Enhancing Education Through Technology
Technology Plan
2013-2016

San Pasqual Union School District
15305 Rockwood Road
Escondido, CA 92027
Shannon Hargrave, Superintendent/Principal

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SAN PASQUAL UNION SCHOOL DISTRICT

Overview

This one school district has faithfully served the residents of the San Pasqual Valley since 1918. There were two original schools, one on the east end of the Valley and one on the west. The two schools were combined when a growing population required more than one teacher in a one-room schoolhouse. With the combining of the two schools, the San Pasqual Union School District was born. A two-room school was built in 1923 and an additional ten rooms were added in 1970.   Eight portable rooms joined the campus in 1997 and a year later, four additional classrooms were built at the Wild Animal Park to form what was called the Annex.

In 2000, the district built a $15 million, 26-acre facility featuring 30 classrooms, a library, meeting hall, "the Barn" (which hosts athletic events and performing arts programs), two playgrounds, and separate areas for preschool and child care. Modern facilities for art and science completed the master plan.

The district is located adjacent to the City of Escondido and approximately 35 miles northeast of downtown San Diego. The school has an enrollment of approximately 550 students, preschool through 8th grade, and 27 certificated staff. The current ethnic makeup of students is 65% White, 23% Hispanic, and 12% other.

1. PLAN DURATION CRITERION:
The plan should guide the district's use of education technology for the next three years.

San Pasqual Union School District Technology Plan will outline the district's goals and objectives for the integration of technology into all core curricular areas in order to improve teacher practices and student achievement. The three-year plan (2013-2016) includes grades preschool through 8th grade and covers the following components:

1. Plan duration
2. Stakeholders
3. Curriculum
4. Professional Development
5. Infrastructure, Hardware, Technical Support & Software
6. Funding & Budget
7. Monitoring & Evaluation
8. Collaborative With Adult Literacy Service Providers
9. Research Based Methods and Strategies

2. STAKEHOLDERS CRITERION:
Description of how a variety of stakeholders from within the school district and the community–at-large participated in the planning process.

All stakeholders were encouraged to participate in the technology planning process via email, technology planning sessions, Curriculum & Instruction Committee meetings, staff/faculty meetings, and through other formal and informal venues.

Participants included -

San Pasqual Union staff:
Shannon Hargrave, Superintendent/Principal
Gary Wilson, former Superintendent/Principal
Mark Burroughs, Assistant Principal
Rhonda Brown, Office Manager
Cece Bostrom, Secretary to the Superintendent
Victoria Young, teacher
Tim Harmon, teacher
Roylynne Casserly, teacher
Joshua Perez, teacher
Lisa Gangel, teacher

San Diego County Office of Education (SDCOE) Integrated Technology Services (ITS) staff:
Steve Clemons
Greg Ottinger

Alicia Gallegos-Butters
Joseph Hartman

The San Diego County Office of Education and the North County Professional Development Federation (NCPDF) Lead Coordinator, Mrs. Brenda Hall, will continue to serve the plan by providing staff development opportunities that coincide with the goals and objectives of the district plan. Staff, community, and county technology support personnel will continue to monitor and recommend modifications to the plan.

3. CURRICULUM COMPONENT CRITERIA:
3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Computer Lab and Classroom Computers
Students of San Pasqual Union School have access to technology in the classroom via a minimum of one teacher computer in each of the classrooms plus a bank of student computers.   All students and teachers have access to computers in the classroom and in the computer lab.   The current district student per computer ratio is 1 computer for every 3 students. The school's library has a bank of 10 computers for student/teacher/parent use and is open before school, during lunch, and after school. Technology is based on an analysis of teaching and learning needs and available funds.

Library Media Center
All school libraries in SPU have Internet access and bank of computers for students and teachers to access before, during, and after school. The library technician works closely with teachers in developing instructional activities and with students by providing library and reading instruction. Students use the library media centers, as well as classroom computers, to take reading assessments from programs such as *Accelerated Reader*, *STAR Reading*, and *STAR Early Literacy*. They use library/media center computers for library work, research, and other content-based projects.

San Pasqual's Library Media Center is integral to the delivery of instructional programs and ensures that learning resources are available to all staff and students in all subject areas. Special populations of students, including English Learners and special education students, have the same access as the general population of students. Special education students who require accommodations may be assigned an individual student station with accommodations as needed per their IEP.

3b. Description of district's current use of hardware and software to support teaching and learning.

Technology within the San Pasqual Union School District is not addressed separately but is an integral part of the curriculum. Currently, all students and staff have access to San Pasqual Cloud Connect, a single-user sign in to all current software applications. The single user sign-in provides both home and school access to an array of software programs

that enhance student learning and reinforce grade level standards, including *Google Apps for Education*, *Synergy*, *SchoolWires*, *Education City*, *IXL Math*, *Accelerated Reader*, *Brain Pop*, *Brain Pop Jr., California Streaming*, *Spelling City*, *World Book Online*, etc.

All teacher computers and those student computers located in the computer lab and library/media center are also licensed with *Microsoft Office*. Due to its universal access and ease of sharing, SPU staff and students primarily utilize *Google Apps for Education* for word processing, publishing, email, and presentation software.

At the elementary level, technology is used in the classrooms on a daily basis both by students and teachers. General word-processing and multimedia presentation skills are required to complete a variety of classrooms projects. In kindergarten classrooms, computers and software are used at learning centers.

1st through 5th grade students utilize Google Apps for word processing, research, and a variety of digital media projects. Reading comprehension is assessed with computer-based assessment systems like *Accelerated Reader* and *Star Early Literacy*.

At the middle school, the use of technology has become an integral part of the curriculum in English, Social Studies, Math and Science. In fact, our newest core adoptions, science and history/social science, have a digital component to the core curriculum.

The district web page continues to evolve in an effort to improve access to technology resources for both teachers and students and to improve home/school communication.

Teacher Use of Technology for Classroom Management and Instruction				
Hardware	Instruction	Parent Communication	Student Progress & Assessment	100% Daily Access & Use
Computers, Printers, Document Cameras, Projectors, Telephones, Student responders, Personal computing devices, Voice amplification devices	Software and Courseware in Core Subjects	Email, Teacher Webpage, voicemail, EdConnect, Digital newsletters	Report Cards, Electronic grade books	100% of teachers have a personal computer, Document Camera, Projector, and student computers in the classroom.

3c. Summary of the district's curricular goals that are supported by this tech plan.

Three-Year Goals, Objectives, and Benchmarks for Students

SPUSD has aligned its curriculum to meet the California State Content Standards and the California Frameworks. The district is working with SDCOE to implement the new Common Core Standards. The district curricular goals are focused on improving student achievement in Mathematics and English/Language Arts. These goals are based on the academic needs as reflected in the district's STAR/CST results, and Annual Yearly Progress (AYP) and Academic Performance Index (API). The goals are documented in the district's LEAP Plan and the school's Single Plan for Student Achievement.

The District's Performance Goals are:

1. Development of 21st century learning environments
2. Equal student access to a personalized, balanced, and challenging curriculum
3. Personnel to work in high-performing teams
4. Ensure predictable funding for technology

SPU staff and students continue to be taught technological skills such as email, word processing, spreadsheet, and electronic publishing as teachers integrate technology assignments throughout the curriculum. Students in preschool through 8th grade follow a scope and sequence of skills that correlate with the Language Arts and Mathematics standards and will be age appropriate as specified in the Single Site Plans and the District LEAP Plan.

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

San Pasqual Union School District focuses on English-Language Arts as the key to student success. The overall goal is for the teaching staff to take a more active role in the process of integrating technology into the curriculum in order to provide compelling ways for all students to meet common core State Academic Standards.

We will focus on improving teaching and learning in a different cluster/strand for each year of our three-year plan. While each year there is a new focus, other cluster/strands will be addressed as well. The three cluster/strands and the year of focus follows:

- Written Conventions and Word Analysis - 2013-2014
- Reading Comprehension and Writing Strategies - 2014-2015
- Literary Response and Analysis - 2015-2016
- Integrate technology applications in each area – 2013-2016 (annually)

Goal #1: Integrate Technology Into Written Conventions And Word Analysis, Fluency,

And Systematic Vocabulary Development K-8

Objective 1.0: By June of 2016, 95% of students k-8 will increase their written conventions and word analysis, fluency and systematic vocabulary to meet CA English Language Arts Content Standards for California Public Schools for their grade level.

Benchmark for 1.0
1.1: By June of 2014, 75% of students grades K-8 will use vocabulary and concept development: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases as measured by the California English Language Arts Content Standards using the State Testing at their grade level.
1.2: By June of 2015, 85% of students grades K-8 will use vocabulary and concept development: Understand the most important points in the use of common word as measured by the California English Language Arts Content Standards using the State Testing at their grade level.
1.3: By June of 2016, 95% of students' grades K-8 will use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast, as measured by the California English Language Arts Content Standards using the State Testing at their grade level.

Implementation Plan and monitoring for Goal 1 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts and social studies
- Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking

These plans will be repeated annually 2013-2016

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
CST, State Writing Assessments,	At the end of each Trimester	Teachers and site Principal will analyze progress and make	Teachers and site Principal will disseminate best practices and next best steps for each grade

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Writing Samples and observations, Teacher Lessons, and site Principal observations		changes with stakeholders' assistance	level.

Goal #2: READING COMPREHENSION - FOCUS ON INFORMATIONAL MATERIALS And Improve Writing Strategies: Students read and understand grade-level-appropriate material. Students will be able to describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, students will read annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Objective 2.0: By June of 2016, 95% of students K-8 will increase their Reading Comprehension and written conventions and word analysis, fluency and systematic vocabulary to meet CA English Language Arts Content Standards for California Public Schools for their grade level as measured by State Assessment and teacher analysis.

Benchmarks 2.1: By June of 2014, 75% of students K-8 will increase their ability to identify structural features of informational materials: They will be able to compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals) for their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.2: By June of 2015, 85% of students K-8 will increase their ability to identify structural features of informational materials: They will be able to analyze text that uses proposition and support patterns for their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.3: By June of 2016, 95% of students K-8 will increase their ability to comprehend and analyze Grade-Level-Appropriate Text: They will be able to find similarities and differences between texts in the treatment, scope, or organization of ideas for their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.4: By June of 2016, 95% of students' K-8 will increase their comprehension and analysis of grade-level-appropriate text: They will be able to compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning at their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.5: By June of 2016, 95% of students' K-8 will increase their comprehension and analysis of grade-level-appropriate text: they will be able to understand and explain the use of a complex mechanical device by following technical directions for their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.6: By June of 2016, 95% of students K-8 will increase their comprehension

and analysis of grade-level-appropriate text: They will be able to use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem for their grade level as measured by State Assessments and teacher analysis.

Benchmarks 2.7: By June of 2016, 95% of students K-8 will increase their comprehension and analysis of grade-level-appropriate text: They will be able to use expository critique: evaluate the unity, coherence, logic, internal consistency, and structural patterns of text for their grade level as measured by State Assessments and teacher analysis.

Implementation Plan and monitoring for Goal 2 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts and social studies
- Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking

This sequence will be repeated in each year 2013-2016

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation The selections in Recommended Readings in Literature, K-8 illustrates the quality and complexity of the materials to be read by	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

students.			

Goal #3: LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of English – Language Arts, Science, Mathematics and History and Social Science.

Objective 3.0: By June, 2016, 95% of all students will be able to clarify their ideas and connect them to other literary works for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.
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Benchmark 3.1 By June, 2014, 75% of all students will be able to identify structural features of literature: They will be able to determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet) for their grade level as measured by State Assessments and teacher evaluation.

Benchmark 3.2 By June, 2015, 85% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved as measured by State Assessment and Teacher evaluation.

Benchmark 3.3 By June, 2016, 95% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts as measured by State Assessments and Teacher evaluations.

Benchmark 3.4 By June 2016, 95% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text as measured by State Assessment and Teacher evaluation.

Benchmark 3.5 By June 2016, 95% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works as measured by State Assessment and Teacher evaluation.

Benchmark 3.6 By June, 2016, 95% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work as measured by State Assessment and Teacher evaluation.

Benchmark 3.7 By June, 2016, 95% of all students will be able to identify narrative analysis of grade-level-appropriate text: They will be able to analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author as measured by State Assessment and Teacher evaluation. (Biography approach)

Implementation Plan and monitoring for Goal 3 Annually:

- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices and next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking
  These plans will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #4: WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student's progress through the stages of the writing process as needed.
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Objective 4.0: By June 2016, 95% of all students write clear, coherent, and focused essays for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 4.1: By June 2014, 75% of all students write clear, coherent, and focused essays. They will be able to organization and focus their writing: They will be able to create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.
Benchmark 4.2: By June 2015, 85% of all students write clear, coherent, and focused essays. They will be able to organization and focus their writing: They will be able to establish

coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 4.3: By June 2016, 95% of all students write clear, coherent, and focused essays. They will be able to organization and focus their writing: They will be able to support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 4.4: By June 2016, 95% of all students write clear, coherent, and focused essays. They will be able to organization and focus their writing: They will be able to write evaluations and revisions: They will be able to revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Implementation Plan and monitoring for Goal 4 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #5: WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to their grade

level.

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Objective 5.0: By June 2016, 95% of all students write clear, coherent, and speak with a command of standard English conventions for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.1: By June, 2014, 75% of all students will be able to write a sentence using correct and varied sentence types and sentence openings to present a lively and effective personal style for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.2: By June 2015, 85% of all students will be able to write a sentence. They will be able to identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.3: By June 2016, 95% of all students will be able to write a sentence. They will be able to use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.4: By June 2016, 95% of all students will be able to write a sentence using correct grammar. They will be able to edit written manuscripts to ensure that correct grammar is used for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.5: By June 2016, 95% of all students will be able to write a sentence using punctuation and capitalization. They will be able to use correct punctuation and capitalization for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Benchmark 5.6: By June, 2016, 95% of all students Spelling: Use correct spelling conventions for their grade level in each content area listed above as measured by State Assessments and Teacher analysis.

Implementation Plan and monitoring for Goal 5 Annually:		

Implementation Plan and monitoring for Goal 5 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

These plans will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

The National Educational Technology Standards (NETS) has a very wide scope that makes an effective focus of efforts and resources very difficult. The NETS standards that address technology and informational literacy is an ongoing initiative of the International Society for Technology in Education (ISTE) http://cnets.iste.org/ . Their standards will be the basis of skills students are required to learn at each grade level and are taught within the context of English-Language Arts, mathematics, science, history, and the arts. As with the English-Language Arts we will have an annual focus on one or two strands over the next 3 years, in order to provide the support that students need to reach NETs standards by the completion of 8th grade. In addition, all report cards, parent newsletters and parent access to grades will be available online using Google Apps and the CLOUD.

Goal #6: **Students will learn information literacy skills appropriate to their grade level.**

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Objective 6.0: By June, 2016, 95% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8 (See Appendix A) NETS Standards

Benchmark 6.1: By June 2013, 65% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8. Students will demonstrate a sound understanding of the nature and operation of technology systems for their grade level as measured by teacher assessments.

Benchmark 6.2: By June 2014, 75% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8. Students will demonstrate proficiency in the use of technology for their grade level as measured by teacher assessments.

Benchmark 6.3: By June 2015, 85% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8. Students will understand the ethical, cultural, and societal issues related to technology for their grade level as measured by teacher assessments.

Benchmark 6.4: By June 2016, 95% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8. Students will practice responsible use of technology systems, information, and software for their grade level as measured by teacher assessments.

Benchmark 6.5: By June 2016, 95% of all students will meet the NETS standards-based technology and information literacy benchmarks for grades K-4, 5-8. Students will develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity for their grade level as measured by teacher assessments.

Implementation Plan and monitoring for Goal 6 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use technology: scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students.	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #7: Students grades 3-8 demonstrate mastery of Technology productivity tools including completing assignments independently.
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Objective 7.0: By June, 2016, 100% of 3- 8 grade students will be able to use Google Docs as a tool for writing and publishing, be able to save and retrieve their work and identify and solve routine hardware and software problems that occur in everyday technology use.
Objective 7.1: By June 2016, 95% of 8th, 7th, 6th, and 5th grade students and 85% of 3th through 4th grade students will be able to use the scanner, digital camera and video camera.
Benchmark 7.1: Students use technology tools to enhance learning, increase productivity, and promote creativity.
Benchmark 7.2: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Implementation Plan and monitoring for Goal 7 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students.	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #8: Students demonstrate mastery of technology communications tools
_____
Objective 8.0: By June 2016, 100% of 3- 8 grade students will be able to use software or applications as a tool for communication. Students will be able to save and retrieve their work and identify and solve routine hardware and software problems that occur in everyday technology use.
Objective 8.1: By June 2016, 95% of 8th, 7th, 6th, and 5th grade students and 85% of 3th through 4th grade students will be able to use communication software or applications.

Benchmark 8.1: Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
Benchmark 8.2: Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Implementation Plan and monitoring for Goal 8 Annually:

- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students.	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #9: Students demonstrate mastery of technology research tools

Objective 9.0: By June 2016, 95% of 3-8 grade students will be able to master the use of Technology Research Tools for their grade level as measured by teacher observation.

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Benchmark 9.1: By June 2016, 95% of 3-8 grade students will be able to master the use of technology research tools. Students will use technology to locate, evaluate, and collect information from a variety of sources for their grade level as measured by teacher observation.

Benchmark 9.2: By June 2016, 95% of 3-8 grade students will be able to master the use of technology research tools. Students will use technology tools to process data and report results for their grade level as measured by teacher observation.

Benchmark 9.3: By June 2016, 95% of 3-8 grade students will be able to master the use of technology research tools. Students will evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks for their grade level as measured by teacher observation.

Implementation Plan and monitoring for Goal 9 Annually:

- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students.	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal #10: Students demonstrate mastery of technology problem-solving and decision-making tools.

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Objective 10.0: By June, 2016, 100% of 5th- 8^h grade students will be able master the use of technology for problem-solving and decision-making as a tool for writing and publishing, be able to save and retrieve their work and identify and solve routine hardware and software problems that occur in everyday technology use for their grade level as measured by teacher evaluation.

Objective 10.1: By June, 2016, 95% of $8^{th,}$ $7^{th,}$ $6^{th, and}$ 5th grade students and 85% of 3th through 4th grade students will be able to able master the use of technology for problem-solving and decision-making as a tool for writing and publishing, be able to save and retrieve their work and identify and solve routine hardware and software problems that occur in everyday technology use for their grade level as measured by Teacher evaluation.

Benchmark 10.1: By June 2016, 100% of 5th- 8th grade students will be able master the use of Technology. Students will be able to use technology resources for solving problems and making informed decisions for their grade level as measured by Teacher evaluation.

Benchmark 10.2: By June 2016, 100% of 5th- 8th grade students will be able master the use of Technology. Students will be able to employ technology in the development of strategies for solving problems in the real world for their grade level as measured by Teacher evaluation.

Implementation Plan and monitoring for Goal 10 Annually:
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

Assess need for additional professional development, hardware or software annually.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
NETS Performance Indicators for Technology Literate Students.	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3f. List of goals and an implementation plan the describe how the district will address the appropriate and ethical use of information technology in the classroom so the students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: The concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

As technology spreads throughout our schools, and the Internet rapidly grows, more and more students become dependent on the Internet as their primary research tool. It is vital that both teachers and students understand the legal and ethical uses of this powerful tool. It is the goal of San Pasqual Union School District to provide training for teachers and appropriate grade level education for all students to ensure the appropriate and ethical use of technology in the classroom, and at home.

Goal #11: All Teachers and Students will understand and distinguish between lawful and unlawful use of technology.
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Objective #11.0: By June 2016, all teachers and 90% of all students' grades 3-8 will distinguish between lawful and unlawful use of technology as measured by teacher observation and a district designed grade level survey. Students grades K-2 will demonstrate understanding of ethical use as measured by teacher observation and class discussion for their grade level as measured by Teacher evaluation.

Benchmark 11.1: By June 2014, appropriate training will be provided for all teachers.
Benchmark 11.2: By June 2014, 70% of students' grades 3-8 will pass a grade level survey on the ethical use of copyright, fair use and plagiarism. K-2 students will demonstrate understanding in class discussions appropriate to their grade level. Students will distinguish lawful from unlawful uses of copyright works, to include fair use, and the concept and purpose of copyright for their grade level as measured by Teacher evaluation.
Benchmark 11.3: By June 2015, 80% of students' grades 3-8 will pass a grade level survey on the ethical use of copyright, fair use and plagiarism for their grade level as measured by Teacher evaluation. K-2 students will demonstrate understanding in class discussions appropriate to their grade level. All Students will identify and avoid unlawful downloading.
Benchmark 11.4 By June 2016, 90% of students' grades 3-8 will pass a grade level survey on the ethical use of copyright, fair use and plagiarism for their grade level as measured by Teacher evaluation. K-2 students will demonstrate understanding in class discussions appropriate to their grade level. All Students will understand ways to avoid plagiarism and unethical peer-to-peer file sharing.

Implementation Plan and monitoring for Goal 11 Annually:

- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

These plans will be repeated annually

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3g. List of goals and an implementation plan that describe how the district will address internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

As students spend more and more time using the Internet, the danger posed by identity thieves and predators grows rapidly. Districts need to take action to protect them at school and provide them with the skills needed to stay safe at home.

Goal #12: All Teachers and Students will understand the importance of Internet safety.
The District will provide a plan to protect the online privacy of staff and students and teach the concepts and importance of personal safety using the internet.
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Objective 12.0: By June 2016, all teachers and students will be able to identify safe and unsafe uses of the Internet. 90% of students' grades 3-8 will pass a district designed grade-level technology survey on Internet safety education. Students grades K-2 will demonstrate understanding of Internet safety as measured by teacher observation and class discussion for their grade level.

Benchmark 12.1: By June 2014, appropriate training will be provided for all teachers.

Benchmark 12.2: By June 2014, 70% of all students in grades 3-8 will pass a district designed technology survey on Internet safety education. Students grades K-2 will demonstrate understanding of Internet safety as measured by teacher observation and class discussion. Students will be provided with the skills needed to protect their online privacy and avoid online predators.

Benchmark 12.3: By June 2015, 80% of all students in grades 3-8 will pass a district designed technology survey on Internet safety education. Students grades K-2 will demonstrate understanding of Internet safety as measured by teacher observation and class discussion. Students will be provided with the skills needed to protect their online privacy and avoid online predators.

Benchmark 12.4: By June 2016, 90% of all students in grades 3-8 will pass a district designed technology survey on Internet safety education. Students grades K-2 will demonstrate understanding of Internet safety as measured by teacher observation and class discussion. Students will be provided with the skills needed to protect their online privacy and avoid online predators.

Implementation Plan for monitoring for Goal 12 annually
- Identify software and Internet resources to be used.
- Purchase online applications to be used at each grade level.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives.
- Facilitate students' successful completion of activities and mastery of objectives
- Conduct trimester Reflection Sessions to identify and disseminate best practices areas for next best steps.
- Assess need for additional professional development, or online software.
- Students will use the Internet inquiry-oriented activities and research to enhance their literacy skills
- Students will use graphic organizing software to brainstorm and organize their work in language arts Students will use educational software that supports higher order thinking in English-Language Arts
- Students will use computer peripherals such as scanners, digital and video cameras to enhance their writing and thinking.

This sequence will be repeated in years 2 – 3

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

Students that do not have access to computers at home do not have equal access. San Pasqual Union School District needs to leverage support to provide access during both school and non-school hours for all students including regular education students, ELL students, Special Needs students, and GATE students.

Goal #13: Provide expanded access to technology for all students

Objective 13.0: By June 2016, all students will have equal access to technology at home and at school as measured by parent and student surveys at each grade level.

Benchmark 13.1: By June 2016, all students will have opportunities to explore technology without structured lessons at each grade level facilitated by their teachers.

Benchmark 13.2: By June 2016, all students without access to computers at home will be connected with a wireless device with expanded access at school that will be available upon request from each teacher.

Implementation Plan for Goal 13 annually
- Develop access plan to ensure the availability of technology to support objectives.
- Publicize access to students and parents.
- Facilitate students' successful completion of curriculum and technology activities and mastery of objectives during expanded access times.
- Conduct quarterly Reflection Sessions to identify and disseminate best practices and next best steps.
- Assess need for additional professional development, hardware, and/or software.

This sequence will be repeated in years 2 – 3

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal #14: Use technology to provide improved record keeping and assessment.

Objective 14.0: By June, 2016, appropriate record keeping and assessment systems including (A) a Student Information System for all teaching staff and (B) a web-based reporting system accessible to all K-8 teachers and parents, will be implemented.

Benchmark 14.1: By June 2014, District will research a software solution to track student progress towards standards K-8. By June 2015, a selected number of teachers will have field-tested the program for full implementation by September 2015.

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Benchmark 14.2: By June 2015, District will identify and implement a software solution to track student progress towards standards for all grade levels K-8
Benchmark 14.3: By June 2016, District will provide a web-based classroom management system that is accessible to administrators, teachers, students and parents.

Implementation Plan for Goal 14 annually

- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development, hardware, and/or software.

This sequence will be repeated in years 2 – 3

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Goal #15: Use technology to provide improved communication between home and school and provide opportunities for after hours and on-line contacts. _____ **Objective 15.0:** By June 2116, technology will be implemented that includes an online newsletter, a San Pasqual Union School Web Page, homework online, and e-mail to improve home/school communication. Success will be measured by staff usage and parent surveys
Benchmark 15.1: By June 2013**,** publish newsletter online that will provide ways for parents to communicate with school staff after hours.
Benchmark 15.2: By June 2014, The San Pasqual School Web Page will be online with links to interesting educational and parenting skills websites. 75% of teachers will be using the webpage by June 2014.School staff will communicate with parents online.
Benchmark 15.3: By June 2015, The San Pasqual School Web Page will be online with links to interesting educational and parenting skills websites. 85% of teachers will be using the webpage by June 2015. All School staff will successfully communicate with parents online.
Benchmark 15.4: By June 2016, The San Pasqual School Web Page will be online with links to interesting educational and parenting skills websites. 95% of teachers will be using the webpage by June 2016. All School staff will communicate with parents online and extended resources will be available for additional learning for students and parents.
Benchmark 15.5: By June 2016, all teachers will make homework assignments available online to students and parents.

Implementation Plan for Goal 15 annually

- Identify software and Internet resources to be used.
- Purchase needed software.
- Identify and schedule needed professional development coordinated by Superintendent.
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks.
- Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.
- Assess need for additional professional development, hardware or software.

This sequence will be repeated in years 2 – 3

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will share best practices and next steps.

3k. Describe the process that will be used to monitor the curricular component (Sections 3d – 3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Action Step / Benchmark	Person(s) Responsible	Annual Dates	Years
Assess and report technology equipment and infrastructure available to be used to accomplish curriculum and technology goals.	Principal	July	2013 - 2016
Assess and report software available to be used to accomplish curriculum and technology goals.	Principal	July	2013 - 2016
Review the school district's curricular goals as presented in various district and site comprehensive planning documents.	Principal	August	2013 - 2016
Review test score and authentic assessment results from previous school year to determine level of success in implementing previous year's goals and objectives.	Principal & Leadership Team	August	2013 - 2016
Design professional development plan to support yearly goals and objectives, and schedule activities.	Leadership Team	August	2013 - 2016
Develop and publish a technology access plan / schedule to ensure adequate and equitable access for successful completion of curriculum and technology goals.	Leadership Team	August	2013 - 2016
Identify or develop appropriate age/grade level activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June	2013 - 2016

Implement and assess activities to ensure accomplishment of yearly curriculum and technology objectives	Teachers	Sept-June	2013-2016
Conduct quarterly Reflection Sessions to identify and disseminate best practices and areas for next best steps.	Principal, Leadership Team, & Teachers	Aug, Nov, Feb, May	2013 - 2016
Assess needs for infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal & Leadership Team	February	2013 - 2016
Order infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal & Leadership Team	March	2013 - 2016
Install infrastructure, hardware and software to support curriculum and technology for the coming year.	Principal	June	2013 - 2016

All benchmarks and action steps repeat for each year of the plan.

Process to Monitor Strategies and Methodologies:
Monitoring and evaluation is fairly simple at San Pasqual Union School District due to its small size. Formal meetings are held only when necessary as the whole staff interacts daily. Communication takes place on a regular basis. Instruments of evaluation and the person responsible are listed after each goal. The Superintendent/Principal will monitor the implementation of the technology plan together with the technology oversight committee in all areas. The Superintendent/Principal will report progress to the Board of Education and other stakeholders annually. If parts of the plan are not being implemented according to the timeline, the Superintendent/Principal will take steps to make sure that this is corrected.

Indicators of Success:
Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal. Data will be gathered on each goal, objective, and benchmark, as indicated in each one and the overall timeline. Teachers and site principal evaluate the success of goals related to curriculum, acquisition of technology skills, and equitable access by students, record keeping, and communication with parents.
The principal also monitors the adherence to the plan and makes appropriate recommendations to the School Board.

Indicators will be that:
All students will reach high academic standards, at a minimum attaining proficiency or better in English-Language Arts and by 2015-16.
All students will achieve the NETS Performance Indicators for Technology Literate Students.
All limited-English proficient students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in English-Language Arts.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA:

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

All newly credentialed teachers are proficient in Educational Technology from their Credential Programs upon entering the District. The San Diego County Ed Tech Profile survey will be administered to the entire San Pasqual Union staff early in the 2013-14 school year and the results will be used to establish the Professional Development Priorities. The district has several lead teachers proficient in most components of the EdTechProfile assessment. The Superintendent attends County Office of Education STAC meetings to keep abreast of professional opportunities in technology education as they arise. Due to the small size of the staff and few administrators, and after assessing survey results of skills and needs, it was determined that the skills and needs of administrators and teachers are roughly the same; therefore, objectives are necessary for just one group.

Needs for Professional Development Staff
Through past informal discussions it appears many members of the staff need to continue to improve computer skills in many areas. Technology is currently integrated into the curriculum in several classrooms within the district. Most teachers have basic skills to carry out lessons that include technology without assistance. In order for technology to be fully integrated into the classroom, teachers need to be familiar with the new software and Internet resources the students are using and feel comfortable using it to enhance student success. Additional training will help teachers to be better able to envision how technology can be further integrated into the curriculum. Currently teachers are willing to work together with the administrators and lead teachers to plan lessons that use technology and in that way San Pasqual Union is already doing a fairly good job of integrating technology into the classroom.

Tentative technology skill needs for successful implementation of the Goals in 4b. are as follows:

Skills	Needs
Basic office suite skills	Teaching and integrating office suite skills into curriculum.
Ability to use email	Improved use of email for school-home communication.
Ability to access and download streaming media	Techniques for integrating streaming media into lesson plans.
Ability to use computer-based assessment tools	Training to analyze results and create computer-based interventions
Ability to use computer-based attendance software	Training to use additional features available in attendance software
Internet search skills	Advanced Internet search skills and integration into lesson plans.
Integration of technology into classroom units of study.	Develop Technology Annotated Standards

Current Staff Development Opportunities
San Diego County Office of Education offers short workshops in various areas of technology. The County offers professional opportunities in specific areas of technology throughout the year for a nominal price. The San Diego County Office of Education also provides on-site assistance for classroom management, communication, and productivity software.

4b.   List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data 94a) and the Curriculum Component objectives (Sections 3d – 3j) of the plan.

Goals for providing professional development opportunities are based on staff needs assessment: (the district uses the EdTechProfile assessment tool, which is located online at www.edtechprofile.org)

Goal # 1 Professional Development: Teachers and administrators will learn to use a computer to accomplish their personal and professional goals with district support.
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Objective 1.0: By June 2016, all teachers will be trained in and will implement the use of software to support the curriculum programs and improve student assessment including online grading, report cards, and the parent portal to enhance communication.

Benchmark 1.1: By June 2014 70% of teachers and administrators will be able to demonstrate their skills necessary send and receive email and use the Internet to access teaching ideas and lesson plans
Benchmark 1.2: By June 2015, 80% of teachers and administrators will use sources online for professional development opportunities.
Benchmark 1.3: By June 2016, All teachers will be trained in and will be effectively implementing the use of software to support the curriculum programs to help students improve on state standards testing.

Implementation Plan for Professional Development Goal 1.0
- Conduct intermediate and/or advanced training in Google Docs for teachers and administrators.
- Conduct intermediate and/or advanced in GMail for teachers and administrators.
- Conduct intermediate and/or advanced in Google for teachers and administrators.
- Provide a system of ongoing coaching to continue to build skills of teachers and administrators.
- Provide links to on-line professional development sites on the district website

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation and EdTechProfile assessment	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goals for providing professional development opportunities based on Curriculum Component

Goal # 2 Professional Development: Teachers will enrich lessons by using internet-based resources to provide maximum learning opportunities for students with a variety of learning styles. **Objective 2.0** By June 2016, All teachers will be trained to enhance their curriculum using technology to provide a variety of learning resources to expand access for all types of learning styles.
Benchmark 2.1: By June 2013, teachers will explore internet-based resources available on the Internet. **Benchmark 2.2:** By June 2014, teachers will incorporate internet-based lessons into their curriculum. **Benchmark 2.3:** By June 2015 teachers will incorporate internet-based resources into lesson design **Benchmark 2.4:** By June 2016, teachers will have enriched their lessons using internet-based resources to provide maximum learning opportunities for all students with a variety of learning styles.

Implementation Plan for Professional Development Goal #2

- Grade-level teams and departments to construct technology annotated standards documents for each grade level.
- Implement a system of ongoing coaching to continue to build skills of teachers and administrators.
- Provide links to standards-based curriculum and lesson plans on the district website.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation and EdTechProfile assessment	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goals for providing professional development opportunities relating to classroom management tools (i.e., grade books, attendance, assessment):

Goal # 3 Professional Development: Teachers will use Synergy for recording and communicating on student progress. **Objective 3.0:** By June 2016, all teachers will be trained in and will implement the use of a support program to improve student assessment including online grading, report cards, and the parent portal to enhance communication.			
Benchmark 3.1: By June 2014, 70% of teachers will use electronic record keeping and reporting tools to keep track of student progress towards standards through staff development sessions and outside consultant(s). **Benchmark 3.2**: By June 2015, 80% of teachers will use electronic record keeping and reporting tools to report student progress to parents. **Benchmark 3.2**: By June 2016, 100% of teachers will use electronic record keeping and reporting tools to report student progress to parents.			

Implementation Plan for Goal 3 – Professional Development
- Research, purchase and implement a web-based school management tools available to identify one that is feasible for our small school setting
- Provide initial and intermediate training on the selected web-based school management tools for teachers and administrators.
- Provide a system of ongoing coaching to continue to build skills of teachers and administrators.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher Reflection and site Principal observation and EdTechProfile assessment	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

Goal # 4 Professional Development: The Internet will be used as a tool by staff to assist them in identifying, recording, sharing, and completing professional goals. **Objective 4.0:** By June 2016, all teachers will be trained in and will implement the use of a support program to improve their own professional goals.			
Benchmark 4.1: By June 2014, 80% of staff will utilize email for parent and student communication. **Benchmark 4.2:** By June 2015, 90% staff will utilize the Internet for parent /student communication. **Benchmark 4.2:** By June 2016, 100% staff will utilize the Internet for parent /student communication.			

Implementation Plan for Goal 4 – Professional Development
- Conduct intermediate/advanced training in class websites for instruction for teachers and Outlook for teachers and administrators.
- Conduct training in website development for teachers and administrators.
- Provide a system of ongoing coaching to continue to build skills of teachers and administrators.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible

End-Product Samples	At the end of each Trimester	Teachers and site Principal will analyze progress and make changes with stakeholders' assistance	Teachers and site Principal will disseminate best practices and next best steps.

4c. Describe the process that will be used to monitor the professional Development (Section 4b) goals, objectives, and planned implementation activities including roles and responsibilities.

Monitoring and evaluation is fairly simple in the small San Pasqual Union School District. With a small number of teaching /administrative staff, communication takes place on a daily, almost hourly basis. San Pasqual Union has one minimum day each week that allows for a 2-hour staff meeting/ staff development sessions on a weekly basis. Monitoring and evaluation of the staff development component is delineated [see evaluation information following each goal], the superintendent/principal will monitor the implementation of the staff development component together with the technology lead teachers. Progress will be monitored by the superintendent/principal on a quarterly basis and a report will be made to the Board of Education bi-annually.

All action steps and benchmarks repeated for each year of the plan.

Action Step/Benchmark	Person Responsible	Annual Dates
Use SDCOE Ed Tech Profile Assessment to identify teachers' and administrator's current technology skills and needs for professional development.	Principal	August
Research and publish professional development opportunities.	Principal	Aug, Nov, Feb, May
Develop clear goals and a specific implementation plan for providing professional development opportunities based on EdTechProfile Assessment and the Curriculum component benchmarks and timeline.	Principal	August
Conduct intermediate / advanced training in Google Drive for teachers and administrators.	Principal and Leadership Team	October
Conduct intermediate / advanced training for teachers and administrators to use online email and CLOUD applications.	Principal and Leadership Team	December
Conduct intermediate / advanced in Google Apps for Education for teachers and administrators.	Principal and Leadership Team	February
Conduct initial and intermediate training on the construction of technology annotated standards documents for each grade level.	Principal and Leadership Team	April
Conduct initial and intermediate training on the selected web-based school management tools for teachers and administrators.	Principal and Leadership Team	June
Conduct ongoing coaching to continue to build skills of teachers and administrators.	Principal and Leadership Team	Sept-June

If portions of the plan are not being implemented according to the timeline, the superintendent/principal will analyze the data and determine what is needed to implement the plan or revise the plan with stakeholder assistance if needed. All staff will take the EdTechProfile Assessment yearly. Indicators of success will be comparison of baseline EdTechProfile data with new data provided each year. Informal and hands-on surveys will indicate whether curriculum related goals are being met and the superintendent/principal will ensure that steps are taken to meet all goals provided funding is available. Changes in student learning resulting from professional staff development will be measured by comparing student test scores and portfolios before and after implementation of curricular goals.

Indicators of Success
Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal. Principal and Leadership Team evaluate progress toward goals related to acquisition of technology skills, and integration of technology into curriculum units, record keeping, and communication with parents. Principal also monitors the adherence to the plan and makes appropriate recommendations to the School Board.

Indicators will be that:
All staff will reach intermediate proficiency levels on all areas of the EdTechProfile District Proficiency Chart by June 2016.

All teachers will report a minimum frequency of "between once a week and monthly" on all areas of the EdTechProfile Technology Use Survey Report by June 2016.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA:

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.

The classrooms and lab operate in a Windows environment. The district chooses Windows because it most closely resembles the real-world workplace. A technology support person on site weekly can resolve application and software problems. A three-year protection plan is included in hardware purchases that cover maintenance problems for the life of a computer.

All computers at San Pasqual Union are have Internet access. Teacher laptops are also equipped with DVD drives. Some teacher laptops, however, are four years old or older and should be replaced if outside funding is available. The current ratio of computers to students is 1:3. Donated laptop computers and annual budgets are used to replace computers.

District minimum standards for obsolescence: Desktop and notebook computers are considered obsolete and should be retired after four full years of use.

District minimum standards for purchase of new computers: Minimum standards at this time are 1GB RAM, 40GB hard-drive, CD-RW/DVD-ROM drive, and Ethernet connectivity for all desktop computers. Classroom laptops have same specifications and wireless capabilities.

Assistance in purchase of new equipment: San Diego County Office of Education technology resource persons liberally provide expertise and assistance in purchasing of new equipment. San Pasqual Union is a member of the North County Technology Consortium and CTAP Region 9 and therefore qualifies for hardware and software discounts.

Inventory of computers conducted at San Pasqual Elementary on 1/8/13
There are currently 27 Teacher desktop computers in use that operate at 1GHZ or faster speed. There are also 250 notebook/tablet PC's that operate at 1GHZ or faster. There are 15 computers in the multimedia library center for student use before and after school.

Telephone: San Pasqual Union has an IP telephony phone system with multiple lines and connections in every classroom.

Technical Support for the district comes from the San Diego Office of Education. In addition to weekly onsite support, the San Diego County Office of Education technology staff assists San Pasqual Union with network and software problems, computer repair, and networking issues. The County assists the office staff with technical problems relating to the accounting and SIS programs that are fed to the County system. All new equipment will come with a 3-year maintenance plan.

Existing Software: San Pasqual Union School District's technology program primarily relies on utilizing the Google Apps for Education suite of applications for staff and student office productivity tools. There is also an ample collection of software to help students practice basic skills as an alternative to bookwork and when they have finished other work. Software for the primary grades is sufficient and there is some software available to record and assess reading progress.

Synergy is used as the Student Management System. SchoolWires powers the school website, which includes individual webpages for each teacher and organization at the school.

Information about online learning resources, including BYU Online Learning, have been made available to staff by the Superintendent/Principal. Specific courses have not been carefully researched. Staff development needs are currently been met with County, university, and in-house workshops. An informal staff survey will be conducted by June 2013, to identify a need for on-line learning resources for staff.

Infrastructure: San Pasqual Union School District has a Local Area Network throughout the school and Internet access for all computers with DS3 line, which is funded by the San Diego County Office of Education. There are currently access points to support wireless technology in most parts of the school. Plans are to provide complete coverage for the school by August 2013. Cell phones are supplied for key staff members/teachers to facilitate technology support and student safety and security. Walkie-Talking purchases are planned for August 2013 to replace cell phones for key personnel.

Electrical capacity is sufficient for project needs and for the foreseeable future.

San Pasqual Union School District has a website at sanpasqualunion.com and all teachers have classroom websites that are posted there. The district has two servers for its LAN.

Outside Technology Resources are available at the local Escondido library. There are multiple multimedia computers with Internet access for patrons. Nearby Palomar College offers adult education classes in beginning and intermediate computer use.

Security: Crime is rare in this rural district. All classroom/lab computers are kept in locked classrooms. Student computers are locked to the tables. The school is locked after hours. All students who use the Internet and their parents must sign an Acceptable Use Agreement that apprises students and their parents of the risks involved in Internet use. Students are never permitted to use the Internet without teacher supervision. Internet filtering is in place on all computers to which students have access.

Assistive technologies for special-needs students: Some technologies for special needs students are available at the present time. Voice amplification systems are installed in most classrooms.

5.b Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications , and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Needs to support the curriculum and professional development portions of the plan:

Infrastructure: Expanded wireless connectivity is needed to implement the curriculum and professional development aspects of the plan.

Software: Additional purchases of learning software is needed to support student learning. Titles under consideration for purchase include RazKids and Math24.

Outside Technology Resources: Developing relationships with off-site technology resources will be required to implement the plan.

Technical Needs: While the tech support provided by the San Diego Office of Education appears to meet our hardware and software needs, it is insufficient in regards to professional development. An onsite "tech coach" is needed to support teachers in the applied uses of technology in both lesson planning and implementation, as well as student engagement.

Security: A district policy must be developed for students who borrow technology equipment, including a contract signed by parents and supplemental insurance coverage against loss and/or breakage.

Assistive technologies for special-needs students: The purchase of additional computers, software, and peripherals will enable students that have difficulty communicating either orally or in writing an opportunity to access the core curriculum through the use of a computer in the classroom.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.

Action Step	Benchmark/Timeline	Persons Responsible
Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.	**July, 2013**	Superintendent/Principal and Leadership Team
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.	**July, 2013**	Superintendent/Principal and Leadership Team
Seek advice and support from experts.	**Annually 2013-2016**	Superintendent/Principal and Leadership Team
Develop benchmarks and a timeline for obtaining the needed hardware, infrastructure, learning resources, and technical support required to support the other components	**July, 2013**	Superintendent/Principal and Leadership Team
Develop a process to monitor whether the benchmarks are being reached within the specified time frame.	**July, 2013**	Superintendent/Principal and Leadership Team

Goals relating to the funding of hardware, resources and ongoing technical support:

Goal # 1: Support for technical and infrastructure problems and upgrades will be available as needed			
Objective 1.0: funding will be budgeted yearly for additional technical support			
End of year 1: $1000 will be budgeted			
End of year 2: $2000 will be budgeted			
End of year 3: $3000 will be budgeted			
End of year 4: $3000 will be budgeted			
End of year 5: $3000 will be budgeted			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	At the end if each school year	Superintendent will analyze progress and make necessary changes with help of stakeholders	Superintendent will collect data.

Goals relating to consistent funding sources:

Goal # 2: Allocate an annual budget for technology			
Objective 2.0: Add line item in budget for capital improvements in technology			
Objective 2.1: Work with Classroom of the Future Foundation to seek corporate funding			
End of year 1: Baseline budget of $100 per student is allocated for capital improvement			
End of year 2: Baseline budget +5% is allocated for capital improvement			
End of year 3: Baseline budget +10% is allocated for capital improvement			
End of year 4: Baseline budget +15% is allocated for capital improvement			
End of year 5: Baseline budget +20% is allocated for capital improvement			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	At the end if each school year	Superintendent will analyze progress and make necessary changes with help of stakeholders	Superintendent will collect data.

Goals relating to policies for equipment replacement/obsolescence:
The District policy relating to equipment obsolescence is that the Principal/Superintendent evaluates each occurrence on a case-by-case basis for possible repurposing or retirement.

Goal #3: District will update their policy and resources for equipment obsolescence replacement, including evaluation standards and provide funds to support the plan.			
Objective 3.0: Update district policy on obsolescence			
Objective 3.1: Provide funds to replace obsolete classroom/lab computers and associated equipment each year			
End of year 1: Policy is in place. Technology funding is budgeted for replacement			
End of year 2: Policy is updated. Technology funding is budgeted for replacement			
End of year 3: Policy is updated. Technology funding is budgeted for replacement			
End of year 4: Policy is updated. Technology funding is budgeted for replacement			
End of year 5: Policy is updated. Technology funding is budgeted for replacement			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	At the end if each school year	Superintendent will analyze progress and make necessary changes with help of stakeholders	Superintendent will collect data.

Goals for obtaining the needed infrastructure to support the other components of the district Technology Plan:

Goal #4- Infrastructure and Hardware: Upgrade infrastructure so that it can meet curricular and professional growth goals, funding permitting. **Objective 4.0:** By June 2016, the District will upgrade the infrastructure so that it can meet the curricular and professional development goals, as funding becomes available.
Benchmark 4.1: By June 2016, **the District will** install a comprehensive wireless network. **Benchmark4.2:** By June 2016, **the District will** acquire wireless LCD projectors and install them in all classrooms. **Benchmark 4.4:** By June 2016, **The District will** replace all switches on network to be managed switches.

Implementation Plan for Goal 4 – The District will:
- ➢ Year 1- 2014–Complete comprehensive wireless network.
- ➢ Year 2 -2015–Acquire wireless LCD projectors and install them.
- ➢ Year 3 -2016– We will Inventory and identify capabilities of all installed network switches.
- ➢ Year 3 – 2016 -Replace any remaining unmanaged switches. Purchase managed switches to replace one half of all identified unmanaged switched.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
CTAP[2] Assessment and site surveys	At the end of each Trimester	Principal and leadership team will analyze progress and make necessary changes with assistance of stakeholders	Principal will collect the data and submit progress report to the School Board

Goal #5 Infrastructure and Hardware: Integrate technology into each classroom and into each area of the curriculum – computers will be used as a tool and accessible to all students at all times in all places in the school and at home. **Objective 5.0:** By June 2016, the District will integrate technology into each classroom and into each area of the curriculum. Access for all students at school will be achieved as measured by District survey of teachers, staff and parents. **Benchmark 5.1:** By June 2016, the School Board will develop a policy for replacement of obsolete computers **Benchmark 5.2:** By June 2016, wireless laptop computers will replace computers as they become obsolete. **Benchmark 5.3:** By June 2016, a cart of laptop computers will be purchased to replace obsolete computers.

Implementation Plan for Goal 5 – The District will:			
➢ Year 1 – 2014, purchase comprehensive wireless network. ➢ Year 2 – 2015 purchase wireless projectors. ➢ Year 3 – 2016 purchase portion of switches identified as unmanaged ➢ Year 4 – 2017 purchase balance of switches identified as unmanaged			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Invoices and site surveys	At the end of each Trimester	The Principal and the Leadership Team will analyze progress and make necessary changes with assistance of stakeholders	Principal will collect the data and submit progress report to the School Board

Goal for obtaining the needed technical support to support the other components of the district Technology Plan:

Goal # 6 Technical Support/ Software: Maintain and upgrade technology resources in a timely and cost effective way			
Objective 6.0: By June 2016, the District will maintain and upgrade technology resources in a timely and cost effective way as measured by Superintendent and Board evaluation annually.			
Benchmark 6.1: By June 2016, district will provide on-going training to Principal to keep current in the field - http://www.techsets.org/			
Benchmark 6.2: By June 2016, district staff will develop a collegial network with other districts to support Principal discover opportunities to propose to share resources			
Benchmark 6.3: By June 2016 district staff will work together with nearby districts to identify and provide shared technical resources to leverage funding for district resources			
Implementation Plan for Technical Support Goal 6 – The District will:			
➢ Year 1 –2014- Set up TechSETS account for Principal for assistance on an as-needed basis ➢ Year1 – 2014- San Diego County staff to provide expanded services at no cost to the district ➢ Year 2 – 2015-A collegial network with nearby districts nurtured to share technical resources ➢ Year 2 – 2015-Assess remaining training need of Principal and identify resources needed ➢ Year 3 – 2016-Obtain/purchase outside training identified in Year 2.			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Principal Training log	At the end of each Trimester	Principal and Leadership Team will analyze progress and make necessary changes with assistance of stakeholders	Principal will collect the data and submit progress report to the School Board

Goal for obtaining the needed software to support the other components of the district Technology Plan:

Goal # 7 Technical Support/ Software: Purchase additional software needed to carry out staff development and curriculum goals. **Objective 7.0:** By June 2016, Principal will purchase software for K-8 staff all needed items to support Staff Development and curriculum goals to integrate technology into the curriculum.
Benchmark 7.1: Research and purchase standardized integrated software packages for primary and upper grades. **Benchmark 7.2:** Research and purchase standardized graphic organizer software. **Benchmark 7.3:** Research and purchase standardized multi-media development software packages for primary and upper grades **Benchmark 7.4:** Research and purchase remedial software that is tied to State standards in math and literacy **Benchmark 7.5:** Research and purchase classroom management and synchronous instructional software for digital learning **Benchmark 4.6:** Purchase site licenses for teacher productivity tools
Implementation Plan for Goal 7 – Technical Support and Software – The District will purchase: Year 1 - Word Analysis software and websites identified and purchased Year 1 - Reading Comprehension software and websites identified and purchased Year 2 - Literary Response and Analysis software and websites identified and purchased Year 2 - Writing Strategies software and websites identified and purchased Year 3 - Written Conventions software and websites identified and purchased

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices and site surveys	At the end of each Trimester	The Principal and the Leadership Team will analyze progress and make necessary changes with assistance of stakeholders	The Principal will collect the data and submit progress report to the School Board Compare test results pre and post use of software implementation by grade level.

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

Timeline of Suggested Action Steps for the Infrastructure, Hardware, Technical Support, and Software Component.

Description of the process that will be used to monitor if goals and benchmarks if 5b and 5c are met.
The Superintendent/Principal will monitor the implementation of the Infrastructure, Hardware, Technical Support, and Software component together with the Leadership Team. The

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Superintendent/Principal will monitor progress each trimester and a report will be made to the Board of Education each year.

If parts of the plan are not being implemented according to the timeline, the Superintendent/Principal will take steps to make sure that this is corrected. If goals and objectives need to be modified, Superintendent/Principal will consult stakeholders and Leadership Team to modify the plan as needed.

The Leadership Team will update the inventory of technology resources yearly.

The Superintendent with assistance from the San Diego County Office of Education is responsible for overall monitoring of the timeline.

Action Step	Person Responsible	Annual Dates
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.	Principal and Leadership Team	August of each year
Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.	Principal and Leadership Team	August of each year
Monitor and supervise installation of new infrastructure, hardware and software	Principal	Annually
Develop a detailed annual infrastructure; hardware and software plan for coming year based on current funding and projections.	Principal	June of each year
Conduct quarterly status reviews to identify progress on yearly goals.	Principal	Aug, Nov, Feb, May
Place orders for new infrastructure, hardware and software	Principal	April

All action steps and benchmarks repeat for each year of the plan 2013-2016.

The Principal will monitor the implementation of the Infrastructure, Hardware, Technical Support, and Software component together with the Leadership Team and support from the San Diego Office of Education. The Superintendent will monitor progress on a semester basis and a report will be made to the Board of Education annually.

If parts of the plan are not being implemented according to the timeline, the Principal will take steps to make sure that this is corrected. If goals and objectives need to be modified, the Principal will consult stakeholders and the Leadership Team to modify the plan if needed.

The Principal will update the inventory of technology resources yearly.

Indicators of Success:

Action Step	Instruments(s)	Person(s) Responsible	Annual Dates
Monitor status of infrastructure installation.	California School Technology Survey & Quarterly Reports	Principal and Leadership Team	Aug, Nov, Feb, May
Monitor status of hardware installation.	California School Technology Survey & Quarterly Reports	Principal and Leadership Team	Aug, Nov, Feb, May
Evaluate annual progress and revise plan for coming year as necessary.	Annual report to School Board	Principal and Leadership Team	July

Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal.
- The Principal and Leadership Team evaluate progress toward goals related to Infrastructure, Hardware, Technical Support, and Software.
- The Principal monitors adherence to the plan and makes appropriate recommendations to the Board of Education.

Indicators will be that:
- All district classrooms will have a 1 computer per 3 students ratio of non-obsolete computers with access to the Internet by June 2016 as measured by the California School Technology Survey
- All classroom computers will be equipped with access to software needed for students to reach curriculum and technology proficiency standards by June 2016 as measured by a software installation log.

All action steps and benchmarks repeat for each year of the plan 2013-2016.

6. FUNDING AND BUDGET COMPONENT CRITERIA:

6a. List established and potential funding sources.

San Pasqual Union has a high level of technology resources for its size. Over the past 15 years major funding has come from State technology grants as well as private grants and district funding.– Over the last three years the District has allocated $129,000 to utilize for technology improvement. The District is committed to providing students with the latest technology while maintaining at least a 1:4 computer/student ratio. The District has consistently allocated funding for upgrading computer equipment.

Funding Sources:
The District is committed to utilizing all State, Federal and local grant programs that provide funding for and/or discounts on technology purchases. These programs include:
- Federal E-Rate Program
- California Tele-Connect Fund Program
- Enhancing Education Through Technology
- Title I and other Categorical Programs
- Other funding opportunities as available

Funding Source	Description	Estimated Revenue				
		2013-14	2014-15	2015-16	2016-17	
E-Rate Discounts	Federal program discounts telecommunication services to promote Internet use in schools	$15,000	$15,000	$15,000	$15,000	
California Tele-Connect Fund	State of California discounts on telecommunication services	$6,200	$6,200	$6,200	$6,200	
District's General Fund	General Fund monies allocated to support technology upgrades and implementation	$40,000	$40,000	$40,000	$40,000	

Goals relating to funding priorities for each component of the plan:

Goal # 1: Identify funding resources to implement curricular, professional growth, and hardware, etc. goals
Utilize local community resources (including countywide) and develop industry partnerships to leverage costs of upgrades to and replacement of technology resources
Objective 1.1: By June 2016, 20% of funding will be acquired through partnership leveraged resources.

Benchmark 1.1: Purchase necessary software articulated to curriculum, professional growth and hardware components utilizing community funding resources
Benchmark 1.2: Provide training and coaching for staff with help from S.D. County Office of Ed.
Benchmark 1.3: Purchase hardware needed to implement the plan, provide training and coaching for staff

End of year 1: Software, hardware and staff training have been provided to meet year 1 benchmarks. Student performance has improved accordingly.

End of year 2: Software, hardware and staff training have been provided to meet year 2 benchmarks. Student performance has improved accordingly.

End of year 3: Software, hardware and staff training have been provided to meet year 3 benchmarks. Student performance has improved accordingly.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Adopted Budget	Monthly	Principal will analyze progress and make necessary changes with assistance of stakeholders	Site Principal will collect data.

Cost Saving Strategies:

- San Pasqual Union is a member of the North County Technology Consortium and receives discounts on many items including technology.
- Hardware and Software purchased through CalSAVE receives a substantial discount.
- The district relies on the advice of the San Diego County Office of Education that provides assistance with any hardware and infrastructure purchases.
- Partnerships are difficult because San Pasqual Union is located in a rural area where there is no substantial industry.
- By relying on Telephone Technical Support and weekly visits from a technology support consultant from the San Diego Office of Education, San Pasqual Union School is able to resolve most software problems with relatively minimal cost to the district.
- Grants opportunities are sought out.

Goals relating to cost savings options:

Goal # 2: Utilize local develop industry partnerships to leverage costs of upgrades to and replacement of technology resources
Objective 2.0 By June 2016, the District will utilize local industry partnerships to leverage costs of upgrades for connectivity and to replace technology resources as measured by the Superintendent and Board of Education.
Benchmark 2.1: Identify potential sources of partnerships outside immediate local area
Benchmark 2.2: Develop a parent/community committee to develop partnerships

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Benchmark 2.3: Acquire revenue from partnerships			
End of year 1: a committee will be formed and potential sources identified			
End of year 2: 5% of technology hardware and infrastructure funding acquired through partnerships			
End of year 3: 10% of technology funding acquired through partnerships			
End of year 4: 10% of technology funding acquired through partnerships			
End of year 5: 10% of technology funding acquired through partnerships			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	Monthly	Superintendent will analyze progress and make necessary changes with assistance of stakeholders	Superintendent will collect data.

Goal # 3: Maximize use of State and Federal funding and grants whenever possible			
Objective 3.0: By June 2016, the District will maximize the use of State and Federal funding and grants whenever possible as measured by the Superintendent annually.			
Benchmark 3.1: By June 2016, Identify populations where funding sources are not being utilized with assistance of San Diego County Office of Education			
Benchmark 3.2: Apply for funding of E-RATE when possible			
End of year 1: submit one grant proposal.			
End of year 2: submit one grant proposal.			
End of year 3: submit two grant proposal.			
End of year 3: submit two grant proposal.			
End of year 3: submit three grant proposal.			
Evaluation Instrument(s):	**Schedule for Evaluation**	**Program Analysis and Modification Process**	**Data To Be Collected & Position(s) Responsible**
Adopted Budget	Monthly	Superintendent will analyze progress and make necessary changes with help of stakeholders	Superintendent will collect data.

6b. *Estimate annual implementation costs for the term of the plan.*

The current estimates to achieve successful implementation of our plan over the next three years is detailed on the chart below.

Budget Code	*Year 1*	*Year 2*	*Year 3*	*Justification for Expenses*
2000 Classified employees	$4,000	$4,000	$4,000	Technology Assistant x2
3000 Employee Benefits	0	0	0	Health & Welfare, Statutory Benefits

4000 **Materials &** **Supplies**	$7,500 $10,000 $6,000	$7,500 $10,000 $6,000	$7,500 $10,000 $6,000	Paper, Ink and Supplies Google CLOUD Software Licenses Software Subscriptions
5000 **Other Services** **& Operating** **Expenses**	$4,548 $5,000 $3,000 $3,000	$4,548 $5,000 $3,000 $3,000	$4,548 $5,000 $3,000 $3,000	T1 Line Charges Technology Conferences – ATC and SummerTech Conferences. Hardware/Network maintenance Professional Development
6000 **Equipment**	$20,000 $3,000 $1,000	$20, 000 $3,000 $1,000	$20,000 $3,000 $5,000	20 Computers each year Router for additional T1 Digital Video Camera Additional Document Cameras/Projectors Library/Textbook Server
Totals	**$76,048**	**$76,048**	**$80,048**	

6c. Describe the district's replacement policy for obsolete equipment.

Currently the SPUSD does not have a formal replacement policy for obsolete equipment – Equipment is replaced if it is no longer useable as available funds allow – One of the first year activities of this Tech plan will be to develop a formal District Obsolete Equipment Policy

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

The Superintendent/Principal with the assistance of the Technology Coordinator is responsible for overall monitoring of funding, expenditures, and implementation costs. If parts of the plan that relate to funding are not being implemented as specified, the Superintendent/Principal will consult stakeholders and the technology team in making adjustments as necessary. The Superintendent/Principal will publish an income/expenditure vs. budget report at the end of each quarter for stakeholders. The Superintendent/Principal will make a progress report to the Board of Education at the end of each school year.

Action Step	Person Responsible	Completion Date
Develop a replacement policy for obsolete equipment.	Superintendent/ Principal	Fall 2013-14
Identify the current budget for implementing each component.	Superintendent/ Principal	Bi-annually 2013-2016
Identify established and potential funding sources, present and future.	Superintendent/ Principal	Bi-annually 2013-2016
Consider options for reducing costs.	Superintendent/ Principal	Bi-annually 2013-2016
Develop and implement annual budgets for the term of the plan (3 to 5 years).	Superintendent/ Principal	Bi-annually 2013-2016
Provide for ongoing technical support.	Superintendent/ Principal	Bi-annually 2013-2016
Identify costs associated with implementing each component	Superintendent/ Principal	Bi-annually 2013-2016
Establish a feedback loop to monitor and improve progress.	Superintendent/ Principal	Bi-annually 2013-2016

Action Step	Person Responsible	Completion Date
Identify funding resources to implement Tech plan Components	Superintendent/ Principal	Bi-annually 2013-2016
Add line item in budget for capital improvements in technology	Superintendent/ Principal	Bi-annually 2013-2016
Purchase necessary software articulated to curriculum, professional growth and hardware components	Superintendent/ Principal	Bi-annually 2013-2016
Provide training and coaching for staff	Superintendent/	Bi-annually 2013-2016

	Principal	
Purchase hardware needed to implement the plan, provide training and coaching for staff	Superintendent/ Principal	Bi-annually 2013-2016
Utilize local community and county-wide resources and develop industry partnerships to leverage costs of upgrades to and replacement of technology resources	Superintendent/ Principal	Bi-annually 2013-2016

7. MONITORING AND EVALUATION COMPONENT CRITERIA:

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The Superintendent/Principal is the person responsible for monitoring overall progress of plan implementation. A major concern is whether adequate funding will be available to implement this technology plan as written. San Pasqual Union School District is determined to do its best to implement as much of this plan as funding allows.

Below are Activities, Tools, and Methods to monitor overall progress and impact on teaching and learning:

The Superintendent/Principal will coordinate implementation of the Tech plan and will be responsible for the management of all activities described in the programs for students and staff for attainment of the district's curricular goals. The Superintendent/Principal will make annual report to the Board and publicize results on district website.

ACTIVITY	TOOLS	METHODS	PERSON (S) RESPONSIBLE	ANNUAL TIMELINE
Student Computer Knowledge and Skills	- Student grade summaries on technology-based projects - NETS Performance Indicators for Technology Literate Students.	Review of progress of students towards expectations. Revise plan as needed.	Superintendent/Principal	Aug, Nov, Feb, May
Student Academic Achievement in targeted content areas	- STAR scores - Student performance on formative authentic assessment project rubrics.	Review of progress of students towards expectations. Revise plan as needed.	Superintendent/Principal	Aug, Nov, Feb, May
Staff Technology Proficiency	- EdTechProfile District Proficiency Chart - Performance on formative authentic assessment project rubrics. - Summary of Professional Growth hours in Technology - Staff Individual Learning Plans	Review of progress of staff towards expectations. Revise plan as needed.	Superintendent/Principal	Aug, Nov, Feb, May
Staff	- EdTechProfile	Review unit /	Superintendent/Principal	November,

				February, March, June
Technology Integration	Technology Use Survey Report - Informal classroom observation forms - Technology-based lesson plans - Individual Learning Plans - Self-Evaluation Survey	lesson plans and observation records for progress of staff towards expectations. Revise plan as needed.		

Below are action steps relating to monitoring implementation of the budget portion of the plan:

Action Step	Person Responsible	Completion Date
Identify all costs associated with implementing each component.	Superintendent/principal	January
Identify established and potential funding sources, present and future.	Superintendent/principal	January
Consider options for reducing costs.	Superintendent/principal	February
Develop and implement annual budgets for the term of the plan.	Superintendent/principal	February
Provide for ongoing technical support.	Superintendent/principal	February
Plan for the obsolescence of equipment.	Superintendent/principal	February
Establish a feedback loop to monitor and improve progress.	Superintendent/principal	September

(All action steps and benchmarks repeat for each year of the plan 2013-2016)

The Superintendent with assistance from the San Diego Office of Education and CTAP Region 9 will be responsible for the overall monitoring implementation of the timeline for the Infrastructure, Hardware, Technical Support, and Software component. The Superintendent/Principal will monitor progress on a quarterly basis and forward a report to the Board of Education annually.

If parts of the plan are not being implemented according to the timeline, the superintendent and business manager will take steps to make sure that this is corrected. If goals and objectives need to be modified, the Superintendent will consult stakeholders and technology team to modify the plan if needed.

7b. Schedule for evaluating the effect of plan implementation.

The benchmarks established in each component will be reviewed according to Schedule for Evaluation included in the table(s) outlining the goals and objectives of each component. The overall process for monitoring and evaluation of all goals, objectives, and benchmarks will be under the direct supervision of the Superintendent/Principal. The Superintendent/Principal will meet with the technology committee and a subset of stakeholders which will function as a progress report to and oversight committee. A summary of the findings will be compiled and presented to the School Board at least

yearly, or as needed, to analyze and evaluate the progress being made in meeting the goals and objectives of each component. The Superintendent/Principal has the authority to make changes based on the recommendations of Technology committee. Major revisions needed in the technology plan will be determined by reports from the Technology committee.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The overall process for monitoring and evaluation of all goals, objectives, and benchmarks and communicating the evaluation results to stakeholders will be under the direct supervision of the Superintendent/Principal. At the end of each trimester the information collected and evaluated by the Leadership Team will be summarized and delivered to the Superintendent/Principal. After analysis, the Superintendent/Principal will then convene the Leadership Team and other Stakeholders to determine if modifications to the plan are necessary.

Thorough and ongoing evaluation of the District Technology Plan is essential to ensure that our goals are being met. San Pasqual believes in developing the technology and pedagogy skills of teachers. By creating technology-rich curriculum and providing quality access to technology, enhanced student-centered learning and improved technology skills for our students is possible. It is important that we measure for growth in all of these areas.

The Leadership Team will invite and recruit new members each year in an effort to provide an open line of communication for schools and the community. The Superintendent/Principal will develop an Annual Technology report detailing the progress of Plan implementation and accomplishments of technology use within the district. The report will be presented to the Board of Education by the end of each school year. In addition, the Annual Technology Report and technology supported successes will be shared with the community through newsletters, presentations, and the media.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY SERVICE PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION:

If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify the adult literacy providers or potential future outreach effort).

Due to the rural and back county nature of our school district, no adult literacy service providers operate within our district Elementary boundaries. We do offer adult literacy programs for second language families in our small community. This program also provides training for parents on how to work with their children to achieve greater success in school. San Pasqual Union does not have any local, state, or federally funded adult education programs.

San Pasqual will contact Escondido High School District to coordinate services with their adult literacy provider during the life of the plan and will make every effort to work in cooperation with that program.

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9. EFFECTIVE RESEARCH-BASED METHODS, AND CRITERIA:

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

- **District Goals for Students' Academic Improvement**

- **Use of technology to teach the writing process and improve language mechanics and spelling will be better integrated into the language arts curriculum with teaching staff taking a lead role.**
- **Students will use technology to improve math problem-solving skills.**
- **Technology will support students with special needs to improve literacy and mathematics skills.**

The integration of technology into instruction is most effective "when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualization" (Ringstaff and Kelley, 2002). Best practices in this category come from organized classroom projects in which student teams are presented with a real-life problem or issue to address. Such projects are often cross-curricular, combining skills from the core subjects of mathematics, language arts (writing), science, and social studies, as well as the arts. These projects typically incorporate technology tools such as e-mail, Internet resources, spreadsheets (including charts and graphs), presentation software (such as PowerPoint), scanners, digital cameras, and video editing system (Ringstaff and Kelley, 2002).

District Goals for Students' Information Literacy

- **Upper grade students will be able to demonstrate a working knowledge of all aspects of information literacy.**
- **Upper grade students will be able to operate technology without assistance from teaching staff**
- **Provide expanded access to technology for all students**

Participation in such projects has been demonstrated to improve students' problem solving skills as well as communication skills. "Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skills. Moreover, such gains do not come at the expense of basic skills." (Penuel, Golan, Means & Korbak, 2000) "Research reviews also show increased student motivation, engagement, and self-esteem as well as improved school attendance and fewer dropouts" (Coley, 1997).
Effective Technology Integration

District Goals for Classroom Technology Integration

- **Teachers will enrich lessons by using internet-based resources in the classroom.**
- **Teachers will use graphic organizing software as an integral part of the language arts and social studies curricula**

- **Web page design will be used by staff for their personal and professional goals**

The effective integration of technology can have a positive impact on classrooms, schools, and districts by "redefining teacher and student roles and beliefs about teaching and learning":
-The teacher becomes a coach and collaborator rather than a dispenser of knowledge
- Students engaged in projects learn how to construct knowledge rather than to just receive it
- Students begin to take charge of their learning and gain responsibility and control over their work
- The school culture shifts from "isolated classroom practice" to "team-oriented learning community" (Ringstaff & Kelley, 2002) <u>Proven Methods for Technology Management</u>

District Goals for Technology Staff Development

Teachers and administrators will learn to use a computer to accomplish their personal and professional goals with district support and move toward new State technology proficiencies for preliminary and professional credentials

"Virtually every major study of successful technology use finds that teacher professional development is key" (Office of Technology Assessment, 1995).
• "Teachers trained in how to use technology use it more often and in ways that result in student gains. Conversely, a lack of training is a significant barrier to success" (Mann & Shafer, 1997).
• Teachers "not only need familiarity with equipment, but – more important – they need to see and practice the most productive ways of using (technology) to support learning. They need time to explore, reflect, collaborate with peers, and engage in hands-on learning" (Sandholtz, Ringstaff & Dwyer, 1997).
• Teachers need training, assistance and support in making the transition from traditional methods of teaching (lecture, recitation, and seatwork) to technology-based instruction (supporting student collaboration, inquiry, problem solving, and interactive learning (Ringstaff & Kelley, 2002).
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9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

The San Pasqual School District currently is delivering its curriculum in a traditional face-to-face environment. We realize that as distance-learning systems continue to develop; they may become viable as a way to expand our course offerings to bring academic content to our students. If the plan were fully implemented, San Pasqual would be able to deliver rigorous courses and curricula through use of tecnology. With the installation of our high-speed wireless Internet connection, we will be able to provide video on demand as well as video conferencing for "Meet the Expert" lessons. We have researched and are monitoring the progress of a number of distance learning initiatives. Organizations that we are monitoring include:

- **The Florida Virtual School** http://wwww.flvs.net/
- **Choice 2000 Charter High http://www.choice2000.org**
- **Distance Learning Research Network (DLRN)** http://www.dlrn.org/index.html
- **TEAMS Distance Learning** http://teams.lacoe.edu/
- **The California Distance Learning Project (CDLP)** http://www.cdlponline.org/info.html
- **ELearning Institute** http://www.elearninginstitute.com/

APPENDIX A:

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NETS for Students
National Education Technology Standards for Student Literacy

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1. Basic operations and concepts
   - ➢ Students demonstrate a sound understanding of the nature and operation of technology systems.
   - ➢ Students are proficient in the use of technology.

2. Social, ethical, and human issues
   - ➢ Students understand the ethical, cultural, and societal issues related to technology.
   - ➢ Students practice responsible use of technology systems, information, and software.
   - ➢ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools
   - ➢ Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - ➢ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
   - ➢ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   - ➢ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools
   - ➢ Students use technology to locate, evaluate, and collect information from a variety of sources.
   - ➢ Students use technology tools to process data and report results.
   - ➢ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
   - ➢ Students use technology resources for solving problems and making informed decisions.
   - ➢ Students employ technology in the development of strategies for solving problems in the real world.

Appendix C – Criteria for EETT Technology Plans

A technology plan needs to "Adequately Address" each of the following criteria:

- Appendix C must be attached to the technology plan with "Page in District Plan" properly cross-referenced and completed.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	4	The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**4**		
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**5**		

a. **Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**	5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. **Description of the district's current use of hardware and software to support teaching and learning.**	5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. **Summary of the district's curricular goals that are supported by this tech plan.**	7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**	7	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.**	15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	21	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	23	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	25	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.**	25	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**	26	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. **Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	27	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	29		

a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	29	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.**	30	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	33	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	34		
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	34	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	36	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	37	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	41	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**44**		
a. List established and potential funding sources.	44	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	46	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates ar, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.

c. **Describe the district's replacement policy for obsolete equipment.**	47	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**	47	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).	**49**		
a. **Describe the process for evaluating the plan's overall progress and impact on teaching and learning.**	49	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. **Schedule for evaluating the effect of plan implementation.**	50	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. **Describe the process and frequency of communicating evaluation results to tech plan stakeholders.**	51	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	51		
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	51	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	52		
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	52	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	53	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 37-_68353

School Code (Direct-funded charters only): _____

LEA Name: San Pasqual Union School

*Salutation: Mr.   Ms.   Dr.

*First Name: Mrs. Shannon

*Last Name: Hargrave

*Job Title: Superintendent

*Address: 15305 Rockwood Rd

*City: Escondido

*Zip Code: 92027

*Telephone: (760) _745-4931 Ext:1110

Fax: 760-745-2473

*E-mail: Shannon.hargrave@sanpasqualunion.net

Please provide backup contact information.

1st Backup Name: Mark Burroughs

E-mail: mark.burroughs@sanpasqualunion.net

2nd Backup Name: Cece Bostrom

E-mail: cece.bostrom@sanpasqualunion.net

*Required information in the ETPRS

Technology Plan 2013-2016