

**ABCUSD, Information and Technology
Policies and Standardization
For Infrastructure, Hardware,
Software and Technical Support
2007-2008**

The preparation of this document addressing ABC Unified School District school hardware, software, infrastructure and technical support was coordinated by a number of knowledgeable people within the District's Information and Technology Department which included: The Director, the Manager, Network Analyst Team, Eagle-Aeries Team, Support Team, Phone Team, Instructional Support Technicians and the Site Tech Coordinators from all the district schools.

In addition, a valuable contribution was provided by consultants from Apple Computer, Hewlett Packard, Norwalk La Mirada instructional technology and Apple distinguished educator Bob Rayburn, Computer Teacher at Gahr High School Bruce Erikson, and Lon Brunk who served ABC Unified as its Director of IT and Assistant Superintendent of Academic Services. This document is the collective work of many experts and is subject to be "updated" continuously throughout the school year. The latest version of this document can be downloaded from the district website under the I.T. department "refresh cycle".

1. Objective

In an effort to provide teachers and students with an effective instructional technology environment, coupled with improved maintenance and support from the Information and Technology Department, the district and its schools must collaborate and modernize its infrastructure, hardware, software and technical support mechanisms.

2. Background

Currently, there are a number of problematic factors with the instructional technology network in the district's schools:

- (a). School computers are aging and are not being replaced due to a history of budget constraints. The result is that of the 6000 instructional computers in district schools, 60% are four years or older. If they are not replaced, the district's instructional computer network will disintegrate as these older machines stop working or require progressively more intensive maintenance, support and energies of our non-technical educators.
- (b). Nine years ago there existed a few hundred instructional computers and a few library servers in our district schools with two (2) overworked instructional support technicians. Today, there are over 6000 instructional computers and 30 library servers and yet there are still two (2) support technicians assigned to this increased workload. The

district's schools explosive computer growth has not been balanced with an appropriate support effort.

- (c). The district's technology funding has not increased rapidly enough to support a 5:1 student to computer ratio. Therefore, our schools managed to purchase computer technology on their own resulting in an enormous "non-standardized" computer environment which the IT Department can not effectively maintain nor utilize the remote network control mechanisms available today required to provide exceptional technical support.
- (d). Schools have adopted the traditional burden of heroically acquiring technology for the classrooms by purchasing, applying for grants, seeking donations and instituting various fundraisers. These efforts, while necessary to a degree, remove school leaders and teachers from direct instructional objectives.
- (e). Old computers, donations and aging infrastructure stresses the limited IT staff and site tech coordinators who struggle with unacceptable support and burn-out to maintain ailing hardware, software and classroom integration .
- (f). In a 2006-2007 survey of district schools conducted by the Information and Technology Department, concerns two emerged as priority: 1) the lack of a technology budget for school sites, and 2) poor instructional technology support by IT for their computer equipment.

Student to Computer Ratio in Every School

Section 2 (c) above, mentions the student to computer ratio adopted in the ABCUSD District Technology Use Plan 2006-2010 that stipulates a student to computer ratio of 4.5:1 in every school. Many ABC schools have achieved this level of technology; however, this ratio has been achieved using "old and antiquated" technology. Over 60% of the district's 6000 computers are currently older than 4 years, and many of these computers are much older. This aging infrastructure is getting worse and calls for drastic measures to address the problem of aging instructional technology. ABCUSD's aging instructional infrastructure will have to be upgraded. Therefore, great changes are expected on the horizon related to the influx of new computer technology into the classroom. This document is the district's instructional technology *readiness plan* for the new influx of instructional technology expected to occur in the 2007-2008 school year.