FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
CSIS California School Information Services

Savanna School District

Technology and Transportation Review
August 14, 2013

Joel D. Montero
Chief Executive Officer

August 14, 2013

Sue Johnson, Superintendent
Savanna School District
1330 S. Knott Avenue
Anaheim, CA 92804
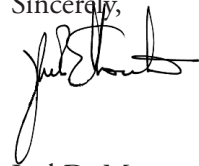
Dear Superintendent Johnson:

In February 2013 the Savanna School District and the Fiscal Crisis and Management Assistance Team (FCMAT) entered into an agreement to provide a review of the district's technology support and transportation services. Specifically, the agreement states that FCMAT will perform the following:

1. Conduct an evaluation of the district's pupil transportation program to determine the cost effectiveness of retaining staff versus contracting with an outside agency to perform vehicle maintenance and safety inspections. Specific areas to be reviewed include:

   a. Evaluate the department's vehicle maintenance program, vehicle safety, compliance with vehicle maintenance laws and regulations. This component will also include a review of the bus and vehicle replacement schedule.

   b. Review salary schedules, job descriptions, and outside agency contract terms to determine the number of full-time equivalent (FTE) positions at which retaining staff becomes cost effective.

2. Review the delivery of administrative technology services and support and make recommendation for improvement with a focus on:

   a. The deployment, support and maintenance of department-based technology (transportation, maintenance, business office, etc.)

3. Review the delivery of instructional technology services and support and make recommendations for improvement with a focus on:

   a. Current methods of determining and supporting best practices and research-based technologies

   b. Professional development for certificated staff

    c.   Districtwide coordination and support of instructional technology

    d.   Best practices for remote maintenance and technical troubleshooting of classroom computers

4.   Review the staffing for delivery of technology support services and make recommendations for improvement with a focus on:

    a.   The support level required by the district's technology use. Provide staffing comparisons of districts of similar size and structure

    b.   How technology users request and receive support

    c.   A fiscal comparison of the use of external consultants/technicians versus providing those services with internal staff

5.   Review the organizational structure for delivery of technology support services and make recommendations for improvement with a focus on:

    a.   The current use of senior administration to support technology

    b.   Coordination and communications between all stakeholders

6.   Review the sustainability of the technology in use in the district and make recommendations for improvement with a focus on:

    a.   Strategic planning regarding general infrastructure including networking and server equipment

    b.   Identification of ongoing funding sources in the district

This final report contains the study team's findings and recommendations in the above areas of review. FCMAT appreciates the opportunity to serve the Savanna School District, and extends thanks to all the staff for their assistance during fieldwork.

Sincerely,

Joel D. Montero
Chief Executive Officer

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About FCMAT

FCMAT's primary mission is to assist California's local K-14 educational agencies to identify, prevent, and resolve financial and data management challenges. FCMAT provides fiscal and data management assistance, professional development training, product development and other related school business and data services. FCMAT's fiscal and management assistance services are used not just to help avert fiscal crisis, but to promote sound financial practices and efficient operations. FCMAT's data management services are used to help local educational agencies (LEAs) meet state reporting responsibilities, improve data quality, and share information.

FCMAT may be requested to provide fiscal crisis or management assistance by a school district, charter school, community college, county office of education, the state Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local education agency to define the scope of work, conduct on-site fieldwork and provide a written report with findings and recommendations to help resolve issues, overcome challenges and plan for the future.

Studies by Fiscal Year
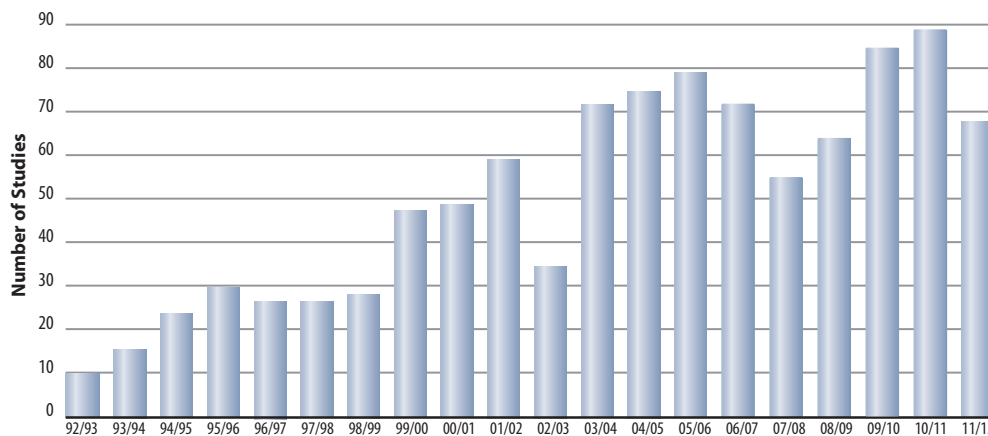
FCMAT also develops and provides numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their fiscal oversight and data management responsibilities. The California School Information Services (CSIS) arm of FCMAT assists the California Department of Education with the implementation of the California Longitudinal Pupil Achievement Data System (CALPADS) and also maintains DataGate, the FCMAT/CSIS software LEAs use for CSIS services. FCMAT was created by Assembly Bill 1200 in 1992 to assist LEAs to meet and sustain their financial obligations. Assembly Bill 107 in 1997 charged FCMAT with responsibility for CSIS and its statewide data management work. Assembly Bill 1115 in 1999 codified CSIS' mission.

AB 1200 is also a statewide plan for county office of education and school districts to work together locally to improve fiscal procedures and accountability standards. Assembly Bill 2756 (2004) provides specific responsibilities to FCMAT with regard to districts that have received emergency state loans.

In January 2006, SB 430 (charter schools) and AB 1366 (community colleges) became law and expanded FCMAT's services to those types of LEAs.

Since 1992, FCMAT has been engaged to perform nearly 850 reviews for LEAs, including school districts, county offices of education, charter schools and community colleges. The Kern County Superintendent of Schools is the administrative agent for FCMAT. The team is led by Joel D. Montero, Chief Executive Officer, with funding derived through appropriations in the state budget and a modest fee schedule for charges to requesting agencies.

Introduction

Background

The Savanna School District is located in west-central Orange County. The district consists of suburban residential communities with generally flat terrain. Its geographic area is approximately five square miles and overlays portions of four cities: Anaheim, Cypress, Stanton and Buena Park. Approximately 2,500 students attend the district's four elementary K-6 schools. The district is one of several elementary school districts in the area that matriculate students into the Anaheim Union High School District.

The district has requested a transportation study regarding its vehicle maintenance staffing model; specifically, whether it may be more efficient to contract out 100% of its district vehicle maintenance needs with the Anaheim Union district, or continue having one mechanic performing school bus safety inspections and minor repairs.

In recent years the district has invested heavily in technology throughout its schools without a full-time technology support position on staff. A single district employee is allocated to provide approximately .5 FTE to technology support and .5 FTE to warehousing duties. To meet the demand for technology support the district has relied on technology assistance provided by outside vendors and several other staff members as part of their "other duties." There is concern regarding the sustainability of this support model given the increasing technology support needs of certificated and classified staff.

Study Guidelines

In February 2013 the Savanna School District requested that FCMAT review the district's technology support and transportation services. The detailed study agreement can be found in Appendix C.

FCMAT visited the district on March 11-12, 2013 to conduct interviews, collect data and review documents. This report is the result of those activities and is divided into the following sections:

- Executive Summary
- Transportation
- Technology Organization and Comparisons
- Instructional Technology
- Professional Development
- Appendices

Study Team

The study team was composed of the following members:

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*As members of this study team, these consultants were not representing their respective employers but were working solely as independent contractors for FCMAT.

Executive Summary

Transportation

Vehicle Maintenance Program

The district outsources most of its vehicle maintenance to the Anaheim Union High School District and a smaller portion to local vehicle repair centers. The cost of services provided by Anaheim UHSD is reasonable and the district is pleased with the quality of service provided.

The district plans to reduce the number of buses in operation from 10 to six once the Twila Reid School modernization program is completed and in time for the 2013-14 school year.

These and other factors would make it difficult for the district to fully assume its own vehicle maintenance requirements.

Vehicle Maintenance Staffing

The district does not need a full-time vehicle maintenance employee to service its 17 vehicles. However, the district benefits from having a vehicle maintenance employee to perform routine school bus safety checks and do light vehicle repairs. It is estimated that a .5 FTE vehicle maintenance employee could fulfill these tasks.

The district also has a demonstrated need for staff to support warehouse operations, which are located in the same area as transportation service. This support staff is also estimated to be .5 FTE. A single full-time position could serve the needs of vehicle maintenance and the warehouse.

Technology

Overall Technology Support, Organization, and Comparisons

Dedicated technology support is provided by .5 FTE. Additional and informal support is provided by many other staff members ranging from bus drivers to the superintendent. Outside vendors provide additional high-level support. Senior management at the district office selects and acquires most technologies without collaborating with other groups such as teachers and site administrators.

The technical abilities of the support staff will soon be surpassed by the required complexity and volume of technology support required. The district should hire a director of technology to manage the growth and needed support. Over time this will be more cost effective and provide a better support mechanism to the district's technology growth. Most districts of similar size have at least one full-time position to support technology.

Technology Planning

Planning for technology integration requires a very collaborative environment both at the site and district level. The district lacks a functioning technology committee to establish standards, prioritize needs, and evaluate support. The district should establish both a district level technology committee and similar committees at the sites.

Instructional Hardware, Software, and Professional Development

The district has funded many types of hardware and software for classroom use, but often without adequate integration and support. A staff member is needed to monitor these acquisitions and guide the selection process. In addition to the need for a director of technology and to better support the needs of the classroom, the district could create a new certificated position.

The district should evaluate the technologies in use and determine if additional staff development is needed. Districtwide hardware purchasing plans would ensure equitable access to technology for all students. The district should also evaluate the cost-effectiveness of inkjet printers versus color laser printers in the classrooms.

To prepare for the implementation of the Common Core State Standards and related online testing, the district should begin planning to acquire the required testing devices. The district should consider evaluating the use of labs and/or mobile carts to increase access for students to meet the new standards and to prepare for the online testing.

Findings and Recommendations

Transportation

Background

The district provides home-to-school general education and special education student transportation for all four elementary schools. The district transports approximately 250 general education students and 47 special education students assigned transportation support as a related service on their individualized education program (IEP) plans. Home-to-school transportation is based on district eligibility criteria of greater than ¾ mile for grades K-3 and one mile for grades 4-6 from their home school (Administrative Regulation (AR) 3541, Business and Non-Instructional Operations). AR 3541 also recognizes hazardous walking conditions that make some students eligible within a ¾ mile distance of their home school. Review of the district's routing shows that the district may be applying the ¾ mile eligibility criteria freely for all K-6 students.

The district has 10 ten school buses in its fleet. Because Twila Reid Elementary School is undergoing full modernization, additional home-to-school transportation is provided from Twila Reid to Hanson Elementary School. A lead school bus driver is assigned full-time to transport special day class (SDC) and pre-school age SDC students to the Cerritos campus. Two drivers transport special education students to the other three school sites and also provide general education transportation. Two of the three home-to-school drivers provide transportation for all four district schools, with another driver serving two district schools. Four additional limited-term drivers provide general education home-to-school transportation on a temporary basis during the modernization at Twila Reid. However, at the start of the 2013-14 school year the modernization will be complete and the district will return to its regular level of home-to-school transportation consisting of four bus routes serving all four sites based on the eligibility criteria. The district plans to retain one of the four limited term assignment drivers as a permanent substitute cover driver. The district also plans to scale back its bus fleet from 10 units to six, with one unit as the spare bus.

The district has a maintenance, operations and transportation (MOT) organizational model, which is appropriate given the relatively small size of the program. The MOT Department is administered by a director who oversees maintenance, grounds, transportation, warehouse/technology and custodial operations. A lead school bus driver assists with transportation operations, operates a bus route for approximately three hours daily and performs transportation office tasks for approximately five hours daily. Office work consists of routine duties such as collection and review of drivers' daily bus reports, organizing and maintaining staff drivers' licenses, daily substitute route coverage as needed, general bus routing, timesheets for MOT staff, assigning substitute custodian coverage as needed and generating school bus passes for students. The other two full-time drivers fulfill their non-driving time by performing duties such as collecting trash, delivering lunch meals and picking up food carts.

Historically, the district employed a maintenance worker who served as a vehicle mechanic performing the Title 13 California Motor Carrier requirements for the 45-day/3,000-mile bus safety inspections. The maintenance worker would also perform some routine services on vehicles involving lube, oil and filter changes and other minor repairs on occasion. This maintenance worker position has been vacant since 2010; however, the individual who filled the position for many years has been brought back as a substitute to assist. Currently, the substitute maintenance worker performs approximately one week of work per month doing the bus safety checks and some light duty repairs.

Vehicle Maintenance Program

The district has a small fleet of vehicles consisting of 10 school buses. In August 2012 the district purchased four new transit style large school buses. The district plans to retrofit an existing bus, a 2002 84-passenger Blue Bird transit, with the required exhaust particulate trap. Four buses are planned to be taken out of service and sold, leaving six school buses in the district's fleet by the beginning of the 2013-14 school year. After the surplus sale of the four buses, the district will have four 2012 International transit style large buses, one 2002 Blue Bird transit large bus and one 2005 Corbel 16-passenger small bus. In addition, the district has two utility body pick-up trucks, three regular pick-up trucks, one service van, one Food and Nutrition panel truck, one small dump truck, two commercial tractors, one trailer and one forklift. The district's total fleet size is 18 pieces of equipment for student transportation, maintenance and operations needs.

Historically, the district has contracted with the Anaheim Union High School District transportation program to support most of its vehicle repair needs. In addition, the district has utilized approximately five other private auto repair and vehicle distributors for services as identified by a review of the district's outside contracts repairs account. Staff is generally pleased with the quality and timeliness of the repairs completed by the Anaheim UHSD. The Anaheim UHSD currently charges $75 per hour for labor plus actual cost of parts required; this is a very competitive rate as compared to many outside vehicle repair entities that charge up to $100 per hour and more. Some outside repair entities also add a handling or service charge to the actual parts cost.

Review of the district's vehicle maintenance records show that the district meets Title 13 California Code of Regulation (CCR) requirements for the school bus safety inspections, and the vehicle files contain the appropriate documents for Motor Carrier inspection. The vehicle mechanic documents all safety inspections on district form BS#11a; however, the district does not have a specific general repair form. Driver maintenance concerns are noted on their Drivers Daily Report form. The district received a ranking of "satisfactory" on its last terminal inspection by Motor Carrier, which is the highest ranking a carrier can receive. However, the vehicle files reviewed did not indicate that a regularly scheduled preventative maintenance program is in place. Although evidence was noted that vehicle repairs are made, generally by the Anaheim UHSD, there does not appear to be a systematic plan for providing preventative maintenance for all district fleet vehicles.

Vehicle maintenance repairs are documented manually. The district's mechanic does not clearly identify the parts utilized or the labor time spent on a repair. Title 13 CCR requires evidence of a schedule for preventative maintenance; it further requires documentation of all repairs made from the point of identification through completion. Although the district uses an industry standard transportation software program, TransTraks, the vehicle maintenance component is not utilized. The vehicle maintenance operation is small enough that manual records are sufficient, but documentation should fully identify all vehicle repairs made, parts utilized and inventory and labor expended. The Anaheim UHSD adequately documents the repairs performed for the district.

The vehicle maintenance inventory storeroom is in disarray. Parts are not effectively inventoried; therefore, they are not clearly accounted for when utilized for a repair or service of a district vehicle or equipment. The storeroom area is untidy and lacks organization.

The district has removed its fueling facilities and now contracts with a diesel fuel provider to "wet hose," a process that fuels units directly from a tanker truck. This process is efficient because of the district's small fleet size, which does not lend itself to bulk fuel purchasing, storage and infra-

structure maintenance. In ground or above ground fueling infrastructure is costly to maintain under the Environmental Protection Agency (EPA) requirements and guidelines.

Unleaded fuel for district support vehicles is purchased commercially from a local vendor. This is a viable alternative for the district versus maintaining an on-site fueling station because of the very low annual mileage accumulated on district vehicles.

The district utilizes an external contractor for all tire replacement and maintenance. The district contracts for engine steam cleaning as least once annually. This is a viable alternative because of the program size.

The district's vehicle maintenance program is small, with 18 total vehicles. Contracting all larger repairs and maintenance to the Anaheim UHSD is efficient because its maintenance program is relatively large and employs several mechanics with sufficient heavy diesel experience specific to school bus maintenance. Anaheim UHSD contracts its services at a very reasonable rate and appears to provide timely service, quality work and good documentation for the district's maintenance files. Savanna School District does not generate enough vehicle maintenance work to justify hiring a full-time mechanic.

Recommendations

The district should:

1. Continue the vehicle maintenance contract with the Anaheim Union High School District.

2. Create standard vehicle maintenance schedules for the district fleet.

3. Design a vehicle preventative maintenance schedule form to document the preventative maintenance schedule, parts utilized, and labor hours.

4. Review and utilize the transportation software vehicle maintenance module for vehicle maintenance records, inventory usage and control.

5. Consider the increased efficiencies that may be gained in the coordination of vehicle maintenance records by fully implementing the existing vehicle maintenance software system.

6. Organize the inventory parts storeroom to make items easily accessible. Stock only items regularly used for bus safety inspections and light vehicle maintenance.

7. Review the ¾ mile transportation eligibility criteria for effective use of district fleet resources, student support and apply the criteria equally throughout the district.

Vehicle Maintenance Staffing

As stated above, the district does not need a full-time vehicle maintenance employee. However, the district benefits from having an employee to perform the routine school bus safety checks every 45 days on its bus fleet. This employee also addresses routine vehicle maintenance needs

such as light repairs, lube, oil and filter changes and miscellaneous services such as lights, wipers, and seat repairs. These duties can be accomplished by approximately 50% of a full-time equivalent (FTE) position.

The district's transportation program and warehouse program are located in the same facility. The district does have a clear need for an employee to perform warehouse duties such as food service and stock deliveries, distribution of supplies to district schools, and assistance for the district's bus drivers as needed. The employee could also act as a substitute school bus driver when the existing substitute school bus driver is already on assignment.

A single full-time position could easily address the 45-day/3,000-mile bus safety checks and light vehicle maintenance repairs, schedule preventative maintenance on fleet vehicles with the Anaheim UHSD, and possibly serve as a substitute school bus driver. Additionally, the employee could be available to receive and distribute stock and inventory items at the warehouse.

Recommendations

The district should:

1. Consider creating a shared full-time position of transportation mechanic and warehouse employee.

Technology Organization and Comparisons

Technology Support

The district has a complex structure for the delivery and support of technology services. A single warehouse/technology support technician maintains and implements technology initiatives. A number of district personnel provide as-needed support for various systems and equipment. These employees range from bus drivers to the superintendent. While employees understand their roles, no explicit organizational chart explains to them or others who is responsible for various system components. District employees are not always sure whom to call for assistance. External organizations that provide major computer systems to the district, both educational and financial, are sometimes difficult to reach when assistance is needed to use their products. In addition there are three contracted vendors who support the delivery of technology and their role is not completely understood by district personnel.

A district document provided to FCMAT (Appendix A) lists over 70 distinct systems, software, and hardware components that are supported by district personnel. Only five of them are listed as the responsibility of the part-time technician. Twenty are managed or overseen by the superintendent and 16 by the assistant superintendent, instruction. Twenty-two district employees and four vendors support 19 programs or network components. While it is admirable that a significant number of staff is engaged, it presents a challenge for end users who need assistance with a problem, training or program updates.

The district technician primarily performs repairs and upgrades. The director of maintenance, operations and transportation (MOT) manages the technician's time. A robust and well-functioning work order management system, Order Processing and Requisition Accelerator (OPRA) is utilized to assign and prioritize work. The system offers reports that can assist in diagnosing technological problems. The technician also works part-time in the warehouse, with work hours allocated approximately 10% to warehouse functions and 90% to technology support. Many district employees said that the technician stays very busy providing support to all locations and has insufficient time available for additional duties. The district plans to reduce its reliance on vendor support, which will make timely support more difficult. The technician is essentially self-taught and has been provided little ongoing professional development to keep skills current and to address problem resolution in the most cost-effective and efficient manner.

New software and hardware implementations are under way including a student information system, Synergy; a data storage and reporting tool, Data Director; and many new computers along with other initiatives that need intensive support but have no training budget or plan associated with their purchase. These include tablets, Voice over Internet Protocol (VoIP) telephones, data projectors and digiCOACH (a teacher coaching software). District staff must gain the knowledge necessary to maintain and support these systems on their own. Time is expended attempting to resolve problems or to learn how to access sophisticated applications. This lack of post purchase support is characteristic of most software and hardware purchases in the district.

The district lacks a position to plan and support both the administrative and teaching technology functions. While the director of MOT is technically responsible for technology, the job description does not require any training or experience in technology systems or network infrastructure. Three consulting firms have been hired to assist the director of MOT in managing and maintaining the district's sophisticated technology systems. One contract for these services costs over $100,000 per year. No district employee has the technical background or experience to oversee these vendors and to ensure that charges are necessary and appropriate. A review of the docu-

ments from the vendors indicates that considerable charges are billed for routine and perfunctory support. Considerable savings could be realized if the contracts were terminated and support provided by a district employee.

Sustaining technology support will become even more difficult as more servers, telephones, applications and connections are added to the network. Many districts consolidate technology support in a single department with a manager to organize technology acquisitions, implementations and support. A chart in the Staffing Comparisons section of this report compares other districts to Savanna ESD and shows that similar districts have a larger support staff to maintain and expand technology initiatives.

All district schools will soon be served by an upgraded network with a well-designed infrastructure. Network servers have been upgraded, as have telecommunication devices, switches and routers. A well-qualified director of technology could oversee network, telephone, email, website, HVAC systems, surveillance cameras, bells and fire alarms, which are now network operations. The current technician could not adopt these duties given the workload of that position.

Technology advances will soon surpass the level of background and training of the existing support staff. New management and control systems, advanced communications equipment and sophisticated software will demand staff capable of integrating various components of this new architecture. Contracting with consultants is a costly option. Hiring appropriate staff to manage the growth and support is more cost effective and will provide a long-term resolution to the district's technology needs.

Organizational Support Structure

The district lacks a technology delivery support system for teachers, who are essentially on their own in using instructional technology. Teachers and site administrators have recently received technology tools such as student and teacher workstations, cameras, tablets, iPads, digiCOACH (a teacher coaching software), Data Director (data analysis software), and Synergy (a student system). Little support is available to administrators or teachers in the use of these systems.

No technology training is offered, so teachers make do or arrange meetings with other teachers to learn how to use these systems. There is little collaboration between sites, and teachers at different schools learn the same processes independently and often incorrectly. The district's computer grant program is an example of this lack of collaboration and support. A teacher receives six computers and a printer if awarded a district grant. About 50% of the teaching staff has acquired the hardware and software (the Microsoft office suite and access to Accelerated Reader). However, no ongoing training or support is given after delivery of the equipment. No district employee oversees the program.

Without proper training on even simple procedures like email and calendaring, employees are not effectively communicating, arranging meetings, sharing calendars, or maintaining information.

Most districts with successful technology implementations, including smaller districts such as Savanna, employ a director of technology. The position usually is open to certificated or classified candidates. The primary duties are to support technology initiatives and maintain the district's infrastructure. The director chairs a district technology committee, ensures compliance with district technology standards and manages all technology work orders. Because of the tremendous reliance on this individual for training, planning and collaboration, a technician(s) is assigned to perform maintenance and implementation assistance. A well-run and organized technology

department has a budget and has objectives in the district's strategic plan. The department is involved in all stages of technology evaluation, selection, and implementation. Because students and teachers are usually the largest number of end users, the director often works with a certificated employee who develops classroom technology best practices and models for instructional delivery, and traditionally provides or procures instructional and staff training.

Staffing Comparisons

The following chart contains comparative technology support staffing information for comparably sized elementary districts.

*District Comparison Chart**

District	Students	# of Sites	Position Title	FTE
Greenfield Union School District	3129	4	1. Director of Technology	1
			2. Technology Technician	1
King City Union School District	2577	4	1. Director of Technology	1
			2. Technology Technician	1
			3. Data Manager - CALPADS, SIS	1
Savanna School District	2363	4	1. Warehouse/Technology Support	1
Auburn Union School District	2135	4	1. IT Administrator	1
			2. Executive Assistant - Web Administrator	1
			3. Computer Support Technician	1
Chowchilla Elementary School District	2088	5	1. Technology Coordinator	1
			2. Network Technician	1
			3. Technician	1
Earlimart School District	1881	4	1. Director of Information Systems	1
			2. Computer Support Technician	1
Dixie Elementary School District	1863	3	1. District Technology Specialist/webmaster/computer tech	1
Cottonwood Union Elementary School District	1109	2	1. District Technology Director	1
Cardiff School District	763	2	1. IT Coordinator	1
			2. Technology Support	1
Chatom Union School District	659	2	1. Technology Coordinator	1
			2. Technology Support Assistant	1
Loma Prieta Union Elementary School District	453	2	1. District Network Administrator	1
			2. Technology Integration Specialist	1
Franklin Elementary School District	491	1	1. District Technology Coordinator	1
Montecito Union School District	471	1	1. Director of Technology and Information Services	1
Camptonville Union School District	425	1	1. Technology Coordinator/Staff Development trainer called on as needed	0

* Student population, site information, and other relevant data were extracted from each school district's websites and/or district technology plans.

The chart indicates that the number of staff members in the district's Technology Department is less than similar comparison districts, and that a full-time technology management position is needed.

Recommendations

The district should:

1. Create a director of technology position to oversee technology initiatives and support. This new position should report to the superintendent.

2. Reassign the warehouse/technology support technician to report to the director of technology.

3. Charge the director of technology to develop a strategic and logistical technology plan. Take the plan to the district technology committee, the superintendent, and the Board for approval.

4. Reduce the number of outside technology contracts and transition this work to the director of technology.

Technology Oversight and Planning

The district lacks a technology committee to guide technology selection and implementation. The superintendent's office oversees district technology plans and operations. This results in the appearance of a top-down organization with respect to the acquisition, distribution, and implementation of technology resources.

Principals are not involved in selecting technology systems and products. They are informed after major decisions are made about what will be installed at school sites. Meetings arranged for principals are primarily information sessions with little opportunity for input. Principals expressed appreciation for new computers and software but would prefer to participate in discussions of products before they are acquired for use at their school sites. Software such as digiCOACH and equipment such as overhead projectors were selected by the district office. Principals and teachers had legitimate questions about the utility of projectors versus electronic whiteboards but were not involved in the decision.

Site administrators are often unaware of new systems until they are implemented. Data Director, a recently purchased software product used to measure benchmark achievement, has had minimal use. Employees who would understand its potential utility or complexity were not asked to evaluate the system prior to its purchase. Users state that Data Director does not interface with the student information system. End users are frustrated by the selection process and the lack of training and support. Most see the potential but soon realize that these products will not match the outcomes expressed by those who acquired the products for schools.

Standards for equipment purchase are determined at the district office, and acquisitions are not regularly approved by a technology professional. While district technology plans usually detail these processes, the district's plan lacks some of these components.

There is a need for improved collaboration and information sharing among district employees. Most districts rely on a technology committee to air issues related to the acquisition process, budget considerations, planning and standards.

It is rare for 100% of teaching staff to accept new technology. A great deal of collaboration, work, planning and training is necessary to ensure success. New systems and products often sit idle or are not used to their full potential when these elements are missing from implementations.

Without a collaborative acquisition and buy-in process, the utility of these acquisitions will degrade rapidly. Training should be offered with every new technology that is purchased.

These issues can be addressed by a district technology committee that plans for and oversees technology acquisitions and implementations. Broad-based participation by each stakeholder group can ensure that comprehensive discussion occurs regarding key decisions about the utility, sustainability and integration of systems and equipment. The committee should develop a strategic technology plan and review site technology plans. The district technology plan should cover multiple years and should be submitted to the board for approval. The committee should help to establish the goals and objectives of the technology department, explore available funding sources, establish criteria for evaluating technology systems, and set standards for Internet filtering and web content. The committee also should submit a proposed technology budget to the district administration for consideration in the annual district budget process and ensure that technology training is developed and implemented.

School Site Technology Budgets

All school budgets are managed at the district office. At the beginning of each school year, the district office advises principals regarding the amount of funds available to them for the upcoming fiscal year. As sites submit requisitions during the school year, district office staff adjust the site budget to reflect the expenditures. An adjusted site budget report is available to the school sites on request.

During interviews, some site administrators stated they were unfamiliar with the process to obtain updated budget information from the district office.

It is difficult for site managers to plan effectively without knowledge of the funds available for programs, supplies and upgrades. School sites do not have online access to the financial system. To monitor their respective budgets in a timely manner, all site budget managers should be given read-only access to the financial system, and be trained in its use.

When principals can plan expenditures, they gain the capacity to offer training and programs that benefit instruction and learning. Teachers can effectively calendar programs and lessons. Site budget management is standard practice in most school districts.

Data Governance

Although the district is moving toward a centralized approach to the creation, maintenance or integration of information systems, essential information is maintained on spreadsheets in many schools and departments. Because systems are not integrated, double and triple entry of information is required. For example, report cards on Synergy and Data Director are not compatible. Benchmark data is difficult to obtain and is not useful for comparisons.

Staff describe the Data Director system as overly complex and dysfunctional. Its acquisition and deployment were not communicated to most district employees.

No department or employee is responsible for consolidating these disparate data sources. No employee is designated to manage district information, respond to end users' requests for integrated data reporting, or assist employees with understanding or manipulating data. These issues place the district at risk of creating and maintaining inaccurate data, some of which is reported to the state.

Technology support is distributed among many district positions, which diminishes its effectiveness. School and district administrators feel frustrated when trying to get relevant, understandable data in a timely manner. The district should develop a capacity for managing data from various resources. Those who have been trained to respond to end-user requests for data should manage data analysis and dissemination. The district should refocus its efforts to provide teachers, principals and district administrators with relevant and timely information by consolidating technology operations in a department of technology. This could potentially provide the capacity for one or two individuals to oversee data integration and management.

Recommendations

The district should:

1. Create a Technology Committee chaired by the director of technology. Include classified, certificated, and management personnel on the committee. Ensure that the Technology Committee takes an active part in the development of the district's technology plan.

2. Consider providing principals greater access for review of site budgets, and ensure that all school sites set aside adequate funds for equipment replacement. Work with Orange County Department of Education staff to properly configure their Web Inquiry software application to give online budget access to school sites and provide ongoing training in its use.

3. Develop a process for compiling, analyzing and sharing data. Provide procedures for principals and department managers to gain access to data. Consider whether the Data Director system should be replaced.

E-Rate

The district has utilized E-Rate discounts and its own funds to create its technology infrastructure. However, the district has no plan for system maintenance. Outside vendors are contracted to maintain most systems, such as the VoIP phone system, network cabling, switches, servers, wireless, and other infrastructure components.

Through E-Rate discounts, the district has an internal connections basic maintenance contract. The contract supports most of the network infrastructure equipment, and the district is responsible to pay only a portion of the billable amount. This type of contract is available to districts with 80-90% free and reduced-price meal eligibility. The district qualifies in the 90% category, which is the highest discount percentage available and the highest eligibility level for E-Rate

discounts. Requests for these discounts are on the rise as more school districts seek help for tele-communications expenditures, resulting in increased competition for the limited funds available. Many who are familiar with E-Rate predict that for Year 16 (July 1, 2013 to June 30, 2014) no monies will be available to assist districts with internal connections projects. Districts seeking funding for internal connections contracts in Year 16 and beyond may need to consider alternative sources to fund these projects.

The basic maintenance agreement with an outside vendor costs approximately $180,000 per year. Through the district's participation in the federal E-Rate program, the district receives a 90% discount on this service. The vendor also receives an open purchase order from the district for additional network services. If funding for this maintenance agreement is not available to the district for Year 16 and beyond, in-house technical personnel will be needed to manage the infrastructure. If the basic maintenance funding is not available, the district will spend $180,000 (non-discounted), or possibly more, for vendors to manage the network.

Recommendations

The district should:

1. Consider reallocating the funds that are not related to E-Rate discounts and spent for outside technology vendors to fund a director of technology position.

2. Communicate regularly with the district's E-Rate consultant for assistance in verifying what, if any, discounts will be available in the future and to help obtain all applicable discounts.

Instructional Technology

Technology Oversight and Leadership

Instructional technology adoption and implementation is guided primarily by the administrative team. Interviews revealed that most instructional software and hardware acquisitions for classroom and administrative use are evaluated and managed by district leadership, although these leaders stated that it is becoming too challenging to effectively keep up with the demands of maintaining and implementing these tools while managing their primary responsibilities. District support staff expressed a desire for expert guidance and oversight of technology.

It became apparent from staff interviews that instructional technology resources are selected and adopted with limited input from those who must implement the tools. Teachers and administration stated they were unsure as to why certain tools were selected over others and were unfamiliar with the process and vision for technology adoption and integration. The district successfully piloted and selected a classroom voice enhancement system through collaborative testing and feedback. This method should continue to be applied to the applications and technologies that are implemented districtwide, such as the assessment system, iPads, report card applications, and electronic learning programs.

The district does not have a dedicated individual or division to lead these efforts, but a clear vision and process for selecting and adopting classroom technologies could be better developed and communicated with appropriate leadership. This position would research and review all purchases to ensure they align with the district's best practices, technology vision, and strategic plan and would help ensure that equipment, software and other items are selected with the district's current technology resources in mind.

Student Access and Proficiency

The district has made significant investments in hardware to provide almost every classroom with a ceiling mounted digital light processing (DLP) projector, a document camera, a classroom voice enhancement system and a teacher instructional laptop computer. This level of classroom technology access for the teacher is far beyond what many comparably sized districts have accomplished. To receive six new classroom computers, teachers were required to apply for a district grant outlining how they would be implemented and used. Approximately half of all classrooms are now outfitted with these computers. Computer integration with student learning varies from word processing, to media development, to Internet research. The classrooms with new computers reported more robust integration, with students using the computers daily. Teachers in classrooms with older computers reported that the age and unreliability of the equipment was a major barrier to regular integration.

The classroom document cameras and DLP projectors have become essential to everyday instruction. Teachers require these devices to be functional daily. They shared that if the equipment was not functioning, district technical support fixed it the same day. The voice enhancement systems are not as uniformly adopted as the projectors and document cameras; some because of personal preference, others because the system does not properly function for them. Analyzing the reasons for lack of adoption may help determine potential solutions or alternatives. In the classrooms with new computers, the level of adoption and classroom integration varies from site to site, which is typical in most school districts. Staff stated they would like to collaborate on how to best utilize the computers and would like further professional development for technology and

curricular integration. Teachers shared that they have little guidance on what level of technology skills and tools students are expected to have by grade level. Teachers and administration shared the desire for more formalized resources and training on technology standards for student learning that is embedded in the curriculum.

Opportunities for guided practice, staff development, and collaboration are essential to effective technology adoption and integration. These opportunities should occur throughout the year rather than once before the beginning of the school year for all teachers. The grant for six computers should be given to all teachers so that all students have equal opportunity and access. Teachers and administrators should collaborate on a clear set of goals and expectations associated with the computers. In addition, the district should identify technology skills and standards by grade level. The expectation of technology integration is embedded into the Common Core State Standards, so grade level technology skills and proficiencies can be drawn out of these standards to guide teachers and administration. This should result in students having equitable access to technology and will help teachers to integrate the technology skills into the curriculum.

Electronic Learning Programs

The district has effectively standardized on a reading/comprehension electronic learning program, Accelerated Reader (AR), in which the technology plan clearly outlines how these applications will be supported and evaluated. These applications appear to be consistently used to enhance student content understanding. Staff repeatedly shared the desire to have more than one electronic program available for intervention and/or skill practice. It was also shared that many teachers personally purchase applications to support student learning and skill development as well as technology proficiency.

The computers in half of the district's classrooms used to deploy AR are antiquated and can no longer run the program. The district should collectively examine the value of the program and determine if new computers should be placed in the classrooms to better utilize the districtwide AR subscription. School sites are unfamiliar with what other applications are available and are unsure how to request funding for them. Site administration would like district leadership to guide them as to what research-based and technologically compatible programs to consider for tools such as Response to Intervention and/or math skill development.

The adoption and implementation of electronic learning programs should be done through collaborative input and leadership. Many districts form an educational technology committee, made up of technical and certificated staff, to guide the evaluation and selection process. The typical district will purchase two or more programs to address the two main curricular areas: English language arts and math. Many districts also allow school sites to independently fund site licenses for applications, but this should only be done with the guidance and input of the educational technology committee to ensure that the application meets the technical and network minimums and district instructional goals.

Recommendations

The district should:

1. Create an instructional leadership position that would be assigned the responsibility to guide and monitor all instructional technology adoptions. This position should report to the assistant superintendent and coordinate efforts with the director of technology.

2. Evaluate each current technology and assess it to determine if additional staff development is necessary, if the technology should be replaced or if further investment in the technology is necessary.

3. Ensure that the technology committee implements a process for all software and hardware purchases to be reviewed and approved by technology leadership.

4. Ensure that appropriate technology skills are taught to all students at each grade level. Develop technology standards to ensure that students have access to sufficient technology to learn and apply these skills.

5. Consider distributing sets of computers to the remaining classrooms to ensure equity of student access and that the electronic learning resources can be used effectively in all classrooms.

Instructional Hardware

Classroom Technology Selection and Support Processes

The district manages technology equipment purchases for each school site. Sites submit technology purchase requests to the MOT Department if it is a replacement, or to the Superintendent's Office if it is a new acquisition. Technical support for classroom technology is provided by a part-time technician, the director of MOT, and a variety of consultants for specialty technologies such as the Extron systems or the Mobi slates and classroom response systems that are being piloted in many sixth grade classrooms. Almost half of the district classrooms have six new iMac computers while the remaining classrooms have iMac computers ranging from five to seven years old running an operating system that has become incompatible with most web and textbook applications. None of the schools has a stationary or mobile lab. Principals all have iPads that appear to be used sparingly, and a number of special needs students have access to iPads via their teachers.

Support for these technologies appears efficient, and the process for requesting technical support was clearly understood by all those interviewed. Most technical support requests deal with printer issues, needing a DLP projector bulb replacement, or system updates for classroom or teacher computers. Most updates to Apple computers are pushed out remotely by Apple Remote Desktop, although some older computers are no longer compatible with the program. Systems that cannot be handled with remote management software require the technician to visit the campus, which can create a delay in support. Technology purchases and replacements are quickly acquired and installed, with little interruption to learning. However, many classrooms still lack up-to-date computers, which constrains the instructional program and the ability of teachers to

meet goals and objectives as stated in the technology plan. With the adoption of Common Core State Standards (CCSS) and technology integration throughout all grade level standards, equal access to technology is more necessary than ever. Further, the standards call for the implementation of a computer-based adaptive test. School sites lack the number of computers to efficiently and effectively test all students in the required amount of time.

All purchases and requests for instructional technologies are best reviewed by a technology professional and/or a committee to evaluate compatibility with existing systems, long-term support and maintenance, and the necessary training for certificated and classified staff. Technologies that cannot be updated or efficiently supported become more costly to support than replace. Many districts implement equipment replacement schedules to help avoid this situation. Districts may evaluate and implement cost-saving strategies such as virtualization through NComputing, leasing computers, or purchasing refurbished computers to help offset some of the costs and replace more systems at one time. Examining some of these options would help replace old computers that are delaying timely technical support and creating inequity among campuses. This also will allow the district to begin to evaluate how students will complete the proposed online adaptive state test being developed by the Smarter Balanced Assessment Consortium (SBAC). With sufficient wireless connectivity already in place, the district could evaluate whether mobile labs are a viable option for SBAC testing.

Printers and Projectors

The district's typical classroom setup consists of up to two color inkjet printers. Inkjet printers need frequent maintenance and troubleshooting, the ink and toner is expensive, and they require frequent replacement because they are not economical to repair.

Printer comparisons are based on an industry-average 5% print coverage per page for items such as a short letter or memo. However, a photo can cover 80% of the page, dramatically draining and reducing the life of an inkjet cartridge. Inkjet printers are not cost-effective for classroom use because of high print volume and a print coverage that averages much higher than 5%. An article in Small Business Computing compares printing costs using an average $55 inkjet printer, $19 replacement cartridge, and 170-page-per-cartridge yield. Printing 2,100 pages costs approximately $235.60 per year. Please see http://www.smallbusinesscomputing.com/testdrive/article. php/3521141/Inkjet-Versus-Laser-Printers.htm for more information.

Classroom devices such as interactive whiteboards and DLP projectors increase the workload of technology support staff. Although DLP projectors do not have filters, regular cleaning is necessary and their bulbs require replacement, at a cost of $150-$200 per bulb. Newer light-emitting diode (LED) projector technologies should be explored once the existing projectors reach their end of life.

An effective strategy for distribution and implementation of classroom technologies such as printers and projectors should be included in any technology maintenance plan. Allotting one high-volume laser printer per classroom could reduce service calls and the cost associated with frequent printer cartridge changes. Implementing a maintenance schedule for these items can reduce urgent service calls.

Recommendations

The district should:

1. Assign a leadership position in educational technology to review and oversee proper implementation, initial and ongoing training of all instructional technology purchases.

2. Consider acquiring remote support software applications that will help improve technician response time, particularly when working on older computers.

3. Develop hardware purchasing plans that include virtualization, leasing or refurbishing options to ensure equitable access to technology for all district students.

4. Consider evaluating labs and/or mobile laptop carts to support increased access for students to meet the CCSS and prepare for SBAC testing.

5. Monitor expenses for printers, ink, paper, and related items. Analyze alternatives, such as high-volume network laser printers, to serve classroom needs.

6. Explore the purchase of LED projectors when replacing existing projectors.

7. Develop and implement a technology maintenance schedule.

Instructional Software

Assessment Application

The district uses Data Director from Houghton Mifflin Co. as its assessment system and Intel-Assess to provide a bank of standards-aligned questions. Data Director is utilized for required district benchmark assessments. All core-subject teachers administer the district assessments. Students complete the assessments on Scantron bubble sheets that have been printed in advance with their identifying data. Once the student assessment is complete, the teacher or data technician scans and uploads the bubble sheets into Data Director. The data is then immediately available for teachers to evaluate student performance.

Creating the Scantron bubble sheets, uploading the data into Data Director and resolving anomalies is a detailed process and requires much training. These processes must be completed before teachers can determine if or how they should modify instruction to better meet the students' learning needs. Staff expressed interest in evaluating other options that would allow for a more efficient process for administering assessments and collecting the data.

Technology assessment systems are now available that use document cameras to scan and upload data immediately. With most, if not all classrooms, outfitted with document cameras, the cost to adopt would be similar to supporting the existing system. The scanners and scanning workstations could be repurposed for other district needs.

Grades and Report Cards

The district's student information system is Synergy, provided by the San Diego County Office of Education. System support is provided by county office technical staff. District staff reported that this support has been responsive and timely. The district recently adopted and implemented a standards-based report card that is completed electronically in Synergy. Teachers record student progress toward meeting the standards in various formats. Some use the grade book program Making the Grade, while others use the grade book offered in Synergy. Some teachers also use the grade book and report card tools in Data Director. During the grade reporting period, teachers manually transfer the benchmark assessment data from Data Director into the Synergy report card. The only automated data upload is between the Synergy grade book and the Synergy report card.

Training on the grade book and report card was limited to a few sessions before school started and not all staff were able to attend. Teacher-created study groups met outside of the school day and on weekends to figure out how to complete the report cards. The manual transfer of data between grade books, Data Director and the report card has caused frustration for many users.

The use of a single grade book application that interfaces with the report card application would streamline the process. Additional training on the report card tool and grade book application, along with a site-based coach, would further assist teachers. If the district remains with Data Director or chooses a new system, staff should request the county office to work with the assessment vendor to create a tool to sync benchmark data between the two systems. With this feature in place, teachers would not have to enter data manually into the grade book or report card, saving time and reducing human error.

iPad Adoption and Applications

Devices such as the iPod and the iPad offer many educational advantages for students, especially those with special learning needs. The district is introducing these devices in the classroom and with administration. Principals, special education teachers and classrooms have been provided with iPads for learning and productivity.

The integration of iPads in the classroom and with principals has been met with great enthusiasm, although the plan for providing professional development and the process for purchasing applications for the devices has been unclear. Administrators appreciate the capacity that the device provides for mobility, but the application adopted for documenting the classroom walk-through process, digiCOACH, has been difficult to implement because of the lack of training and ongoing support. The assessment and purchase of applications for students with special needs has been at least partially funded out of pocket by staff. These personal purchases create an issue of inequitable access for students because some staff are sharing access to applications to up to five other devices on their personal Apple account. If the employee purchasing these applications leaves, the access to those applications by other staff is lost.

Thorough yet flexible planning with the necessary training and support structure needs to be in place to ensure effective and appropriate mobile device implementation. Savanna school district has identified key areas that would benefit from the adoption of iPads. A detailed process needs to be determined so that staff can request the evaluation of applications and request their purchase. Apple offers its Volume Purchase Program (VPP) for purchasing applications. Use of this program will ensure that the district is compliant with proper software licensing.

Recommendations

The district should:

1. Evaluate the functionality and efficiency of the student assessment system with input and guidance from teachers and administration.

2. Work with vendors, the county office and the selected assessment system to develop a tool to reduce manual entry of benchmark data onto report cards.

3. Provide additional training for teachers on a single standard grade book and report card tool at times that best meet staff needs.

4. Have educational technology leadership work with teachers and administration on evaluating and selecting software and applications.

5. Develop and document a formal process for evaluating Apple applications and the purchasing process.

6. Work with the director of student services and the purchasing staff to implement the Apple Volume Purchase Program.

Professional Development

Ongoing and Relevant Training

Ongoing budget cuts and fewer opportunities for federal and state technology grants have decreased the availability of professional development offerings. Most opportunities are now offered during summer or after school hours. Recent staff development has focused on office applications and on tools such as Synergy and Data Director. Opportunities to participate in state or local educational technology organizations and conferences are limited or unfamiliar to staff.

Staff stated that additional training for Synergy is desired, although the preferred format would be during the school day or during a professional learning minimum day because of difficulties in attending the summer training sessions. Staff expressed interest in learning about state and local educational technology conferences, committees and staff development programs. Currently, a full time response to intervention teacher is dedicated to supporting the Open Court Reading adoption. With the adoption of Common Core State Standards, the curriculum and instructional support should be assessed to determine if this teacher's responsibility could be expanded to support other initiatives.

Many districts accomplish effective teacher training by scheduling the sessions on site. Often the trainer is more positively received by staff and can demonstrate how the applications will integrate with the curriculum. This increases teacher understanding of the value of the tool or application. Teacher and leadership participation in county and state educational technology associations can augment their usage and understanding of technology tools. The Orange County Department of Education offers free training and serves as a conduit for sharing best practices.

Technology Advisory Committee

In June 2012, the district updated and adopted a Technology Plan as required by the California Department of Education and the Universal Service Administration Company (USAC) to qualify for E-Rate funding. The plan outlines clear curricular and professional development goals and states that a technology committee consisting of administration and staff supported the development and adoption of the plan. Staff stated that few meetings and/or conversations took place regarding development of the technology plan, and many expressed the desire for more participation in providing feedback and guidance on the goals and action steps outlined in the plan.

Staff expressed interest in reconvening the committee periodically to discuss technology needs and questions. Staff stated they would like to better understand the district's technology goals and the rationale behind specific initiatives.

District and site-based technology committees are common statewide. The site-based technology committees meet regularly, often monthly, although during more demanding adoptions they may meet more often. District committees should meet at least two to four times per year depending on the scope of programs and technologies being implemented. The key administrators and teachers involved can contribute the working knowledge necessary to further evaluate and update the plan, ultimately strengthening the curricula and student learning.

Recommendations

The district should:

1. Offer workshops during minimum days to increase participation and provide structured opportunities for teachers to discuss and share best practices for technology integration.

2. Examine staff development and instructional support resources of funding and staffing and determine how they could be best utilized to support educational technology professional development goals related to technology classroom integration. If the professional development and resources are inadequate to meet the district's technology integration goals, increase support in these areas.

3. Seek input from staff on what type of staff development they need. Offer opportunities throughout the year for district, county, and state based training.

4. Regularly convene the district technology committee to evaluate and develop trainings as outlined in the Technology Plan. Develop site committees to support the school site's adoption and integration of technology and offer feedback to the district technology committee.

Appendices

Appendix A - Technology Listing

Appendix B - Sample Job Descriptions

Appendix C - Study Agreement

Appendix A

Administrative Technology

General Use
Staff email
Voice Over IP (Phones)
District web site
Student Information System (Synergy)
CALPADS
Library System (Destiny)
Data Director (including scanner/PC for data)
Blackboard Connect (communication system)
AESOP (attendance reporting/substitute assignments)
iPads for administrative staff, District Nurse
ScanSnap stand-alone scanners
Networked printers in offices
Networked scanners/copiers
Paging system (via phones)
Paging phone for day care on modernized sites
Fax Machines
MPR Sound system, lights, microphones
Portable Sound system and microphones
Student Legal Data Sheets (1990-2013) scanned
    to CD; prior years on microfiche

Food Services
My School Bucks (lunch system)
Nutri-Kids Point of Sale (on Serving Lines)
Nutri-Kids POS Standard Manager
Nutri-Kids Menu Planning

Special Education
Special Education Information System (SEIS)
Paradigm Technologies (MAA LEA Time Collection)
Assessment Scoring (on PC)

Inventory
Inventory of hardware & software
Asset Management (barcoding & computer input)

Personnel
EdJoin (job applications)
CODESP (classified testing)
 Commission on Teacher Credentialing (online
    credential renewal)
Dept. of Justice (fingerprinting)
Typing Test software (classified testing)
Clerk of the Board of Supervisors (Conflict of
    Interest filing)
Healthpointe Medical Group (Pre-employment and
    TB tests)
CDE (OPUS filing for CBEST data)

Business/Payroll
BiTech (business functions including Payroll,
    Purchasing, Credentials)
Employee Information System (current & previous
    pay stubs, W-2s)
Payroll Registers from 1990/1991 to present scanned
Certificated Attendance 1985/1986 to present
    scanned
BS19s from 2004/2005 to present scanned
Vendor Files 1999/2000 to present scanned
Sick Leave Records 1992/1993 to present scanned

Maintenance/Operations/Transportation
OPRA (Work Order system)
Security systems/alarm panels
Fire alarm systems
TransTrak (bus routing system)
Zonar (bus passes)
Bus cameras
Applicable to modernized sites:
BOGEN (Campus-wide audio, bell schedules, zones)
Energy Management System (HVAC systems)
CalSense (Irrigation system)
Security cameras
School Marquees

Instructional Technology

Teacher laptops
Printers for teachers & students
Ceiling-mounted DLP projectors
Extron Units
Document Cameras
Sets of 6 computers in about half the classrooms in the District
Variety of software programs/web sites
Accelerated Reader district-wide
Older computers for student use in some classrooms
Tablets & student response clickers (most 6th grade classes)
iPads for speech & moderate/severe
Special education staff (including psychologists) use PCs to score several assessment tools
Online Report Cards
Scanning of Benchmark Assessments
Online Student Attendance
Curriculum Companion
DO Server for sharing documents

Infrastructure

Servers/Routers/Switches/Ports/Wireless devices
    MDF and several IDFs on each site
Fiber to all sites except Interim Campus
T-1 Lines to Interim Campus
OCDE managed filtering

Appendix B

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Range 15

DIRECTOR OF TECHNOLOGY

DEFINITION

Under the direction of the Associate Superintendent, Educational Services, provides technical assistance to all District personnel in the use of educational technology; provides and supervises staff development regarding educational technology; assists in the coordination, implementation and supervision of the District's technology master plan; supervises Information Services staff; coordinates District Human Resources in support of District technology; demonstrates understanding of development of networking, i.e. local area networks and wide area networks; and is the District's manager for all projects associated with technology. Develops and coordinates District's applications for state and federal discounts.

DISTINGUISHING CHARACTERISTICS

This is a single position class characterized by the primary responsibility for network development and the enhancement of instruction through staff development regarding the use of educational technology.

OCCUPATIONAL GROUP

Classified (Management)

EXAMPLES OF DUTIES/RESPONSIBILITIES

Duties may include, but are not limited to, the following:

1. Development and implementation of staff development in-service programs for certificated and classified staff, which emphasize and encourage the use of educational technology.

2. Trains certificated and classified personnel in courseware evaluation criteria and use of published courseware review resources.

3. Advises the District on developments in educational technology, and maintains leadership in this field.

4. Directs the review and selection of educational technology hardware and software; consults with staff on future educational hardware selections to ensure maximum compatibility of new hardware with existing District technology resources and maintenance coordination.

5. Coordinates and supervises the implementation of a District-wide educational technology master plan, to include installation and maintenance of infrastructure and needed equipment.

DIRECTOR OF TECHNOLOGY   Page 2

6.   Supervises and directs the audio/video production of the District including School Board meetings, graduations and other District functions.

7.   Prepares and coordinates the District's application for federal and state programs that support telecommunications and infrastructure development.

8.   Directs and supervises the District network and assures that it is safe and efficient.

9.   Recommends the purchase of hardware and software needed to carry out the District's technology plan; develops appropriate bid and quotation specifications; consolidates record keeping for asset management and software licensing.

10.   Develops and maintains systems for improving articulation between elementary, secondary, adult, and college levels in educational technology.

11.   Assists in enduring District-wide compliance with various licensing and copyright requirements.

12.   Initiates liaison with business sources; solicits donations of hardware, courseware, and expert time to further enhance the District's use of technology.

13.   Meets with staff and architects regarding the design for and implementation of technology in the classrooms, libraries, and offices; develops technology specifications for facilities.

14.   Represents the District at educational technology councils, committees, boards, and technology/media support groups and keeps current on trends and developments in the use of educational technology to improve student achievement.

15.   Works effectively with the District's technology advisory group in planning for and implementing Board approved actions related to the use of educational technology; and performs related duties as assigned.

16.   Directs the District's telephone, security, intercom, bells and fire alarm systems by developing and supervising new projects and directing the support and maintenance of these systems.

MINIMUM REQUIREMENTS

Knowledge of:

- Various forms of educational technology, including state-of-the-art technology;
- Effective staff development practices and techniques and other principles of organization, supervision, and training;

DIRECTOR OF TECHNOLOGY Page 3

- Laws, rules, and regulations affecting the selection, purchase, computers, and other technology;
- In the use of computer hardware and software, major operating systems, and hardware platforms, including methods of integrating instructional technology within Board-adopted curriculum;
- Computer networking and telecommunications trends and practices, including methods to effectively analyze and interpret data; apply and communicate applicable federal, state, and local policies, procedures, laws and regulations; prepare and present oral and written reports and findings to a diverse audience; and effectively represent the District in the community;
- Successful strategies to supervise technical staff;
- Integration of telephone and data over a wide area network to produce savings;
- Elementary, secondary, and adult school curriculum applicable to educational technology;
- Knowledge of low voltage systems such as telephones, intercoms, fire alarms, and school bell systems.

Ability to:

- Plan, present and direct high quality professional development;
- Plan and implement the effective use of educational and administrative technology;
- Plan, coordinate/supervise and evaluate the work of departmental personnel;
- Train staff in a variety of technology skills;
- Implement oral and written instructions as appropriate;
- Communicate ideas and technical information clearly and concisely;
- Establish and maintain effective working relationships;
- Show fiscal responsibility in managing department budgets.

EXPERIENCE

Five years of increasingly responsible experience supporting instructional programs through technology required; experience providing staff development in technology utilization; experience guiding administrators in the design and implementation of technology required; in-depth experience in project management related to all aspects of technology required; successful experience in the supervision of personnel desirable; and K-12 classroom teaching preferred.

EDUCATION

Bachelor's Degree in Computer Science, Communications, Educational Technology, or closely related field. Master's Degree desirable.

WORKING CONDITIONS

- Office environment;
- Frequent interruptions;

DIRECTOR OF TECHNOLOGY   Page 4

- Continual deadlines;
- Pressures associated with limited funds to meet growing needs.

PHYSICAL ABILITIES

- Seeing to read, review and assure accuracy of budget documents and financial statements and reports;
- Dexterity of hands and fingers to operate a computer keyboard;
- Sitting for extended periods of time;
- Hearing and speaking to exchange information in person or telephonically.

HAZARDS

- Extended viewing of computer monitor;
- Working around and with office equipment having moving parts.

ADDITIONAL REQUIREMENTS

Must possess, or obtain prior to appointment, a valid California Vehicle Operator's license. Must have the ability to obtain and maintain insurability status under the District's Vehicle Insurance policy.

Approved: 09/05/96
Revised: 01/07/99
Revised: 06/02/05

KING CITY UNION SCHOOL DISTRICT

DIRECTOR OF TECHNOLOGY
Classified Management/Confidential

PRIMARY FUNCTION
Plans, directs, supervises, and trains staff in and participates in the installation, maintenance, repair and implementation of all electronic systems and devices for the district.

POSITION CHARACTERISTICS
Duties require a working knowledge of the technical subject matter and functions of current electronic technology. Work is usually varied in nature and requires securing more information than is given with the assignment and involves selection and application of technical or legal concepts and procedures to the solution of a problem. The position is characterized by the delegation of responsibility for performance of duties, and by the complexity of work. The position is designated as confidential.

ESSENTIAL FUNCITIONS - EXAMPLES OF DUTIES
This list is intended to be illustrative and does not represent an exhaustive list of duties and responsibilities. Incumbents may not perform all duties and responsibilities listed. Other duties may be assigned.
* Develops, coordinates, implements and assesses the district technology plan;
* Develops, maintains, and consistently updates the district web site in coordination with other departments;
* Repairs and troubleshoots hardware and software;
* Designs, installs and maintains LAN and WAN;125;
* Researches and approves all electronic system and component purchases;
* Maintains and repairs the phone systems and a variety of phone equipment;
* Maintains and monitors the email system;
* Maintains and monitors the internet gateway operation and use;
* Maintains alarm and camera systems;
* Maintains district databases and SQL database servers, antivirus server;
* Maintains fiber optic and copper network infrastructure;
* Ensures software compliance;
* Sets up personal computers;
* Develops and manages departmental budgets;
* Applies for and oversees implementation of E-rate, Vouchers and other technology grants and funds;
* Maintains and updates network acceptable use policy contracts;
* Directs, supervises and evaluates technology staff; and
* Performs related work as required;

LICENSE REQUIRED
Possession of a valid and appropriate California Driver's License

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:
* Telecommunications systems;
* Alarm, camera and other low voltage systems;
* Computer networking including switches, LANs, WANs and routing;
* DHCP, DNS, Firewall, Novell Servers and Novell Groupwise and other network services and operating systems: installation, upgrading and troubleshooting;
* Computer software,hardware and networking; and
* Web design and maintenance.

King City Union School District

Ability to:
- Perform and supervise the programming, troubleshooting and repair of computers, servers and other network components;
- Perform and supervise the programming, troubleshooting and repair of telecommunications systems;
- Ability to plan, install and supervise installation of network infrastructure and other system installation, upgrades and repairs;
- Communicate, understand and carry out oral and written instructions in English;
- Ability to read, write and interpret documents such as safety, operating and maintenance instructions, technical training materials and procedure manuals;
- Apply mathematical concepts such as fractions, percentages, ratios and proportions to practical solutions;
- Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists;
- Interpret a variety of instructions, and furnish in written, oral, diagram, or schedule form.
- Write reports and correspondence; and
- Speak effectively before groups of students, staff and the public;

Training and Experience:
- Associates degree or equivalent in a computer related field;
- Four years of job-related experience with demonstrated competence; and
- Experience, training or certification in leadership skills.
- Individuals possessing the experience, knowledge and ability listed above are considered to possess the required education.

PHYSICAL DEMANDS AND WORKING CONDITIONS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to
- work at a video display terminal for prolonged periods.
- talk or hear;
- stand and walk;
- use hands and fingers, to handle, feel and reach with hands and arms;
- carry, stand on and climb ladders;
- stoop, bend down and crawl; and
- lift and/or move up to 50 pounds.

Specific vision abilities required by this job include close, distance, and color vision.

Other Conditions:
Incumbents of this position may be required to
- use personal vehicle in the course of employment;
- travel within county boundaries to attend meetings; and
- to attend periodic evening meetings.

Work Environment:
While performing the duties of this job, the employee is regularly exposed to outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions. The noise level in the work environment is usually moderate.

Montecito Union School District

385 San Ysidro Road, Santa Barbara, CA 93108
Santa Barbara County
~ A California Distinguished School ~

Director of Technology and Information Services

Montecito Union School
Grades: K-6   ADA: 480   API: 956

Nestled between the Santa Ynez Mountains and the Pacific Ocean, in one of the most beautiful areas in the country. Montecito Union School District is a one school district serving kindergarten through sixth grade. With a low student to faculty ratio, robust and balanced curriculum, and tremendous resources, we challenge all 480 of our students to reach their full potential. Dating back to 1859, Montecito Union School is a historic cornerstone of this incredible and supportive community.

Montecito Union School is in the top 1% of schools in the state of California, as measured by API scores, performance awards, small class size, financial resources, and our comprehensive curriculum.

The vision of MUS is to set a global standard of educational excellence. Our students will have the academic foundation to creatively solve complex problems, to apply interpersonal and collaborative skills, and to demonstrate a genuine sense of curiosity in a student-focused and supportive environment. Our students will be empowered thinkers who positively impact and adapt to our ever changing and diverse world.

We are seeking a collaborative leader, effective communicator, and experienced Director of Technology and Information Services.

- ❖ The Director has at least 2 years of experience at a site or district level coordinating technology integration into instruction or management of technology.
- ❖ The Director is knowledgeable of the establishment and maintenance of infrastructure systems, including, LANs, WANs, hardware, software and other requirements for functionality and efficiency.
- ❖ The Director works closely with the administrative team and faculty to develop and implement a district-wide information Technology Program as it relates to a 21st Century Classroom and the Common Core Curriculum.

Minimum Starting Salary: $102,000 - commensurate with related experience
　　　　　　　　　　　　Plus $2,500 stipend for advanced degrees
　　　　　　　　　　　　Comprehensive benefit package
Work Year:　　　　12 months - 220 days
Requirements:　　 Bachelor's degree (Masters degree preferred), CTO Certificate desired
　　　　　　　　　　　　Extensive coursework in current technology systems and applications
　　　　　　　　　　　　Current California Teaching Credential desired
Contact:　　　　　　Virginia Alvarez, Chief Business Official
　　　　　　　　　　　　Phone: 805-252-9112 or 805-969-3249 x 420
Deadline:　　　　　 February 19, 2013 by 5 p.m. (Pacific Standard Time)

Additional information about the district, job description and application materials are available on the District's website at www.montecitou.org or e-mail valvarez@montecitou.org

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NORWALK – LA MIRADA UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

DIRECTOR, TECHNOLOGY SERVICES

I.   GENERAL DESCRIPTION:

Under general direction of the Assistant Superintendent of Educational Services, provides leadership for the Technology Department to meet the goals and policies of the Board approved Technology Master Plan with all related technical infrastructure, administrative, operations, and instructional computer systems.

This position is responsible for the design, planning, installation, acquisition, maintenance, coordination and use of all District voice and data networks; support of all District computers and peripherals; organization and implementation of all District technology systems, including those used for business, human resources, and student systems; ensures that the District and its schools, departments, parents, students, and the community, county, state and federal agencies are provided with consistent and reliable access to district information; responsible for the preparation of all E-RATE applications; recommends and provides training for classified and certificated employees; makes recommendations to senior management regarding emerging technologies; recommends/approves all technology purchases; chairs all District committees associated with technology; performs other related duties.

II.   ESSENTIAL DUTIES AND RESPONSIBILITIES:

A. Provides leadership for the technology services department in optimizing the use of all District resources through the use of technology; *E*

B. Develops appropriate professional development programs using a wide variety of technology assisted programs and structures based on the needs of staff, students, and families; *E*

C. Identifies effective technology-based programs that support improved student achievement; works with administrators and school personnel to implement these programs; *E*

D. Provides leadership for the evaluation, selection, and use of computer programs to improve instruction and increase student achievement; *E*

E. Ensures that the District and its schools, departments, parents, students, and the community, county, state and federal agencies are provided with consistent and reliable access to District data as required; *E*

F. Makes recommendations to senior staff regarding emerging technologies; *E*

G. Develops, reviews and updates District-wide technology systems specifications, bids and Requests for Proposals to ensure that technical requirements and standards are met consistently; *E*

H. Plans, organizes, and administers the District's network, data and technology operations and activities; assures compliance with applicable laws, codes, rules and regulations; maintains confidentiality of sensitive and privileged information; *E*

I. Responsible for the preparation of all ERATE applications; recommends and provides training for classified and certificated employees; *E*

J. Develops and monitors annual budgets for the maintenance, operation, and support of District computing systems and services; *E*

K. Serves as a technical resource and provides technical support to District personnel; *E*

L. Directs all activities of the department; assures the resolution of problems and conducts ongoing evaluation of customer satisfaction and problem resolution rates; troubleshoots a variety of network and technology issues; *E*

M. Serves as the District administrator; manages the development, preparation and issuance of policies and procedures relating to network operations, security and controls; *E*

N. Evaluates productivity and satisfaction standards for all administrative systems *E*

O. Advises senior management and other administrators regarding technical implications of policy and procedural issues being contemplated; *E*

P. Attends and participates in a variety of meetings, workshops, conferences, and trainings to maintain current knowledge of emerging technological trends; makes presentations to the Board of Education, senior management and other teams as needed; *E*

Q. Manages Technology Services staff and physical resources related to technical infrastructure (networks and hardware), network and application security, and administrative computer systems including central computer systems, personal microcomputers, data communications equipment and the District's telephone systems; *E*

R. Chairs all District technology committees; *E*

S. Prepares and presents the annual "State of District Technology" report to the Board of Education and addresses remedies and new directions for the coming year(s); *E*

T. Works with the Assistant Superintendent of Human Resources to hire, train, mentor and evaluate the most qualified staff; conducts staff meeting and in-service training as needed; *E*

U. Analyzes all formal technology proposals submitted from all levels within the District and makes recommendations to the appropriate decision making body; *E*

V. Recommends technology standards and other changes to the District's Technology Master Plan as needed. *E*

III. QUALIFICATIONS:

A. License:
- Valid Class C California Driver's License

- Evidence of adequate insurance for the motor vehicle which meets or exceeds the California legal liability insurance requirement and the ability to maintain insurability.

B. Ability to:
- Plan, organize, control and administer the District's network, data and technology support operations; analyze and develop work methods, procedures and schedules
- Troubleshoot and resolve firewall configuration and performance issues; analyze situations accurately and adopt an effective course of action
- Develop and implement long term strategic plans
- Serve as technical resource for all District personnel
- Evaluate user needs and advise accordingly regarding software and hardware configurations
- Prepare and or direct the preparation of various narrative and statistical reports
- Assure compliance with applicable laws, codes, rules, and regulations
- Train, supervise and evaluate personnel
- Develop and prepare budgets; monitor and control expenditures
- Maintain current knowledge of technological advances in the field
- Establish and maintain cooperative and effective working relationships with others
- Communicate effectively both orally and in writing in English
- Operate a computer and assigned software

C. Skills:
- Correct English usage (grammar, punctuation, spelling, and vocabulary);
- Public speaking/presentation techniques;
- Report writing;
- Documented successful leadership of a technology department.

D. Knowledge of:
- Principles and practices relating to the management, administration, and design of a large multi-platform local and wide area computer network and new emerging technologies
- Technical aspects of network installation, maintenance, operation, software, trouble shooting and repair and help desk management
- Display competency with instructional applications of technology
- Principles and techniques of systems and network design and analysis
- Applicable rules, laws, codes and regulations
- Firewall and disaster recovery system design and implementation
- Principles and practices of data security for auditing and authorization
- Network server systems, technology inventory control and management
- Strategic planning and project management techniques
- Public speaking techniques

- Operation of a computer and assigned software
- Budget preparation and control
- Record keeping and report preparation techniques
- Oral and written communications skills
- Proper use of oral and written English
- Interpersonal skills using tact, patience and courtesy
- Principles of supervision and training of adults
- Use of multi-media equipment and applications, basic software and common operating systems

E. Education:
BS/BA from an accredited 4 year college or university in computer science, management information systems or related field augmented by current documented continuing education in the field of technology; advanced degree(s) in technical and/or management disciplines highly desirable.

F. Experience:
Six years experience in the administration of information systems and technology; experience in an educational environment highly desirable.

G. Medical Required:
Tuberculosis Test

IV.   PHYSICAL, MENTAL AND ENVIRONMENTAL DEMANDS:

A. <u>Physical:</u>
Sitting, walking level surface, bending, use of both legs; fine coordination, wrist/arm motion, use of all fingers, use of both hands; lift regularly 1-15 lbs., occasionally lift 16-25 lbs., regularly carry/push 1-15 lbs., occasionally carry/push 16-25 lbs.; color vision, near vision, use of both eyes, sense of smell, normal hearing, distinguish sounds in transmission, speaking.

B. <u>Mental:</u>
Occasional stress of emergencies, stress of deadlines, normal work standards stress, ability to work with interruption, concentrate for long periods of time, reading, interpreting codes, laws, policy, calculate, memorize and recall objects, people, analyze problems and generate alternatives, reconcile apparent ambiguities, solve multi-variant problems.

C. <u>Environmental Demands:</u>
Office environment.

V.   WORK YEAR: 12 months – 223 days

VI.   SALARY RANGE:
Classified Administrative Salary Schedule – Range 615

An Equal Opportunity Employer

SCOTTS VALLEY UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

ASSIGNMENT

Title and Classification: **DIRECTOR OF TECHNOLOGY**
                                 (Classified or Certificated)

Department/Office: District Office

Terms of Employment: 215 days

Supervisor: Superintendent

Salary Range: Administrative Salary Schedule

Job descriptions are intended to present a descriptive list of the range of duties performed by employees in the position and are not intended to reflect all duties performed within the job.

GENERAL DESCRIPTION

Under general direction of the Superintendent, plans, develops, implements, directs, reviews and evaluates the programs and activities related to instructional and information technology. Programs and activities include use of technology to improve staff productivity and student learning; use of technology to maintain data and meet reporting requirements; coordination of purchase, installation, repair and use of electronic equipment, software, computers and peripherals; coordination of staff training to optimize technology use; development, optimization and oversight of district technology budget. Takes initiative in developing and implementing a district-wide technology plan.

Representative Duties:

- Directs and coordinates the school district's information management system and other technology-based services
- Provides the leadership and direction needed to improve administrative operations through more effective use of technology; forecasts needs and requirements
- Works collaboratively with Educational Services to implement applications in instructional technology that enhance student achievement in all subject areas
- Provides leadership to teaching staff in best use of technology to support student learning
- Works collaboratively with Business Services and Human Resources to implement and support applications and training
- Supervises, trains, assists, guides and evaluates all staff under his/her direction

- Assigns technology staff priorities and activities; monitors work flow
- Develops, implements and oversees the district-wide Technology Plan
- Initiates innovative applications of information technology across the institution through consultation and collaboration
- Directs and coordinates the management of the district's internal and external web sites; collaborates with content providers in departments and sites; manages access and security
- Supports use of technology at school sites and allocates available resources to align with priorities
- Seeks and acquires additional financial and technology resources to support the district's work related to technology use
- Develops and delivers reports as needed to grantors, funding agencies, Board of Trustees, district personnel and others
- Supports district reporting activities (SASI, CBEDS, SARCs, etc.)
- Keeps current on new technologies, technology grant opportunities, and Federal, State and local opportunities and/or constraints
- Develops and monitors technology budget; maintains appropriate fiscal records
- Represents staff and District at meetings and conferences

Knowledge of:

- Research on best practices for use of instructional technology to increase student achievement and increase staff productivity
- Principles and practices of data processing, project management, administration and evaluation; database management and systems applications.
- Principles and practices of the establishment, installation and maintenance of a district-wide network, operational characteristics and requirements of computer hardware and peripheral equipment
- Principles and practices of organization, administration and personnel management including supervision, training and performance evaluation, budget preparations and administration
- Applicable federal, state and local laws, procedures and regulations
- Effective communication techniques

Ability to:

- Direct and evaluate the operations and activities related to technology including district wide network; the purchase, leasing, installation, repair and use of electronic equipment, software and computer peripherals
- Design, develop, implement, direct, review and evaluate the strategic district wide technology planning including instructional and administrative applications
- Analyze strategic direction of district plan for technology; provide solutions and future direction in support of plan and district goals and objectives
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals
- Develop creative solutions to technology challenges in spite of minimal resources

- Conduct regular training and in-service sessions for district personnel
- Work collaboratively with others to support Technology Plan objectives

Experience and Education:

Any combination of education, training, and/or experience that demonstrates ability to perform the required duties. A typical qualifying background might include a bachelor's or masters degree; five years of increasingly responsible work with information/instructional technology; experience supervising others; familiarity with school district operations; work experience in a school setting. K-12 teaching experience highly desirable.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information in person and on the telephone and to make presentations; seeing to conduct inspections, read, prepare and proofread documents; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store supplies, lifting heavy objects up to 50 pounds.

Board Approved: June 13, 2006

JOB DESCRIPTION

FREMONT UNIFIED SCHOOL DISTRICT

JOB TITLE: Client Technology Technician

JOB SUMMARY: Under the general direction of the Technical Services Manager and the direct supervision of the Senior Client Technology Technician provides technical support and analysis for Fremont Unified School District (FUSD) staff on all variety of client technology equipment. Provides second and third echelon work for customers, including but not limited to, desktop maintenance support, compliance, systems and applications operations and maintenance. This position provides advice, guidance and hands-on technical support and assistance via telephone, two-way radio or in person.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provides technical assistance, installation, removal, preventive services and corrective maintenance to customers on a variety of client technology equipment including, but not limited to, desktop computers and peripherals, printers, plotters, projectors, networking equipment and fax machines.
- Provides technical support for, but not limited to, word processing, spreadsheet, email, financial, and other applications used in the District.
- Works on assigned trouble ticket and work orders from initiation through to completion of work, documentation and follow up with requestors.
- Arranges for warranty repair and maintenance of client technology equipment and computer hardware and peripheral devices with appropriate authorization.
- Performs LAN testing, termination, and installs cabling.
- Performs imaging of computer equipment.
- Maintains a variety of records and logs related to assigned duties including hardware/software problems and repairs.
- Applies department escalation procedures and ensures service levels are maintained.
- Ensures the quality of work by ensuring work is accomplished correctly and in a professional manner, with minimal disruption of classroom and customer activities, and that the area is left clean.
- Documents the use of consumable and non-consumable parts in the accomplishment of their work.
- Properly utilizes the unit's loaner equipment inventory (bench stock), including the documentation, obtaining authorization, and proper usage training for the end-user.
- Assists management in technical asset management including hardware equipment and software licenses.
- Keeps current on technical advances with potential application in the District.
- May initiate and perform research, compile data, and prepare recommendations of special projects.
- May organize and coordinate departmental functions with customers.
- Performs other duties as assigned.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Client Technology Technician

ABILITY TO:
- Work with minimum supervision.
- Provide technical support on a variety of client technology equipment.
- Organize, prioritize and schedule work.
- Utilize a work order system.
- Work cooperatively with, support and motivate staff in the use of technology hardware and software.
- Learn and effectively apply the policies, procedures and practices associated with District technologies.
- Communicate effectively both in writing and orally.
- Analyze and resolve desktop and other client technology problems.
- Establish and maintain co-operative and effective relationships with those contacted in the course of work.
- Maintain efficient, effective LANs compliant with District standards.
- Manage multiple tasks with varying timelines.
- Train and provide feedback to others.
- Establish and meet schedules and time lines.
- Explain policies and procedures.
- Perform research, compile data and prepare recommendations.
- Explain and enforce departmental policies and regulations.
- Prepare and deliver oral presentations.
- Prepare and deliver written reports.
- Establish and maintain effective relationships with others.
- Train users in WAN and LAN applications.
- Communicate with users to effectively resolve problems with applications.
- Effectively operate a computer and related software.

SYSTEMS AND APPLICATION EXPERIENCE:
- The automated web-based work order systems currently deployed and used at the FUSD, or similar.
- Email systems such as Groupwise® and Microsoft Outlook®
- Computer operating systems currently deployed and used at FUSD, or similar.
- Computer desktop applications to include, but not limited to, word processing, spreadsheet, presentation, drawing and publishing applications currently deployed and used at FUSD, or similar.
- Educational software applications currently deployed and used at FUSD, or similar.
- Telecommunications systems and equipment (i.e., switches, handsets, desk sets) and voice over IP systems and equipment.

Client Technology Technician

KNOWLEDGE OF:
- Local schools and District procedures and operations.
- Diagnostic procedures, processes and service operations.
- Desktop Operating systems to include both Apple and Window platforms and updated versions.
- A variety of client technologies including, but not limited to, personal computers and peripherals, printers, LCD projectors, fax machines, servers, hubs, switches, cabling, copy machines, slide projectors, film strip projectors, overhead projectors, opaque projectors and movie projectors.
- Principles, topologies and applications of Local Area Networks.
- Principles and practical application of cabling systems including, but not limited to, category 3, category 5, category 6, coaxial, and twisted pair cables.
- Operational characteristics of personal computer hardware and related software systems used by the District.
- Ways to use technology in the classroom / worksite.
- IT service practices and procedures.
- Troubleshooting processes and technical problem analysis.
- Operation of personal computers and related software.
- Principles and practices of technical service delivery and support.
- Policies and objectives of assigned programs.
- Goals, policies, and objectives of the department.
- Outstanding interpersonal skills.
- Superior oral and written communication.
- Fluency in written and spoken English.
- Public contact techniques and telephone etiquette.
- Proper two-way radio etiquette and procedures.
- Proper email etiquette.
- Digital and analog telephony systems.
- Technical aspects of the functional operations of the division.

EDUCATION and/or EXPERIENCE:
Associate's degree in Computer Information Technology or equivalent, augmented by vocational or technical training classes. Minimum of four years of related experience with three years of experience with desktop solutions.
- *Preferences:*
  - Previous work experiences in a school district or county office of education.
  - Bachelor's degree or equivalent in Computer Information Systems, Computer Science or Information Technology or a related field.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical manuals and procedures, and governmental regulations. Ability to write reports, correspondence, and procedure manuals. Ability to effectively present information and respond to questions from users.

Client Technology Technician

MATHEMATICAL SKILLS:
Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to interpret and understand financial mathematics related to assigned unit.

REASONING ABILITY:
Ability to put issues in context of the big picture for the overall departmental vision; and how said vision fits into the overall vision of the District. Ability to clearly and accurately define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in written or diagram form and deal with several abstract and concrete variables.

CERTIFICATES, LICENSES, REGISTRATIONS:
- Must possess a valid California class C driver's license and have a satisfactory driving record.
- *Preferences:* One or more of the following certifications.
    - Microsoft Certified Desktop Support Technician Certification (MCDST)
    - Microsoft Certified Technology Specialist (MCTS)
    - Apple Certified Desktop Technician (ACDT)

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand; walk; crawl; crouch; kneel; sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee must frequently lift and/or move up to 40 pounds and occasionally lift and/or move up to 60 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in inside environmental conditions. The employee will be required to travel to various facilities within the District. The employee frequently works with a video display terminal for prolonged periods. Employee may be exposed to dusty environments. The employee may be required to attend evening meetings, travel, and work evenings or weekends. The noise level in the work environment is usually quiet. Individual is subject to frequent interruptions.

OTHER CONDITIONS OF EMPLOYMENT: In accordance with California law and the Education Code, position incumbents must maintain a conviction free Dept. of Justice background record, which is relevant to the position.

FRESNO COUNTY OFFICE OF EDUCATION
CLASSIFIED POSITION
EFFECTIVE: JULY 1, 2003

CLASS TITLE: INFORMATION TECHNOLOGY TECHNICIAN

BASIC FUNCTION:

Under the direction of assigned supervisor, perform a variety of technical duties in the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software and peripherals.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Install, configure, modify, maintain, troubleshoot, diagnose and repair computer hardware and software to assure smooth running of County Office computer systems; install new systems and modify existing systems to accommodate new hardware and software.

Troubleshoot, diagnose and resolve problems with peripheral equipment including printers; investigate, troubleshoot and resolve problems with e-mail configuration; connect computers to network systems and assure proper connectivity.

Backup data files in accordance with established procedures; configure anti-virus programs as appropriate; restore user files as necessary.

Provide assistance concerning the operation of computer hardware, software and peripherals; respond to inquiries and provide technical information concerning related standards, requirements, practices and procedures.

Install software and test applications to assure proper operation; configure hardware and software to assure network access; check switches, cables and other networks components to assure functionality; troubleshoot, diagnose and resolve operating system malfunctions.

Perform a variety of network administration activities including establishing and maintaining user accounts, e-mail accounts, internet connectivity and designated programs as assigned.

Operate a variety of technical equipment including testers, meters and a variety of hand and power tools; drive a vehicle to conduct work.

Communicate with County Office personnel and various outside agencies to exchange information and resolve issues or concerns.

Maintain a variety of records related to assigned activities.

OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Installation, configuration, operation, maintenance, troubleshooting, diagnosis and repair of computer hardware, software and peripheral equipment.
Computer and microcomputer applications.
Windows operating system and software applications for the Microsoft Windows.
Principles, methods and procedures of operating computers and peripheral equipment.
Hardware and software applications utilized by the County Office.

Information Technology Technician - Continued   **Page 2**

Basic database structures, on-line applications and capabilities of assigned computer systems.
Installation and operation of computer operating system software.
Materials, methods and tools used in the operation and repair of computer systems.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Record-keeping techniques.
Technical aspects of field of specialty.

ABILITY TO:
Install, configure, modify and maintain computer hardware, software and peripherals to assure the smooth running of County Office computer work stations.
Investigate, troubleshoot, diagnose and repair hardware, software and peripheral malfunctions.
Provide assistance concerning the operation of computer hardware, software and peripherals.
Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
Write simple correspondence and effectively present information in one-on-one and small group situations to customers, clients and other employees of the organization.
Perform a variety of network administration activities including establishing and maintaining user accounts, e-mail accounts, internet connectivity and designated programs as assigned.
Operate a variety of tools and equipment utilized in the maintenance and repair of computer systems.
Prepare backup data files in accordance with established procedures.
Install, upgrade and configure computer software.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Understand and follow oral and written instructions.
Meet schedules and time lines.
Maintain records related to work performed.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: High School diploma, General Education Degree (GED) or State High School Proficiency certificate supplemented by college level course work in computer science or related field and two years experience in the installation, maintenance and repair of computer hardware, software, peripherals and related equipment.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license, incumbent must be insurable at the "standard rate" by the employer's insurance carrier at all times while employed by the Fresno County Office of Education.

WORKING CONDITIONS:

ENVIRONMENT:
Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Sitting, standing or walking for extended periods of time. Dexterity of hands and fingers to operate a computer keyboard; handle and/or feel; reach with hands and arms; hearing and speaking to exchange information in person or on the telephone; seeing to read a variety of materials; bending at the waist, kneeling or crouching; climb or balance; understandable voice and speech patterns; must frequently lift, push, pull or carry up to twenty five (25) pounds and occasionally lift and/or move up to fifty (50) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

JOB DESCRIPTION
TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 North Blackstone, Tulare, CA 93274

Technology Technician I
Revised 11/1/2011

DEFINITION
Under the supervision of the Director of Technology, performs a variety of technical duties related to the installation, operation, and support of district instructional and management technologies; and other related duties as required.

EXAMPLES OF DUTIES/ESSENTIAL FUNCTIONS
- Develop and maintain a regular equipment cleaning and maintenance schedule for assigned technology inventory. E
- Install and maintain local area network equipment including workstations, switches, printer, and network cabling at assigned sites. E
- Support multiple mobile devices for e-mail access.
- Assist in maintenance of IP based bell, clock, environmental control and security systems. E
- Diagnose, troubleshoot, and resolve computer hardware, software, and telecommunications problems including printing, display problems, keyboard and mouse errors, and computer hardware failure and replacement. E
- Provide on-site support to maintain efficient operations for assigned sites.
- Assist in the development and implementation of training in the use of technology. E
- Provide training to staff on proper use of hardware and software including troubleshooting of minor system setup and repair problems. E
- Install custom software for use by teachers and help to diagnose problems related to its operation. E
- Learn, diagnose, and support a wide range of software to aid the instruction of students within the District. E
- Maintain records including equipment inventory, operational documentation, system support logs, training materials, support tickets, and other pertinent documents related to computer and network operations. E
- Perform other related duties as assigned.

MINIMUM QUALIFICATIONS

Education
High School Diploma
Specialized training in one or more of the desired skill areas.

Experience
One year supporting and maintaining computer workstations.

Licenses and Other Requirements
DOJ and FBI fingerprint clearance
Negative TB test within the last four years
California Driver's License

KNOWLEDGE AND ABILITIES

Knowledge of
- The Tulare Joint Union High School District Technology Use Plan.
- Computer technology and software systems, application programs, and data communications networks.
- Computer installation, diagnostic, and repair practices and procedures.

Ability to
1. Analyze and diagnose technical problems with computers and related equipment and software.
2. Work effectively without immediate supervision.
3. Maintain effective and professional relationships with managers, staff, students, and vendors.
4. Maintain records and documentation.
5. Learn software and aid in its implementation in the classroom.
6. Train end users to effectively use existing and new technologies.

PHYSICAL DEMANDS AND WORKING CONDITIONS

Environment
- Indoor environment.
- May require driving a vehicle to conduct work.

Physical Demands
- Verbal, auditory, and written capabilities to effectively communicate in an articulate manner.
- Sitting or standing for extended periods of time.
- Occasional bending, reaching, and stretching.
- Occasional kneeling, crouching, and squatting.
- Occasional lifting, carrying, pushing, or pulling heavy objects weighing 50 pounds or more.
- Reaching horizontally and above the shoulders to retrieve supplies and install/check cables and wires.

ANTIOCH UNIFIED SCHOOL DISTRICT

BOE Approval: 8/2006
Salary Range: 139
FLSA Status: Non-exempt
Bargaining Unit: CSEA

CLASS TITLE: TECHNOLOGY TECHNICIAN

BASIC FUNCTION:

Under the direction of the Supervisor-Technology Support, perform a variety of technical duties involved in the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
Install, configure, modify and maintain computer hardware, software and peripherals to assure the smooth running of computer work stations and systems; respond to work orders; configure hardware and software to assure proper computer operations and network connectivity.

Inspect, troubleshoot, diagnose and resolve hardware, software, application, peripheral and network system malfunctions; install, configure, maintain and repair a variety of peripherals and network components such as servers, cabling, modems, scanners and printers as required.

Prepare computer equipment for staff use; install software and hardware and observe elements of the computer for evidence of incorrect performance; connect work stations to network server and assure access to system information and files; upgrade and update computer software and applications.

Provide technical training and assistance to District personnel concerning the operation of computer hardware, software and peripherals as assigned; respond to inquiries and provide detailed and technical information concerning related practices, procedures, applications and malfunctions.

Operate a variety of computers, servers, peripherals and specialized software; utilize various hand tools and testers; drive a vehicle to conduct work.

Communicate with personnel and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.

Maintain a variety of records related to work orders, inventory, mileage and assigned activities.

Assist with the design, development and administration of networks as directed.

Maintain current knowledge of technological advances in computer hardware, software and networks.

Monitor inventory levels of computer supplies and equipment as assigned; assist with ordering, receiving and maintaining adequate inventory of supplies; research parts and supplies as needed; recommend computer hardware and software purchases as appropriate.

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OTHER DUTIES:
Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
Practices, procedures and techniques involved in the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems.
Computer hardware systems and software applications utilized by the District.
Principles, methods and procedures of operating computers and peripheral equipment.
Database structures, on-line applications and system capabilities of District computer systems.
Materials, methods and tools used in the operation and repair of computer and network systems.
General principles, practices, procedures and equipment involved in network administration.
Manual instructions, sufficient to enable quick and accurate diagnosis of difficulties.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
Technical aspects of field of specialty.
Record-keeping techniques.

ABILITY TO:
Install, configure, modify and maintain computer hardware, software, peripherals and network systems to assure the smooth running of computer work stations.
Investigate, troubleshoot, diagnose and repair hardware, software and network malfunctions.
Install, upgrade and configure various software and applications.
Operate computers and peripheral equipment properly and efficiently.
Meet schedules and time lines.
Maintain routine records related to work performed.
Understand and follow oral and written instructions.
Work independently with little direction.
Maintain current knowledge of technological advances in the field.
Communicate effectively orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Use assigned software at a proficient level.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by college-level course work in computer science or related field and three years experience involving the installation, maintenance and repair of computer hardware, software and peripherals.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

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ENVIRONMENT:
Office environment.
Driving a vehicle to conduct work.

PHYSICAL DEMANDS:
Dexterity of hands and fingers to operate a computer keyboard.
Hearing and speaking to exchange information.
Seeing to view a computer monitor and read a variety of materials.
Sitting or standing for extended periods of time.
Lifting, carrying, pushing or pulling moderately heavy objects as assigned by the position
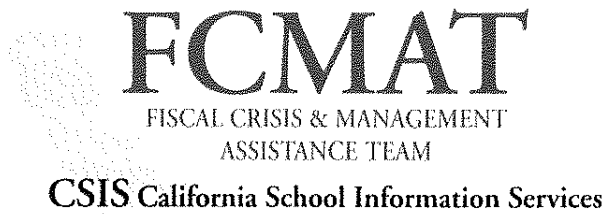Bending at the waist, kneeling or crouching.
Reaching overhead, above the shoulders and horizontally.

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Appendix C

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
February 8, 2013

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Savanna School District, hereinafter referred to as the district, mutually agree as follows:

1.   BASIS OF AGREEMENT

The team provides a variety of services to school districts and county offices of education upon request. The district has requested that the team assign professionals to study specific aspects of the Savanna School District's operations. These professionals may include staff of the team, county offices of education, the California State Department of Education, school districts, or private contractors. All work shall be performed in accordance with the terms and conditions of this agreement.

In keeping with the provisions of Assembly Bill 1200, the county superintendent will be notified of this agreement between the district and FCMAT and will receive a copy of the final report. The final report will also be published on the FCMAT website.

2.   SCOPE OF THE WORK

A.   Scope and Objectives of the Study

The scope and objectives of this study are to:

1.   Conduct an evaluation of the district's pupil transportation program to determine the cost effectiveness of retaining staff versus contracting with an outside agency to perform vehicle maintenance and safety inspections. Specific areas to be reviewed include:

    a. Evaluate the department's vehicle maintenance program, vehicle safety, compliance with vehicle maintenance laws and regulations. This component will also include a review of the bus and vehicle replacement schedule.

    b. Review salary schedules, job descriptions, and outside agency contract terms to determine the number of full-time equivalent (FTE) positions at which retaining staff becomes cost effective.

2. Review the delivery of administrative technology services and support and make recommendation for improvement with a focus on:

    a. The deployment, support and maintenance of department-based technology (transportation, maintenance, business office, etc.)

3. Review the delivery of instructional technology services and support and make recommendations for improvement with a focus on:

    a. Current methods of determining and supporting best practices and research-based technologies

    b. Professional development for certificated staff

    c. Districtwide coordination and support of instructional technology

    d. Best practices for remote maintenance and technical troubleshooting of classroom computers

4. Review the staffing for delivery of technology support services and make recommendations for improvement with a focus on:

    a. The support level required by the district's technology use. Provide staffing comparisons to districts of similar size and structure

    b. How technology users request and receive support

    c. A fiscal comparison of the use of external consultants/technicians versus providing those services with internal staff

5. Review the organizational structure for delivery of technology support services and make recommendations for improvement with a focus on:

    a. The current use of senior administration to support technology

    b. Coordination and communications between all stakeholders

6.   Review the sustainability of the technology in use in the district and make recommendations for improvement with a focus on:

   a.   Strategic planning regarding general infrastructure including networking and server equipment
   b.   Identification of ongoing funding sources in the district

7.   Review the district's 2012-13 general fund budget and provide a multiyear financial projection (MYFP) for the current and two subsequent fiscal years using the first interim financial report as the baseline for the projection. The MYFP will include a cash flow component to project the district's cash balances for the 2012-13 fiscal year.

B.   <u>Services and Products to be Provided</u>

1.   Orientation Meeting - The team will conduct an orientation session at the district to brief district management and supervisory personnel on the team's procedures and the purpose and schedule of the study.

2.   On-site Review - The team will conduct an on-site review at the district office and at school sites if necessary.

3.   Exit Report - The team will hold an exit meeting at the conclusion of the on-site review to inform the district of significant findings and recommendations to that point.

4.   Exit Letter – Approximately 10 days after the exit meeting, the team will issue an exit letter briefly summarizing significant findings and recommendations to date and memorializing the topics discussed in the exit meeting.

5.   Draft Reports - Electronic copies of a preliminary draft report will be delivered to the district's administration for review and comment.

6.   Final Report - Electronic copies of the final report will be delivered to the district's administration and to the county superintendent following completion of the review. Printed copies are available from FCMAT upon request.

7.   Follow-Up Support – If requested, FCMAT will return to the district at no cost six months after completion of the study to assess the district's progress in implementing the recommendations included in the report. Progress in implementing the recommendations will be documented to the district in a FCMAT management letter.

3.   **PROJECT PERSONNEL**

The study team will be supervised by Anthony L. Bridges, CFE, Deputy Executive Officer, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The study team may also include:

    A. Scott Sexsmith   FCMAT Management Analyst, Project Leader
    B. To be Determined   FCMAT Consultant
    C. To Be Determined   FCMAT Consultant
    D. To Be Determined   FCMAT Consultant
    E. To Be Determined   FCMAT Consultant

Other equally qualified staff or consultants will be substituted in the event one of the above individuals is unable to participate in the study.

4.   **PROJECT COSTS**

The cost for studies requested pursuant to E.C. 42127.8(d)(1) shall be as follows:

A. $500.00 per day for each team member while on site, conducting fieldwork at other locations, preparing and presenting reports, or participating in meetings. The cost of independent consultants will be billed at the actual daily rate based on the provisions of Education Code section 84041.

B.   All out-of-pocket expenses, including travel, meals and lodging.

C.   The district will be invoiced at actual costs, with 50% of the estimated cost due following the completion of the on-site review and the remaining amount due upon the district's acceptance of the final report.

    Based on the elements noted in section 2 A, the total estimated cost of the study will be $16,200.

D.   Any change to the scope will affect the estimate of total cost.

Payments for FCMAT's services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. **RESPONSIBILITIES OF THE DISTRICT**

    A.   The district will provide office and conference room space during on-site reviews.

    B.   The district will provide the following if requested:

        1.   A map of the local area.
        2.   Existing policies, regulations and prior reports that address the study scope.
        3.   Current or proposed organizational charts.
        4.   Current and two (2) prior years' audit reports.
        5.   Any documents requested on a supplemental list. Documents requested on the supplemental list should be provided to FCMAT only in electronic format; if only hard copies are available, they should be scanned by the district and sent to FCMAT in electronic format.
        6.   Documents should be provided in advance of field work; any delay in the receipt of the requested documents may affect the start date of the project. Upon approval of the signed study agreement, access will be provided to FCMAT's online SharePoint document repository, to which the district shall upload all requested documents.

    C.   The district's administration will review a preliminary draft copy of the report resulting from the study. Any comments regarding the accuracy of the data presented in the report or the practicability of the recommendations will be reviewed with the team prior to completion of the final report.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The following schedule outlines the planned completion dates for different phases of the study:

        Orientation: ***to be determined***
        Staff Interviews: ***to be determined***
        Exit Meeting: ***to be determined***
        Preliminary Report Submitted: ***to be determined***
        Final Report Submitted: ***to be determined***
        Board Presentation: ***to be determined, if requested***
        Follow-Up Support: ***if requested***
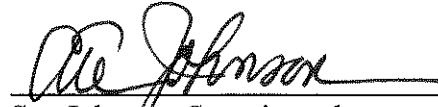
7. **CONTACT PERSON**

Name of contact person:____ Sue Johnson, Superintendent____

Telephone: (714) 236-3805
Fax: 714-827-6167
E-mail: sue.johnson@savsd.org

Sue Johnson, Superintendent   2/8/13
Savanna School District   Date

Anthony L. Bridges, CFE   February 8, 2013
Deputy Executive Officer   Date
Fiscal Crisis and Management Assistance Team