLLABORATION
- Students demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Goal 1: Create inspiring common learning areas where students can collaborate with peers and teachers.

Action 1: Work with students to help design, identify the locations (classrooms, STEAM labs, libraries, etc.), collaborate with the design and determine how these spaces can be used.

Action 2: Rethink learning spaces including furniture that promotes and provides varied opportunities for learning encourages a more personalized learning environment.

Goal 2: Provide a variety of educational opportunities that allow students to learn in different ways and times (i.e. In class, flipped, online, blended, independent study) that fit their individual needs and fully embrace flexible, anywhere, anytime learning.

Action 1: Form a committee to identify what other types of opportunities we can offer students to provide anywhere, anytime learning.

Action 2: Collect data from all stakeholders, including students, parents, teachers and businesses in order to align our instruction with emerging industry needs. We strive to determine our strengths as well as identifying new opportunities which would benefit our students in their path to becoming college and career ready.

Action 3: Identify the tools and resources that will optimize 24/7 access to learning
opportunities.

Action 4: Continually, identify expert early adopters among administrators, students, and staff in order to provide the necessary professional learning opportunities to prepare them to test these formats.

Goal 3: To create learning environments where students engage in deeper learning activities through a series of authentic, cross-curricular, project-based learning experiences.

Action 1: Instructional teams work in horizontal and vertical teams to build and refine project-based learning opportunities through integrated content standards.

Action 2: Highlight, celebrate, and communicate 21st Century teaching and learning supported by our reimagined learning environments. We will use social media, web portal, parent engagement meetings, Explore Fair, STEAM Family Nights, Literacy Fair, TEDx, Family Engagement Center, and site community events.
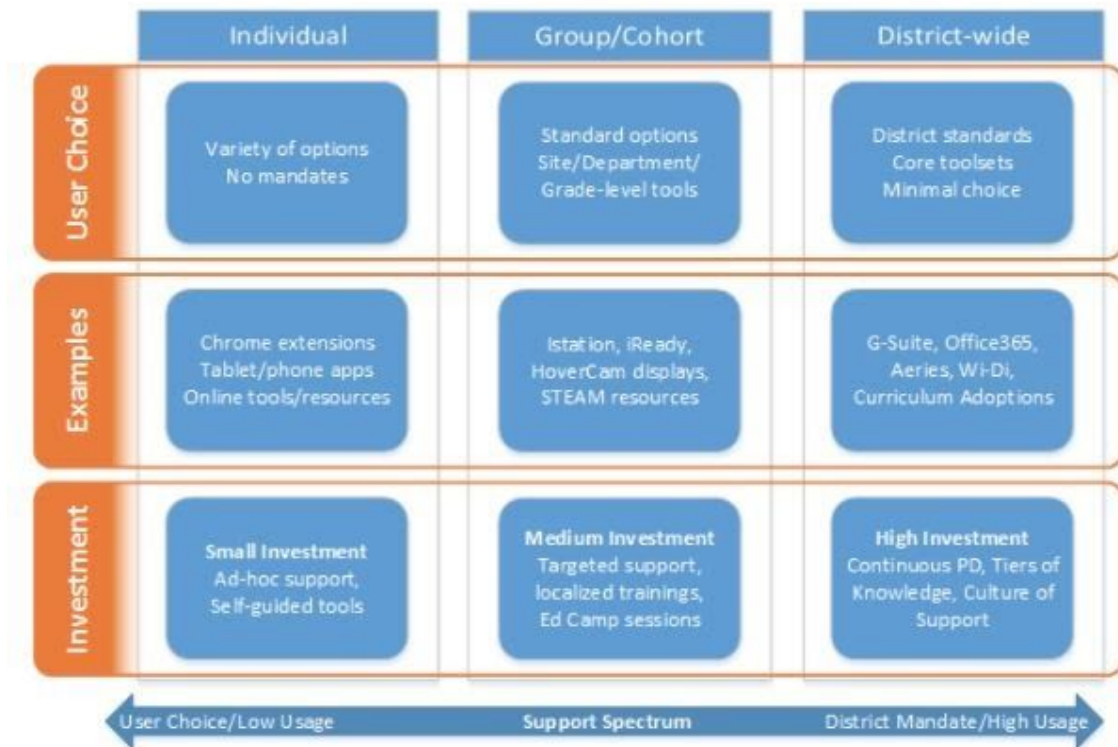
Gear 3: Technology and Infrastructure

The Val Verde School District is committed to providing a robust technology environment ensuring high quality, dependable tools and equipping users with sufficient knowledge to support district vision within our 1:1 environment.

Goal 1: To design a pro-active support model that prioritizes training and provides on demand access to knowledge resources.

Action 1: Identify the type and range of systemic support and capacity building needed by users (i.e., students, staff, parents) based on the district vision for digital learning. Consider the technical support, instructional support, and productivity support for users.

Action 2: Create standardized support expectations determined by scope of the implementation. For instance, on one end of the spectrum small user ad-hoc tools (i.e. personal apps or low use optional district tools) will be supported through self-help or PLC support whereas on the other end large district implementations will include training for support staff, pilot phase support refinement, staged rollout with structured trainings and ongoing support delivered through tiers of knowledge.

	Individual	Group/Cohort	District-wide
User Choice	Variety of options No mandates	Standard options Site/Department/ Grade-level tools	District standards Core toolsets Minimal choice
Examples	Chrome extensions Tablet/phone apps Online tools/resources	Istation, iReady, HoverCam displays, STEAM resources	G-Suite, Office365, Aeries, Wi-Di, Curriculum Adoptions
Investment	**Small Investment** Ad-hoc support, Self-guided tools	**Medium Investment** Targeted support, localized trainings, Ed Camp sessions	**High Investment** Continuous PD, Tiers of Knowledge, Culture of Support

User Choice/Low Usage ← **Support Spectrum** → District Mandate/High Usage

Action 3: Develop multi-tiered on-demand support systems, accessible to staff depending on severity of issue:

Self Support:	Online knowledgebase and web resources (articles, videos, self-paced instruction, etc.)
Local Site\Dept. Support:	Colleagues, IC/TIEs, GenYES Student Teams
District Support:	IT\Ed Services Help Desk, Field Technicians

Action 4: Continue to grow a centralized website that enables educators and students to access support on-demand. This website will consolidate and include FAQ's, videos and commonly used digital tools and resources. It will comprise both technical help as well as support for tools used in the classroom.

Action 5: Develop in stages over the next three years, using the GenYes program, a student tech team at all of our schools to support students and staff.

Action 6: Continue to host multiple optional professional development events available across the district for all educational staff, continuously targeted at the current needs of the attendees.

Goal 2: Provide a diverse array of devices and software to students and staff that support powerful digital learning anytime and anywhere.

Action 1: Regularly utilize educational\business resources for leading successful trends in educational technology that fit within the district's vision. Resources include Future Ready peer districts, Conferences and support/learning organizations (CETPA, CUE, ISTE, TLN, etc.), vendor partners, publications and social media.

Action 2: When possible, priority is placed on student resources that are easily accessible on 1:1 Chromebook devices, from anywhere (including without Internet access) and at anytime. Curriculum restricted solely to the classroom should be limited in scope and for specific purposes (i.e. CTE equipment, 3D printers, robotics, etc.).

Action 3: Conduct pilots for medium to large adoptions of new equipment or resources. Goals will be to inform final decisions and lead to high quality implementation plans prior to large-scale deployment. Pilots will include representatives of affected stakeholders such as staff, students and parents.

Action 4: Establish a scorecard for successful investment in devices and other technologies prior to implementation. Identify the expected learning outcomes and the metrics by which data on the results will be collected, analyzed, and

reported. Metrics will be reviewed annually at minimum, prior to renewal of licensing to determine if the value returned meets expectation and expense.

Goal 3: Establish upgrade and replacement cycles, as well as providing solutions to support and manage, for back end network infrastructure as well as front end user devices.

>**Action 1:** The district will continue to budget for 25% of all student 1:1 devices, which includes self-insurance for non-student repairs/replacement. District will establish a replacement cycle for staff devices. District/sites will establish a replacement cycle for successful local site programs (i.e. CTE, STEAM, TeenVision, etc.)

>**Action 2:** Complete E-Rate dark fiber implementation creating a district owned/managed high speed WAN supporting multiple 10G connections between sites and 40G connections between the main district data center and disaster recovery location. Implement a second 10G Internet circuit through the Riverside County Office of Education, allowing 20G of Internet access through multiple sources.

>**Action 3:** Establish outdoor WiFi availability to support learning anywhere on campus in all common areas. Examples: eating areas, quads, student meeting areas, etc.

>**Action 4:** BYOD network for staff and eventually two access points per classroom to support BYOD for students.

>**Action 5:** Add additional network monitoring tools and provide training for the IT network engineering team to quickly identify and correct any network limitations impacting education. Entire path from the student device through to the Internet should be adequately monitored:
>Student Device → Wireless AP → Building IDF → Site MDF → IT Data Center → Internet Filter → Firewall → ISP

Gear 4: Data and Privacy

The Val Verde Unified School District is committed to providing systems that collect and protect data that drives instruction and supports personalized learning.

Goal 1: To ensure sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

Action 1: Convene a district committee with broad representation to develop a plan for data security and privacy.

Action 2: Write policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Utilize industry standard frameworks such as the CALIFORNIA STUDENT PRIVACY ALLIANCE and the TAPD CyberSecurity Education Program. (The policy should clearly and transparently specify the security protections that the district has in place, as well as the processes that should be followed should a breach occur. The district policies should also be specific about when parent notification is required for storage and usage of student data, and describe parents' rights with respect to student data.)

Action 3: Launch a communication plan once a data policy is in place, and the communiqués and guidelines for various groups. Regular communication with all stakeholders is essential to ensuring that the policies and guidelines are implemented as intended.

Action 4: Review all contracts and agreements carefully for existing outside vendors for data or learning management systems to insure consistency with the district's data privacy and security expectations or state laws. Establish policy that prior to board approval and purchase of 3rd party services, all contracts regarding the sharing of student data will be submitted to proper review teams (i.e. IT, legal, etc.) with reasonable time given for feedback. All 3rd party resources which the district shares student data with will be outlined on the district website and updated regularly offering full transparency to students and parents regarding what data is made available. Allow mechanism for parent opt-out.

Gear 5: Community Partnerships

The Val Verde Unified School District is committed to establishing well-founded, strong and lasting community partnerships to advance our students' learning goals. To this effect, we plan to continue to provide digital communications, strengthen our online community and social media and continue to build our digital learning environment. Our schools will build the capacity of our learners and our district's community to recognize and value diversity by connecting students to other cultures.

Goal 1 : Val Verde USD will augment our digital learning environment for students, families and staff while promoting awareness regarding user rights and responsibilities

Action 1 : VVUSD will continue to establish a digital learning environment that offers access, eCommunication, resource libraries, and file exchanges that will facilitate interactions among peers and between teachers, parents, and students. Similarly, we will continue to offer computer literacy classes for families to ensure online safety and security as well as easy access to current and relevant school information. Students and families will successfully complete a digital citizenship program that addresses user rights and responsibilities, as well as hypothetical scenarios that will facilitate discussions around appropriate conduct and ethics in this 21st century digital era. Additionally, our district will implement policies and procedures that do not hinder or present significant barriers to student and staff connecting to local and global communities and cultures. We are a Common Sense Media Certified District and we will continue educating our students and parents when it comes to online safety and security.

Goal 2 : Val Verde USD will build the capacity of our learners and our district's community to recognize and value diversity by connecting students to other cultures

Action 1: VVUSD will reinforce community partnerships to deepen students' knowledge, understanding, and appreciation of other cultures and communities. It will establish digital networks that will allow students and educators to connect, interact, and collaborate with other students, experts, and organizations that are remotely located. VVUSD will empower students to interact with students from other countries and learners will be awarded the opportunity to engage online with a wide range of cultures. Students will be

given an opportunity to gain new appreciation and understanding about cultures and communities other than their own through online communications and digital projects. We host several large events each year in which we strive to bring in diverse voices, cultures, and thoughts (TEDx, exPLore Fair, Literacy Fair, etc.).

Goal 3 : Val Verde USD will connect with community organizations and engage our families as valued, equal partners; celebrate the existing strengths embodied by our families; and empower families as leaders for improved student outcomes

Action 3: VVUSD will strengthen existing partnerships with community organizations such as the Family Services Association in order to continue to have the Mobile Fresh Unit, which provides fresh produce at a low cost to areas with limited access to these food items. The district will also remain committed to validate cultural awareness and promote parent leadership by continuing our partnership with the California Association for Bilingual Education (CABE) and the Mexican Consulate by offering ongoing adult education through digital distance learning opportunities in Spanish for community members who wish to pursue their educational career in their primary language. VVUSD will also remain focused on fostering awareness of the importance of mental health with committed collaborators such as the National Alliance for Mental Illness and its Family-to-Family program.

Gear 6: Personalized Professional Learning

The Val Verde Unified School District is committed to providing coordinated, quality, and diverse personalized professional learning based on diverse sources of data that supports the development of 21st century skills, effective teaching strategies and shared ownership and responsibility for professional learning.

Goal 1: Create a research-based professional development plan to transform instructional approaches in our classrooms.

Action 1: Incorporate a combination of T3 and SAMR models into the professional learning system in order to encourage and provide a framework for the enhanced use of college and career ready technology tools and practices in the classroom.

Action 2: Provide targeted, immersive learning opportunities on tools and strategies for instruction and classroom management in a 1:1 learning environment.

Goal 2: Identify and engage in individual and collaborative professional learning, with adequate time for deep and meaningful professional learning both inside and outside of contract hours.

Action 1: Identify barriers and methods to build professional learning time into the master schedule, giving educators the opportunity to work individually or collaboratively based on their needs.

Action 2: Develop opportunities and provide adequate time for educators to observe and collaborate with peers both inside and outside of district, during the school day.

Action 3: Meet with and survey teachers, leaders, students, parents and entities from across the district throughout the year to plan the following year of professional learning opportunities as entire district, affecting all grade levels. Aggregate results across schools and the district to inform planning for professional learning. Meetings also held monthly with Technology Integration Experts to plan opportunities for on-hand tech training at all district sites.

Action 4: VVUSD provides one Instructional Coach and 2-3 Technology Integration Experts stationed at each school site to provide immediate support for instruction or technology. Sites can also receive a triage-style visit from a

small group of our in-house tech experts to assist in training and/or troubleshooting.

Action 5: Create a professional learning network as a Google Reference District that is highly infused with Google tools (G-suite, Google Classroom, etc.) and utilizing School Blocks in conjunction with the district LMS in order to access, share and learn collaboratively to further technology disruption in the classroom..

Action 6: Bi-annually we conduct a formal BrightBytes survey of district students, teachers, and parents to analyze and gather data on technology skills and acquisition of further tech skills in order to measure our growth and to drive decisions by the use of this data.

Gear 7: Budget and Resources

Val Verde Future Ready Plan Gear 7 Budget & Resources

The Val Verde unified School District is committed to providing the technology enriched environment to develop in our students the academic and technical skills required to pursue college and career options of their choosing through the continued move towards personalized learning.

Goal 1: Continue to provide the necessary resources through the LCAP to maintain our 1:1 student to device ratio.

Action 1: Identify cost-savings efficiencies for the FY19 budget process.

Action 2: Continue to facilitate the digital conversion of educational resources to maximize learning opportunities as well as cost-saving approaches.

Action 3: Maintain funding through LCAP to replace devices every 4 years.

Action 4: Collect case studies and sample metrics on Learning Return on Investment (L-ROI) specific to digital learning and 21st Century skill development. Meet with budget development teams from other districts who have successfully embedded L-ROI metrics into their continuous improvement planning and budget review process.

Goal 2: Support and maintain the infrastructure necessary to maintain and extend the level of technology use within the district.

Action 1: Maintain funding through LCAP for the appropriate staffing to support both the curriculum and the technical requirements of the district.

Action 2: Maintain funding through LCAP for equipment infrastructure to support students, teachers, and staff in the increased use of technology.

Action 3: Embed TCO (Total Cost of Ownership) in the budgetary planning process to more clearly measure and predict the digital learning expenditures across the district.