



Pleasanton
UNIFIED SCHOOL DISTRICT
Educate. Inspire. Empower.

District Technology Plan July 2025 - June 2028

District Vision

Every student will be a resourceful, resilient, responsible, and engaged world citizen.

District Mission

Our students will make a better world.

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EXECUTIVE SUMMARY: PUSD JULY 2025 – JUNE 2028 TECHNOLOGY PLAN

The Pleasanton Unified School District's July 2025–June 2028 Technology Plan outlines a forward-looking, equity-centered approach to integrating technology into instruction, operations, and infrastructure. Aligned with the District's Strategic Plan, this three-year roadmap advances the mission of preparing every student to thrive as a responsible, engaged world citizen through innovative, secure, and resilient systems.

The plan's three core purposes are to (1) support and maintain classroom technology to improve teaching and learning; (2) provide a roadmap for infrastructure, cybersecurity, and communications systems; and (3) deliver streamlined technical support and responsive end-user service while ensuring safety and wellness across the district. The plan features an evolving Change Management framework for technology adoption, emphasizing end-user voice and continuous improvement.

Key initiatives include ongoing device access for students and staff, modernized classroom presentation tools, expanded professional development, and dedicated support for instructional technology platforms. Infrastructure priorities encompass increased bandwidth, cybersecurity protections, and disaster recovery readiness. The plan also outlines a comprehensive AI Guidance Handbook—the first of its kind in PUSD—supporting ethical and instructional use of artificial intelligence.

Funding will be drawn from Measure I bond funds, the General Fund, the Sycamore Technology Set-Aside, and federal E-rate reimbursements. Recognizing the pace of technological change, the plan remains adaptive to future innovations, funding availability, and educational needs. Its ultimate goal is to provide all students and staff with a reliable, secure, and forward-ready technology environment that enhances learning and operational excellence.

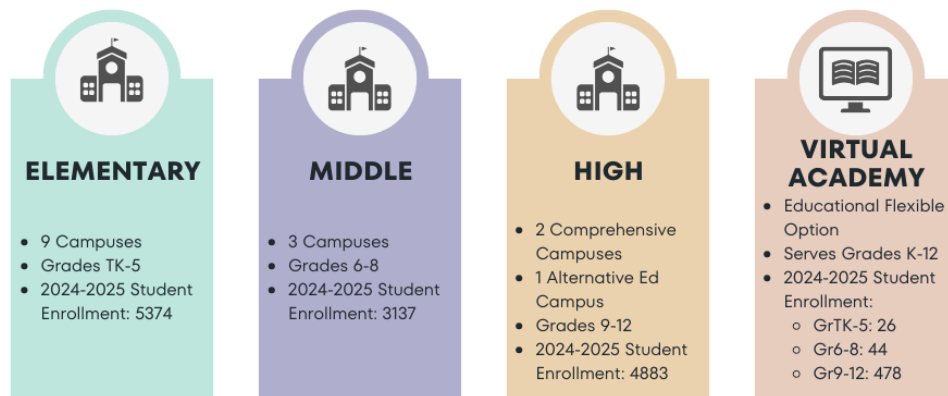
INTRODUCTION

Who We Are - Background

The Pleasanton Unified School District (PUSD) serves approximately 13,300 students in nine elementary schools, three middle schools, two comprehensive high schools, one virtual academy, and one alternative high school. All schools are located in Pleasanton, California, a suburban community located in Alameda County. Pleasanton is a Bay Area and Silicon Valley bedroom community with a population of approximately 80,000, according to the 2020 census.

Schools in Pleasanton offer a rich learning experience for all students. The PUSD recognizes that the skillful integration of educational technology is a component of a 21st-century learning experience for all students. The District also recognizes the need for a stable electronic communications and operations infrastructure that allows for effective information sharing and collaboration among staff, students, and community members.

The District Technology plan will outline the goals and objectives for the instructional and operational use of technology for three years, beginning in July 2025 and ending in June 2028.



The Governing Board outlines a variety of goals and objectives in the District’s Strategic Plan. All goals and objectives outlined in the District Technology Plan are aligned to the District’s Strategic Plan.

Several of these goals are specifically aligned to the use of classroom technology and the robust network infrastructure outlined in this plan:

- All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation
- The District will optimize student learning by utilizing innovative technologies
- All students and staff will be provided a high-quality physical environment that facilitates teaching and learning

Technology infrastructure is costly to acquire, maintain and repair. By creating a comprehensive plan for the technology-related expenditures that will occur throughout the life of the plan, projects and operational activities can be effectively planned and monitored.

- Students will be central to all fiscal decisions
- Ensure fiscal health through investing in today while planning for tomorrow

The use of technology to facilitate communication and collaboration by staff and students requires thoughtful consideration of digital citizenship practices. The District’s Strategic Plan goals that define the vision to ensure that all members of the PUSD community are engaging in respectful, considerate, and civil online collaboration are:

- Empower all students to develop character, compassion, civility, and community consciousness.
- Every student and staff will feel safe, respected and enjoy a positive connection

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN



The plan has three purposes: 1) support and maintain classroom technology to improve teaching and learning with more effective usage and integration with PUSD curriculum; 2) provide a roadmap for district technology infrastructure redundancy, monitoring, and its improvement and maintenance of data, video security, and voice systems; and 3) minimize response times for technical support, cybersecurity, safety, and wellness.

During the life of this plan, the funding, needs, and activities may change due to Board or Executive direction, or changes, improvements, and obsolescence of technology.

The end goal of this plan is to provide a robust and reliable technology infrastructure that facilitates teaching and learning for PUSD students and staff. It also provides a methodology (Change Management™) for making changes in the selection of technology when in the years to come, new technology may not be predictable.

A. CONTINUOUS ASSESSMENT AND EVALUATION

This plan provides a comprehensive summary of the technology-related activities planned for implementation between 2025 and 2028. District staff will utilize a variety of methods to receive and review information, ensuring that technology services continue to advance District objectives.

1. PUSD Change Management

Change Management CM™ is an end-user-centric approach to planning, purchasing, implementing, and scaling technology for teaching and learning in K-12 schools, defined by five stages, as described and illustrated below:

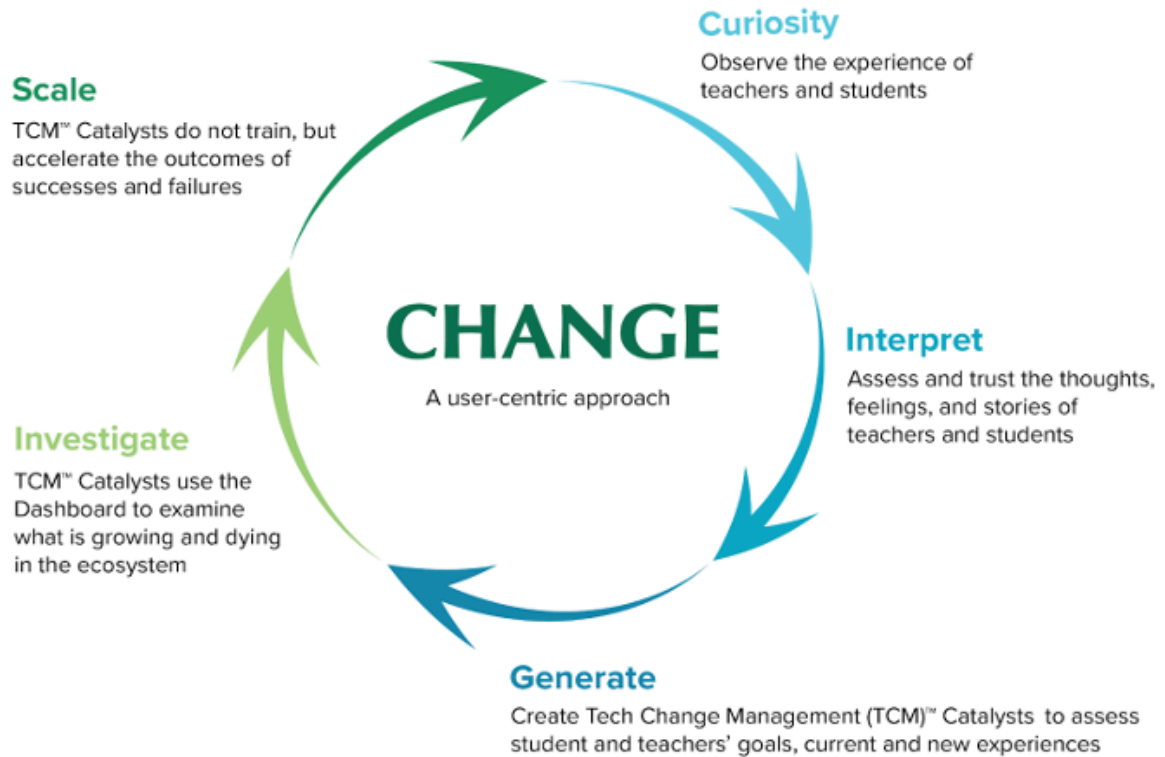
Curiosity — Observe the experience of teachers and students in their use of technology. Listen actively to their thoughts and feelings about teaching and learning from their experience. What are students' stories about engagement? What are teachers' stories about the technology improving student achievement and well-being and the delight or pain of these end-users experiences?

Interpret — Assess and *trust* the thoughts, feelings, and stories of teachers and students about teaching and learning technology. Identify existing uses of technology while discovering emerging technology, seeking students' and teachers' agency and efficacy. Determine teacher ease with the use of technology and emotional reactions in terms of time: Does it make their work harder or easier?

Generate — Create teachers and CM Catalysts™ to assess student and teachers' goals, interpreting existing and new technology. Introduce promising technology and grant permission to *stop* non-value-add technology. The latest technology is introduced in narrow prototypes to sets of extreme users. The Catalysts capture an inventory of current technology and what's on the horizon with a CM Dashboard™. Catalysts build, own, update, and share transparently to teachers, administrators, and stakeholders.

Investigate — CM Catalysts use the Dashboard to examine what technology is growing and *dying* in the technology ecosystem. A premium is placed on purposely *stopping* technology that is not providing agency and efficacy for students and teachers. Ease of use is considered for professional development time and costs. CM Catalysts leverage this system to make recommendations of what technology is in, out, and new.

Scale — CM Catalysts *do not train*, but accelerate the outcomes of successes and *failures* of technology. Like real catalysts, CM Catalysts introduce and accelerate prototypes to teachers and students via collaboration and invite teachers to embrace technology. Using an organic model, the technology ecosystem grows at a natural, iterative pace as CM Catalysts facilitate the use of new technologies. The Dashboard tells the story of current technology and what's on the horizon. With better student and teacher experiences, the quality of teaching and learning increases as costs fall.



2. Technology Design Thinkers

To explore emerging technology trends and share ideas across a diverse cross-section of PUSD colleagues, Technology Services will establish collaborative groups as needed for the adoption of new technologies.

This group will serve as a space for open discussion and collective insight. Each session will focus on a specific technology, system, or software application, with topics curated in collaboration with the Technology Services and Educational Services divisions. The feedback and ideas generated will inform the divisions on how to continuously improve the end-user experience, help guide future district technology decisions, and help us continue to deliver a high-quality education to all students.

Members brought in will include representatives from across the district—certificated, classified, and management—ensuring a wide range of expertise and perspectives. We will invite leaders from the broader education and technology sectors to provide insights that enrich our discussions.

The group will meet as needed for any new systems, software, or classroom technology considerations. We welcome colleagues who are interested in participating or contributing to reach out. Your voice and perspective are valuable to this collaborative effort to shape PUSD's digital future.

3. Customer-Centered Support and Continuous Service Improvement

Technology Services recognizes that a customer-centric mindset is essential to delivering exceptional support across the district. Our primary goal is to provide timely, high-quality assistance when technology does not perform as expected, especially in the classroom. It is critical that both teachers and students feel confident that dependable, responsive help is readily available when needed.

Beyond troubleshooting, fostering a culture of innovation across all staff—regardless of their comfort level with technology—requires a strong foundation of trust and support. When educators know a reliable and empathetic IT team backs them, they are more likely to experiment with new tools and practices, ultimately enriching the learning environment for students.

A customer-focused, well-resourced, and supportive Technology Services department is the cornerstone of building this trust and empowering innovation.

To ensure continuous improvement, the Technology Services team will continue to use customer service surveys following each helpdesk request. Additionally, we will conduct targeted empathy exercises to gain a deeper understanding of the issues associated with unsatisfactory experiences. This feedback mechanism will allow us to gather insights on end-user experiences, better understand their needs, and identify opportunities to enhance service delivery. The data collected will inform administrative decisions and guide professional development to improve the overall support experience for all users.

B. EMPOWERING EDUCATION THROUGH TECHNOLOGY

To support all instructional and non-instructional uses of technology throughout the district, the Technology Services department maintains a robust technical infrastructure platform at all schools and the district office. The district and school site technology specialists also provide basic technical support to all staff members.

Funding for technology hardware and network infrastructure has historically been provided by various sources, including the district's general fund and voter-approved bond measures. The district invested \$24.4 million from bond funds to address district-wide technology needs, including classroom presentation systems, student and staff devices, PA/Clock/Speaker systems, VOIP phone systems, Security Cameras, WiFi, and cybersecurity solutions.

During the prior technology plan, the district implemented a 1:1 take-home student device initiative for Grades 6–12 and provided 3,000 additional devices to students in Grades TK–5 to support distance learning during the pandemic. The previous bond helped fund staff laptops and ensured access to internet-enabled devices for students across all grade levels.

As the previous bond funding sunsets in the 2024–25 school year, the district will transition to Measure I (approved in 2022) to support continued technology priorities. Measure I has a \$5 million allotment to support the replacement of student and staff devices, classroom audio-visual technology, and essential network infrastructure.

Planning under this technology plan includes leveraging Measure I while also initiating long-term strategies to fund ongoing maintenance and future technology replacements. This may involve identifying alternative funding vehicles such as the general fund, leasing programs, or a potential parcel tax. The district will continue to leverage E-rate funds for qualified internet-related services and equipment.

These efforts will ensure continued equity in access to instructional technology, maintain high-performing infrastructure, and sustain systems that support safety, learning, and communication.

1. Pleasanton Virtual Academy (PVA)

The Pleasanton Virtual Academy (PVA) is a flexible educational option that allows learners to learn from home, in person, and online. Courses are a blend of in-person and online support and experiences. PVA started in Fall 2020 and provides a structured independent path for students in grades K-12. High School courses are WASC accredited and most are UC A-G aligned. Families who choose to homeschool their students may select this option to complement homeschooling. PVA works well to support students who are eligible to and who wish to concurrently enroll in local community college courses.

Students who choose to enroll in the Pleasanton Virtual Academy will require access to reliable internet for several hours per day. Students may need to connect with their teachers

via video conferencing, they may be required to watch web-based videos, and complete a multitude of assignments using the G Suite of tools. Students will be provided with a Pleasanton USD Chromebook.

Our students use technology to access the curriculum through a variety of applications. More importantly, they utilize technology to create and to demonstrate the acquisition of knowledge. Our staff is continuously learning about technology and how to best support students and how to teach students to use technology in an appropriate, effective and efficient manner to enhance their learning and creating.

2. Project Lead The Way (PLTW)

Project Lead The Way (PLTW) remains a key part of PUSD's STEM strategy, offering hands-on learning in engineering, biomedical science, and computer science across elementary, middle, and high school levels. Since its launch in 2012, PLTW has expanded district-wide.

The District will continue to review and maintain the instructional technologies that support PLTW to ensure alignment with evolving STEM practices and industry standards.

3. Differentiated Instruction and Personalized Learning

Student learning can be personalized to recognize different learning modalities, preferred expressions, and individual interests. Educational technology enables teachers to quickly gather and analyze data to meet the needs of every student better.

Digital tools also support targeted instruction in reading and mathematics. The district will continue to provide access to approved digital platforms hosted through Clever, which is available to all students and teachers district-wide. Clever offers centralized access to digital applications and supports Single Sign-On (SSO) for simplified user access.

Students with disabilities are supported through a wide range of assistive technology tools designed to increase educational equity, enhance curriculum access, provide alternative methods for learning and expressing knowledge, and to improve communication skills. PUSD utilizes a continuum of tailored technology options to support individualized learning needs. These resources range from built-in accessibility features to specialized software that addresses specific learning barriers such as reading and writing, augmentative and alternative communication (AAC) tools, and additional customized materials and devices, all of which empower students to develop skills, meet individual goals, and work towards independence.

To ensure effectiveness, the district will review application usage, evaluate instructional impact through data and feedback, and maintain updated tools aligned with instructional goals. Efforts will focus on improving platform integration and supporting ongoing staff training to strengthen personalized learning.

4. Digital Citizenship

A core component of online curriculum tools is the ability for students to interact with peers and teachers through digital platforms. PUSD provides all students with access to digital citizenship resources using the Common Sense Media curriculum. The district will continue to provide instruction, set clear expectations for responsible online behavior, and integrate digital citizenship across grade levels. Ongoing efforts will focus on enhancing lesson relevance, evaluating effectiveness through student and staff feedback, and ensuring alignment with emerging technologies and trends. These efforts are crucial to promoting safe and effective technology use in school, at home, and in other learning environments.

5. Artificial Intelligence (AI) Guidance and Literacy

In 2024–25, PUSD launched an AI Community of Practice and Teacher Learning Community to explore the responsible use of AI in education. These educator-led initiatives led to the development of the PUSD AI Guidance Handbook ([Exhibit A](#)), which outlines principles for the ethical use of AI, academic integrity, and data privacy. The district is committed to promoting AI literacy, supporting classroom innovation, and regularly reviewing the impact of AI on teaching, learning, and operations as technologies continue to evolve.

6. Digital Health & Wellness

PUSD is committed to fostering a safe and supportive digital environment for all students. The district maintains a comprehensive internet content filtering system for all district-owned student devices, both on and off campus. Currently, the district utilizes Securly, integrated with student Google accounts, to monitor, block, and report inappropriate online content. This system also ensures compliance with federal E-rate program requirements for internet content management.

In collaboration with Student Support Services, PUSD has implemented 24/7 monitoring technologies to proactively identify and support students exhibiting online behavior that may indicate concerns related to health, safety, or wellness. Securly's alert and notification system enables designated school sites and district staff to intervene quickly and connect students with appropriate support services when needed.

To enhance classroom digital management, PUSD adopted GoGuardian in the 2021–22 school year and has continued to use it as a critical tool for instructional oversight. GoGuardian enables teachers to share content, guide learning, and monitor student device usage in real-time, helping maintain digital focus and minimize distractions during instruction. As technology use expands, GoGuardian remains a key component in ensuring safe and productive online learning environments.

PUSD will continue to evaluate and enhance digital wellness strategies, providing training to staff and education to students on responsible device use, screen time awareness, and healthy online behavior.

C. TECHNOLOGY INFRASTRUCTURE AND OPERATIONS

1. Internet Connectivity

All PUSD schools receive internet through a centralized system, where service is delivered first to the District Office and then distributed to each school site. This design, often referred to as a “hub and spoke” model, enables consistent and controlled internet access throughout the district. In past years, the Alameda County Office of Education (ACOE) provided internet service through a shared connection used by multiple districts.

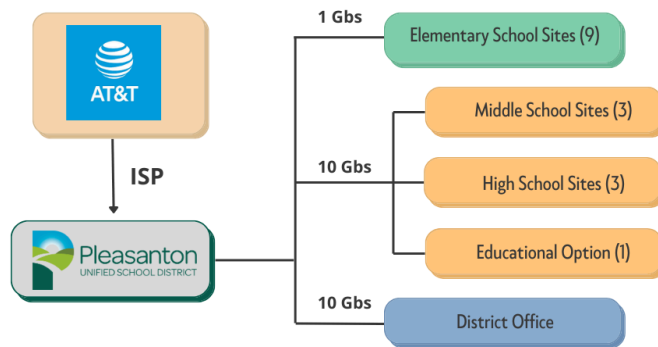
Beginning in the 2023–2024 school year, PUSD transitioned to AT&T as its new internet and network provider. This upgrade replaced the shared model with a dedicated, private network designed specifically for the district. Under this new setup, secondary schools and the District Office receive high-speed 10 Gbps connections. In comparison, elementary schools are connected at 1 Gbps, providing a significant boost in speed, reliability, and flexibility across all sites.

The new system enables the district to directly manage how internet traffic flows and configure safety settings, such as firewalls. This allows quicker response to issues, real-time updates, and stronger online protection for students and staff. Because each school has its dedicated connection, network slowdowns during high-traffic events such as state testing or digital learning days are significantly reduced.

As part of this technology plan, PUSD will evaluate the elementary school sites for future upgrades to 10 Gbps connections. Increasing bandwidth at these sites will better support district-wide demands such as high-definition video conferencing, digital assessments, and the growing integration of multimedia content in classrooms.

To help manage costs, PUSD continues to participate in the Federal E-rate Program, which provides discounts on eligible internet and network infrastructure services. Based on the recently announced Category 2 funding multipliers for the FY 2026–2030 cycle, and applying those rates to our projected enrollment, the district has an estimated allocation amount of \$2.6 Million to plan for infrastructure investments with a 40% discount rate. These funds will support initiatives such as internal network equipment upgrades and maintenance.

In addition to leveraging E-Rate, the district plans to implement a secondary backup internet service provider. This added redundancy will help ensure that teaching, learning, and district operations can continue uninterrupted in the event of an outage on the primary internet connection.



2. Network

During the last technology plan cycle, PUSD made significant improvements to its district-wide network through the previous bond. These upgrades provided a strong foundation for digital learning and school operations by increasing internet speed, updating network equipment, and improving connectivity at all schools and district offices.

Key network spaces, known as Main Distribution Frames (MDFs) and Intermediate Distribution Frames (IDFs), were upgraded with new fiber cabling to enhance performance between buildings. High-speed wiring was also installed in classrooms and offices to support modern technology needs. All network equipment supports Power over Ethernet (PoE), enabling devices such as phones, speakers, cameras, and internet access points to receive both power and data through a single cable, thereby reducing clutter and simplifying maintenance.

As this network equipment reaches the end of its useful life, the district will begin planning to replace its aging network switches and wireless devices. This refresh is essential to ensure the network can continue to support the growing number of student and staff devices, as well as the bandwidth-intensive needs of online testing, streaming, and cloud-based applications.

During the 2024–2025 school year, Technology Services completed a district-wide review of all network switches to assess usage and identify replacement needs. The team also tested new hardware options from multiple vendors to determine the best fit for future upgrades. Based on these findings, the district will launch a comprehensive switch replacement project in 2025–2026, using a combination of Measure I funds and support from the Federal E-rate Program. E-rate provides significant discounts that make it possible to replace critical aged equipment identified through our assessment and inventory process, ensuring updated network infrastructure at all school sites and district facilities.

The district's wireless network currently operates on Cisco Meraki Wi-Fi 6, offering robust coverage in classrooms, offices, and outdoor areas. As the number and complexity of devices

continue to grow, the district will explore future-ready wireless options such as Wi-Fi 6E or Wi-Fi 7 to support even faster and more reliable connections.

To prepare for the next generation of wireless infrastructure, Technology Services will initiate a structured evaluation and proof-of-concept process over the next three years. This includes testing wireless technologies across select sites to assess performance, compatibility, and scalability. Findings from the proof-of-concept assessment will inform a phased upgrade strategy.

PUSD will continue to participate in the Federal E-Rate Program, which helps reduce the cost of network equipment and services. Within the FY 2026–2030 E-rate cycle, the district plans to utilize its allocation to begin the wireless refresh project. Through this program, the district expects to receive funding to support up to 40% of eligible network upgrades, helping ensure that our technology remains current and sustainable.

Based on current market pricing, the estimated cost to replace existing wireless access points across the district is approximately \$2 million. With an anticipated E-Rate discount applied, the district's share would be roughly \$1.2 million. The District's 60% portion of costs will need to be identified and planned into future budgets.

Recommended Actions and Project Timelines for Infrastructure Upgrades

<i>Item No.</i>	<i>Timeline</i>	<i>Objective</i>	<i>Projected cost**</i>
<i>C.2.1</i>	<i>2025</i>	<i>Network switch life-cycle replacement</i>	<i>\$2M one-time</i>
<i>C.2.2</i>	<i>2026</i>	<i>Virtual server farm life-cycle replacement</i>	<i>\$500K one-time</i>
<i>C.2.3</i>	<i>2027</i>	<i>Wi-Fi equipment life-cycle replacement</i>	<i>\$2M one-time</i>

3. Data Center Modernization

In the 2025–2026 school year, Technology Services will conduct a comprehensive review of the district's data center in collaboration with its technology partners to ensure it continues to meet the needs of our schools and staff. Staff has identified key server equipment that has reached the end of its useful life cycle and will no longer receive necessary software updates from the manufacturer. This includes analyzing the current capacity utilization in our virtual server systems and determining whether additional resources will be required to support future programs, systems, and services.

Alongside this review, the district will assess the physical condition and setup of the data center, including power supply, cooling systems, available space, and equipment security. The goal is to identify improvements that will enhance the environment's reliability, efficiency, and preparedness for long-term use.

As part of the evaluation, the district will assess whether to continue expanding its current on-site systems or transition some services to secure cloud platforms that offer greater flexibility and easier recovery in the event of unplanned disruptions. Backup systems will also be reviewed to enhance the district's ability to quickly restore systems and data in an emergency, with a focus on newer solutions that offer improved protection against data loss or cyberattacks.

The power and cooling systems that keep the data center running will be reviewed to ensure they can perform uninterrupted, supporting operations during outages or periods of high demand. With a fully operational power generator at the district office, annual planned outages will be conducted to ensure power cutover operations perform without interruption to data systems.

Cybersecurity will remain a top priority. The district will examine both physical safeguards and digital protections to ensure equipment and information remain secure. Additionally, services such as student information systems, identity access, or records storage will be reviewed for potential upgrades or cloud-based alternatives to improve reliability and reduce maintenance needs.

This modernization effort supports the district's long-term goal of maintaining a stable, secure, and adaptable technology foundation. Funding will be considered through bond funding, the district's general fund, and eligible technology grants or E-rate opportunities.

4. Cybersecurity

Cybersecurity continues to be a critical priority for the district. With increasing reliance on technology for teaching, learning, and day-to-day operations, the district is committed to maintaining a secure digital environment that protects sensitive data and ensures uninterrupted access to essential systems.

PUSD will continue using its existing security platform, Palo Alto Networks (PAN), to monitor and protect network traffic. PAN's firewall and filtering capabilities provide strong safeguards against malicious websites, viruses, and unauthorized access attempts. The district will also continue to utilize advanced DNS threat filtering, which helps prevent harmful activity from reaching staff or student devices, adding a layer of security by blocking access to risky domains in real-time. The district will evaluate and prepare to update the PAN during this plan, as the current firewall will reach its useful life cycle. This replacement is eligible for the E-rate program, which offers a 40% discount to offset the district's cost.

Staff will review client-based protection systems during this plan to ensure all district staff and student devices are adequately protected against cyber activities.

The district will also continue to use a network monitoring system designed to identify suspicious activity and alert IT staff to potential security threats. This tool helps the Technology Services team detect unusual patterns, investigate issues promptly, and take action before problems impact systems or users.

Multi-Factor Authentication (MFA) will remain a requirement for all employee accounts. This added step helps keep accounts secure, even if passwords are compromised. The district will also work to expand MFA to more platforms as supported by vendors.

Looking ahead, PUSD will continue strengthening its cybersecurity through employee awareness, system hardening, and ongoing training. Technology Services will provide regular phishing exercises, updates, guidance, and support to staff on best practices for staying safe online, including how to recognize phishing attempts and protect sensitive information. The district will reevaluate its cybersecurity training solution set to ensure we have a means to provide our end users with adequate training to help identify potential threats.

Through a combination of innovative tools, proactive monitoring, and user education, PUSD aims to establish a secure and resilient technology environment that supports learning while safeguarding student and staff data.

Recommended Actions and Projected Timelines for Cybersecurity

<i>Item No.</i>	<i>Timeline</i>	<i>Objective</i>	<i>Projected cost**</i>
<i>C.4.1</i>	<i>2025-2028</i>	<i>Multi-Factor Authentication FIDO key (Replacements)</i>	<i>\$1K one-time General Fund</i>
<i>C.4.2</i>	<i>2025-2028</i>	<i>Access Control and Security Monitoring</i>	<i>\$90K annually General Fund</i>
<i>C.4.3</i>	<i>2025-2028</i>	<i>Zero Trust Data Protection System</i>	<i>\$40K annually General Fund</i>

***Projected cost can vary due to market conditions and value.*

5. Disaster Recovery

Disaster Recovery Site

PUSD relies on a central data center at the District Office to manage core technology systems, including servers, file storage, network services, and critical applications. In the event of an outage, access to key systems could be disrupted. To strengthen operational continuity, the district is exploring options for a redundant disaster recovery site located at a geographically distant location that provides greater separation from the primary data center.

Potential sites under consideration include regional partnerships, such as with the Alameda County Office of Education, or another off-site facility capable of supporting core recovery functions. The goal is to enhance resilience by reducing dependency on a single location, while ensuring that essential systems can be restored more quickly in the event of a disruption. The evaluation process will include reviewing connectivity, environmental safeguards, and long-term feasibility.

Additionally, the district will develop a formal Disaster Recovery Plan that outlines procedures, roles, and timelines for restoring critical systems in the event of a disruption. This plan will guide decision-making, ensure consistent response efforts, and support compliance with industry best practices.

Data Backup Systems

Protecting important district data, such as student records, system files, and staff information, is a crucial aspect of maintaining a smooth-running school. Currently, PUSD uses a mix of on-site and off-site backups to safeguard this information. These backups enable the district to restore data in the event of a system failure, cyberattack, or accidental loss.

As part of its ongoing efforts to protect critical data, the district is reviewing cloud-based backup solutions that offer secure, off-site storage and faster recovery options. These modern tools can reduce the risk of data loss from emergencies or cyber threats while improving the district's ability to restore systems quickly when needed. Technology Services will also review the frequency of backups and the ease of system restoration, with a focus on minimizing disruptions to teaching, learning, and operations. Additionally, the district will conduct an annual operational backup and recovery test to ensure system functionality and readiness in the event of data loss or disruption.

Backup Power Capabilities

To help schools stay connected and communicate critical updates during unexpected power outages, PUSD completed a battery backup project in Spring 2025. As part of this effort, backup battery units known as Uninterruptible Power Supplies (UPS) were installed in all network equipment racks at school sites and district buildings.

These battery backups can keep critical network equipment running for a minimum of 15 minutes in the event of a power loss. This short window of power allows staff to make critical announcements, send emergency messages, and continue using phones and speaker systems to keep students and staff informed and safe.

Moving forward, the district will continue to review its backup power needs, particularly for the main data center, and consider adding longer-term power options, such as generators or larger battery systems, to support essential operations during extended outages. The district will conduct an operational test of the main generator (located at the district office) at least once per year to ensure readiness and identify any maintenance needs.

6. Telephone (VOIP) and Emergency Notification Systems

PUSD utilizes a district-wide Voice over Internet Protocol (VoIP) phone system to facilitate everyday communication and emergency alerts across all schools and district offices. The system connects phones, speakers, bells, and intercoms, and integrates with a mass messaging tool that enables real-time announcements during emergencies. This setup

allows staff to send messages directly to classrooms and offices using phones and speaker systems.

While the existing phones, clocks, and speaker equipment will remain in use throughout this technology plan cycle, the district will begin actively evaluating options for future server and software upgrades to maintain system reliability and performance. This includes exploring cost-effective, modern solutions such as cloud-based or hybrid communication models, and assessing integration with existing platforms like Google Workspace to streamline operations and reduce long-term costs. Technology Services will work to identify sustainable approaches that balance functionality, security, and budget.

7. Staff and Student Data Systems

Student Information System

During the 2023–2024 school year, the District implemented Synergy by Edupoint as its Student Information System (SIS), providing a centralized platform for managing all student data, including enrollment, attendance, class schedules, grades, and behavior records. The system plays a critical role in supporting daily instruction, school operations, and compliance with state and federal reporting requirements.

Students in middle and high school use the StudentVUE portal to stay informed about their grades and assignments, while families engage with the ParentVUE portal to monitor academic progress, complete annual registration, and update emergency contact information, thereby strengthening communication between home and school.

After two years of operation, staff across the District are fully utilizing the significant components of the SIS. Continued engagement with Edupoint and ongoing feedback from end users have led to steady improvements in system usability and performance.

Management of the SIS will transition to the Educational Services Division beginning in the 2025–2026 school year to ensure stronger alignment with instructional priorities and student support services. Technology Services will continue to be involved in the transition and provide support to ensure a smooth hand-off, maintaining responsibility for core technical functions, including system integrations (e.g., Google Workspace), secure connectivity (VPN), and communications infrastructure (SMTP2Go).

The District entered into a five-year agreement with Edupoint at an annual cost of approximately \$187K, which includes licensing, hosting, support, and updates. This investment represents a long-term commitment to developing a modern, integrated platform that serves students, families, and staff.

As the District enters its third year of implementation, it will begin exploring additional Synergy modules to enhance operational efficiency and service delivery. Potential tools under consideration include FlexiSCHED, which offers more flexible and dynamic course scheduling; and FlexiPass, which enables electronic tracking of student movement during school hours.

Other modules being reviewed include Substitute Access, designed to support seamless classroom coverage, and Online Attendance Reporting for Parents, which could reduce front-office workload and improve the accuracy of attendance data.

Any future implementation will be weighed carefully for cost-effectiveness, alignment with district goals, and return on investment. Updated cost estimates for additional modules will be presented as part of the annual budget and technology planning process for integration with other systems.

Student Data Privacy

PUSD is committed to protecting the privacy and security of student information. As part of this responsibility, the district carefully reviews all software and digital tools used in classrooms and operations. This includes evaluating what student data, if any, is collected, how it is used, and whether it is shared with any third parties. The district prioritizes working with vendors who have signed the California Student Data Privacy Agreement (CSDPA), which ensures they meet strict privacy and security standards.

With more educational technology being used every year, it's essential that staff understand their role in protecting student information. The district provides guidance to help teachers and staff follow best practices for digital privacy and make informed decisions when using online tools.

PUSD also maintains a Student Data Privacy webpage with information and resources for families. This helps parents and guardians understand how student data is protected and what tools are used in schools. As technology and privacy laws continue to evolve, the district remains committed to regularly reviewing its practices and keeping student data privacy at the center of all technology decisions.

8. Communications

PUSD is committed to providing clear, timely, and accessible communication with students, families, staff, and the broader community. The district supports a variety of digital tools and platforms to ensure information is shared effectively and securely.

Google Workspace for Education is the primary platform used for staff email, calendars, and document sharing. Students also receive Google accounts, with email access managed based on their grade level. These accounts support collaboration through Google Docs, Drive, and other productivity tools. Student accounts remain active until graduation or withdrawal from the district. Staff accounts remain active through employment and are deactivated upon separation, with data made available to supervisors as needed.

The district's main website, pleasantonusd.net, serves as the central hub for news, resources, and school information. Each school site maintains its own website under a consistent platform. In 2022, PUSD transitioned its web hosting services from Edlio to Finalsite to

improve functionality and content management. The Communications Department leads content oversight and updates in collaboration with school and department staff.

To reach families quickly and consistently, PUSD uses ParentSquare, a mobile-friendly communications platform that supports two-way messaging via email, text, and phone. ParentSquare is used for districtwide announcements, newsletters (including the regular PUSD E-Connection), school updates, and emergency notifications. The platform integrates with the district's Student Information System, ensuring contact information is accurate and up to date. Families may opt out of non-emergency communications if they choose. All data collected through these systems is stored securely and not shared with third parties outside of the district.

In addition to official platforms, the district maintains a presence on social media platforms, including Facebook, Instagram, and Twitter, to celebrate student and staff successes, share updates, and foster community engagement. All public content is reviewed and approved by designated staff to ensure it aligns with district guidelines and policies.

All communications, whether digital, printed, or posted online, must comply with applicable privacy regulations and district board policies, as well as state and federal laws.

9. Paging, Bell, and Clock System

All PUSD classrooms and common areas are equipped with a wall-mounted speaker and clock system that supports daily operations and emergency communication. Installed through the previous bond, the system uses AtlasIED devices integrated with InformaCast, the district's mass notification platform. Together, they provide synchronized clocks across campuses and allow designated staff to make school-wide announcements. This equipment will remain a key part of future facilities improvement projects to ensure ongoing reliability and safety. To ensure ongoing reliability and safety, the District will maintain the current system as part of routine operations, while also evaluating system performance annually and addressing site-specific needs. Planned improvements include standardizing device configurations and expanding functionality where appropriate. The Paging, Bell, and Clock System will continue to be integrated into future facilities and modernization projects. Any new annual costs related to software or licenses will need to be considered and planned into future budgets.

10. Emergency Communication Systems

PUSD maintains multiple communication systems to ensure schools and staff remain connected during emergencies. The district operates a dedicated radio system that enables school administrators and site teams to communicate even when power is lost or phone, internet, and cellular services are unavailable. These radios serve as a critical backup to ensure communication continuity during widespread outages.

For broader emergency notifications, the district uses InformaCast, a mass notification system that delivers real-time alerts to VoIP phones, speakers, clocks, and mobile devices. InformaCast supports both school-level and district-wide announcements, enabling rapid response during emergencies.

In conjunction with the district safety team, school sites received training on using Google Chat as a communication tool during emergencies. This allows administrators or other designated staff to send one-way communication to all staff members in a group, utilizing pre-existing Google Groups within our district.

11. Asset Inventory System

To ensure students and staff have access to up-to-date technology and resources, Technology Services maintains an accurate inventory of all district-owned equipment. The district utilizes the Follett Destiny Library and Resource Management System to track library materials at all school sites, as well as the distribution of instructional resources, including textbooks and laptops.

Technology Services continues to develop standardized procedures for managing and reviewing inventory data to ensure consistency and accuracy across all campuses. During the duration of this technology plan, the district will conduct a full physical inventory reconciliation to validate records and enhance tracking accuracy. A reliable inventory system enables the district to make informed decisions about equipment needs, replacements, and support, ultimately improving service to schools and ensuring equitable access to technology.

D. STAFF, STUDENT, CLASSROOM, AND INSTRUCTIONAL TECHNOLOGY

1. Student Devices

PUSD is committed to providing all students with access to internet-connected devices that support learning in and out of the classroom. The district's 1:1 Chromebook program began with middle and high school students and later expanded to include Grades 3–5, with in-classroom devices for Grades K–2.

Starting in the 2025–2026 school year, the district will adopt a new model for secondary students. With Google now offering up to 10 years of Chrome OS updates, all incoming 6th-grade students will receive a Chromebook to use through 12th grade. This change reduces the overall cost of this initiative, improves consistency, and extends the life of each device.

The district continues to review how elementary devices are used, including storage, charging, and take-home practices. As the previous bond funding ends, PUSD is exploring other funding sources, including Measure I and grants, to maintain and refresh devices. Students are expected to bring their devices to school each day, charged and ready to learn. Guidance on care and digital responsibility will continue to be provided to families.

Recommended Actions and Projected Timelines for Student Devices

<i>Item No.</i>	<i>Timeline</i>	<i>Objective</i>	<i>Projected cost**</i>
<i>D.1.1</i>	<i>2025-2028</i>	<i>Students in grade 6 for the 2025-2026 school year will be issued a new device, which they will keep until they complete 12th grade.</i>	<i>\$800K*</i>
<i>D.1.2</i>	<i>2025-2028</i>	<i>Maintenance and repair parts for students' Chromebook devices until the device's end-of-life term.</i>	<i>\$40K annually General Fund</i>

**These are unfunded and may include general fund planning, leasing models, and other alternative sources.*

***Projected cost can vary due to market conditions and value.*

2. Staff Devices

All certificated staff will be provided with an internet-enabled laptop to support their instructional duties. While the previous bond successfully funded devices during the last cycle, ongoing replacements will require the district to explore new and sustainable funding options.

To help contain costs in the current and future budget environment, the district will begin exploring more cost-effective device standards, such as enterprise-level Chromebook Plus models, particularly as more instructional and operational tools are now cloud-based and supported within the district's Google Workspace for Education environment. A pilot group

will be identified during this plan period to evaluate whether these devices can meet staff needs across various roles.

The current district standard for certificated and management staff laptops is the 13" MacBook Air. Certificated staff whose instructional needs require Windows will be provided with a comparable Windows-based device. Device refresh is based on a five-year replacement cycle.

Classified staff will receive an internet-enabled device aligned with their job duties. The district has standardized four types of devices for staff: Windows laptops, Windows desktops, MacBooks, and Chromebooks. Device assignments are based on defined job classifications and may evolve to reflect new tools, cost considerations, and specific work requirements. Staff with specialized roles may receive different devices as needed. These standards serve as a guideline and may be revised based on operational or financial shifts.

Recommended Actions and Projected Timelines for Staff Devices

<i>Item No.</i>	<i>Timeline</i>	<i>Objective</i>	<i>Projected cost**</i>
<i>D.2.1</i>	<i>2025-2027</i>	<i>Certificated Device Refresh - Windows Laptop, estimated 120 devices</i>	<i>\$300K*</i>
<i>D.2.2</i>	<i>2025-2026</i>	<i>Chromebook Plus Evaluation and Pilot</i>	<i>\$30K*</i>
<i>D.2.3</i>	<i>2025-2027</i>	<i>Certificated, Classified, and Management Device Refresh - MacBook Air Laptop</i>	<i>\$600K*</i>
<i>D.2.4</i>	<i>2025-2027</i>	<i>Classified Device Refresh/Replacement - desktops and laptops</i>	<i>\$350K*</i>

**These are unfunded and may include general fund planning, leasing models, and other alternative sources.*

***Projected cost can vary due to market conditions and value.*

3. Classroom Technology

PUSD classrooms are equipped with modern technology tools that support high-quality teaching and learning. To help teachers present content clearly and engage students, each classroom includes user-friendly audiovisual equipment that can display digital materials and amplify both media and the teacher's voice—important features that support accessibility and student engagement.

With funding from the previous bond, the district established a standard set of classroom technology tools. Each classroom was outfitted with a digital display that supports wireless projection and audio amplification, a document camera for sharing instructional materials, and a voice amplification system featuring a wearable microphone for the teacher. Installation began during the 2020–2021 school year and was completed by the end of 2021–2022.

These tools are expected to have a useful life cycle of up to eight years. During this time, Technology Services continues to provide support to ensure the equipment functions properly and does not disrupt instruction.

Most equipment is covered under the manufacturer's warranty. The ViewSonic panels include a seven-year extended warranty. The Lightspeed RedCat audio systems have a five-year warranty, and the district maintains spare units for replacement when needed. Interactive projectors are covered for three years and will be replaced as needed. Document cameras will be replaced when they reach the end of their useful life.

The district will develop and implement a structured evaluation process to assess classroom technology performance, identify instructional impact, and determine when and how replacements or upgrades should occur. Pilot testing of new display, audio, or instructional tools will be conducted in select classrooms to gather feedback from teachers and students, with a focus on usability, effectiveness, and instructional value.

If funding is available, the district will identify and begin planning for a new replacement model for aging classroom technology to ensure a consistent, modern, and reliable learning environment.

Recommended Actions and Projected Timelines for Classroom Technology

<i>Item No.</i>	<i>Timeline</i>	<i>Objective</i>	<i>Projected cost**</i>
<i>D.3.1</i>	<i>2025-2028</i>	<i>Replacement cost for the classroom technology equipment (document cameras and casting devices)</i>	<i>\$5000 annually General Fund</i>

***Projected cost can vary due to market conditions and value.*

4. Instructional Technology

Most of PUSD’s adopted core curriculum includes strong digital components that enhance instruction and student engagement. Training and support for these platforms are led by the Educational Services Division, which provides onboarding for staff and coordinates ongoing professional development to ensure successful implementation in the classroom. Many of these applications are accessed through Clever, which provides Single Sign-On (SSO) to simplify access for students and staff.

In addition to core digital resources, the district provides a range of supplemental online tools designed to support and enrich student learning. These tools are reviewed annually to ensure they continue to align with curriculum goals, are age-appropriate, and support effective teaching practices.

PUSD will continue to collaborate across departments to evaluate and support the use of instructional technology, ensuring that digital tools remain effective, equitable, and responsive to the evolving needs of students and educators.

E. TECHNICAL SUPPORT

Technology Services supports all technology systems across the district, including devices, infrastructure, and classroom equipment. A diverse team of technical support staff provides both centralized and school-based services to ensure that technology at all sites is well-maintained, responsive, and aligned with the needs of teaching, learning, and district operations.

To improve service quality and ensure equitable support across all schools, the department will continue to review its staffing model, response times, and Help Desk data. Beginning in 2025-2026, one critical Network Administrator position will be eliminated due to budget reductions, resulting in a gap in centralized infrastructure support. To address this, the district will evaluate purchasing more integrated and automated network tools with embedded artificial intelligence to reduce manual workload, improve visibility, and proactively manage critical systems.

Additionally, the loss of an executive secretary in 2025-2026, who was key to operations supporting the Help Desk system, may affect response times; the district is exploring a revised support model. One proposed structure includes a rotating Help Desk technician assigned to triage incoming calls for immediate assistance and review support tickets each day. This model is designed to enhance responsiveness, more evenly distribute the workload, and deliver consistent, first-line live support to staff across departments and schools.

PUSD uses a centralized Help Desk system to track, prioritize, and manage support requests. This platform allows Technology Services to monitor response times, analyze trends, and collect user feedback through post-ticket surveys. Insights from this system inform planning, training, and staffing decisions to ensure a service-oriented and efficient department.

As part of this plan, Technology Services will continue to explore opportunities to streamline service delivery, standardize support levels, and align staffing under a consistent, scalable structure that meets both current and future district needs.

1. Obsolete Equipment

Computing equipment that no longer meets the district's instructional or operational needs will be replaced in alignment with best practices. According to guidance from the U.S. Department of Education, most student devices typically require replacement after four years due to wear and tear and limitations on software updates. Network equipment and servers typically have a longer lifespan of five to seven years.

While actual replacement timelines may vary based on performance and usage, the district evaluates each case individually to determine the most suitable replacement schedule. When equipment is no longer suitable for use, it is removed from circulation and properly disposed of through resale, donation, recycling, or certified e-waste disposal to reduce environmental impact.

2. Donation

To promote equity, standardization, and long-term sustainability, PUSD encourages monetary donations to the district or the PPIE (Pleasanton Partnerships In Education Foundation), which enable the strategic and equitable allocation of technology resources. Donated technology is generally discouraged and will only be considered if it meets current district standards, includes a valid warranty, and covers all required software licensing. All donations must be reviewed by Technology Services and approved by the Board of Education. If accepted, donated equipment will be inventoried and managed in accordance with the district's obsolete equipment procedures.

F. PROFESSIONAL GROWTH

Ongoing professional development is essential for the effective use of instructional and operational technology. PUSD considers this an investment in teachers, classified staff, and technology teams. To ensure training is effective and relevant, the district follows research-based best practices when planning and delivering professional learning opportunities.

For classified staff, professional development opportunities are aligned with contractual requirements, including the three-day annual training expectation for CSEA members. The district is committed to providing a variety of formats—such as in-person workshops, on-demand modules, and job-embedded learning—to meet both individual and departmental needs.

Recognizing that staff have different roles and needs, Technology Services provides targeted training and support that is timely and task-specific. For tools like the help desk platform, device management systems, and other district-supported applications, staff are offered initial onboarding, as well as how-to guides and video tutorials for just-in-time learning.

Professional development is delivered through team meetings, department workshops, and districtwide training days. Training materials are tailored to job responsibilities and updated as systems evolve, ensuring staff can confidently use the necessary tools for daily operations.

Technical staff also receive ongoing opportunities to enhance their skills and stay current with the latest technology trends. The district will focus on using free or existing resources to support self-paced, role-specific learning that helps build capacity within the team.

Through accessible, role-appropriate professional development, PUSD aims to ensure that all staff are equipped to effectively use technology in support of student learning and district operations.

G. SUMMARY AND FINDINGS

The current plan was enhanced through a comprehensive revision process that included needs assessment, technical consultation, and direct collaboration with stakeholders to align the plan with real-world technology requirements across the district. The plan has three purposes:

1. Support and maintain classroom curricular applications and technology to aid teaching and learning with more efficiency and seamless integration with PUSD curriculum;
2. Provide a roadmap for district technology infrastructure redundancy, failover, monitoring, including improvement and maintenance of data, video, and voice systems; and
3. Reassess and reduce response times for technical support, cybersecurity, safety, and wellness.

Classrooms are modernized to include end-user devices, interactive smart screens, audio systems, and instructional software. Ongoing support and training remain essential to maximize the impact of these tools and ensure continued progress in digital literacy. This plan outlines the technology in use, the professional development required, and the technical support needed to maintain reliable classroom operations. The plan also considers the expected obsolescence of classroom technology, incorporates budget forecasts, and begins to explore cost-effective technologies for future classroom adoption. All classroom technologies will be done in collaboration with Educational Services and teacher representatives.

The District's network infrastructure includes wireless, Cat 6/6A Ethernet, and single-mode fiber, supporting high-speed connectivity. The network backbone supports 40 Gbps of bandwidth from the District Office to all school sites, ensuring sufficient capacity for future growth. The Internet capacity at the core is 10 Gbps and can be scaled if additional bandwidth is needed. The plan enables us to adopt newer standards and technologies that incorporate artificial intelligence, facilitating easier and more efficient management and troubleshooting.

To safeguard against outages and cyber threats, the District currently maintains a robust backup strategy with data replicas at Hart Middle, off-site cloud backups, and protections against environmental and malicious disruptions. A key finding in the current plan is the reliance on a single internet connection. To ensure continuity of critical systems and testing platforms, the District will pursue a secondary, redundant internet connection. With the upcoming obsolescence of the data replication systems and Hart Middle's proximity to the new district office, the district will explore other off-site locations that may be more cost-effective for spinning up data services as needed, rather than maintaining its own hardware.

This plan prioritizes a service-oriented approach by addressing the need for timely and effective responses across key areas, including technical support, cybersecurity, safety, and

student wellness. Maintaining appropriate staffing, implementing efficient systems, and investing in skill development are essential to improving response times and overall service quality for all PUSD users.

The district's help desk platform plays a central role in this strategy, offering capabilities to track, monitor, and gather feedback from users. These features support a cycle of continuous improvement by identifying service trends and guiding enhancements to support delivery.

To maintain the security and reliability of district services, the plan also includes the integration of advanced tools that proactively detect and defend against malicious threats aimed at disrupting the PUSD network.

To support student well-being, specialized monitoring systems have been implemented to detect signs of distress. These tools provide timely alerts to designated staff, ensuring that additional support can be offered quickly when students need it most.

During the life of this plan, funding, needs, and activities may change at any time due to Board or Executive direction, or due to changes, improvements, or the obsolescence of technology.

The end goal of this plan is to provide a robust and reliable technology infrastructure that fully supports teaching and learning for the students and staff of PUSD.

H. TECHNOLOGY PLAN FUNDING SUMMARY

Funding to support the 2025–2028 District Technology Plan will come from multiple sources, including the General Fund for operational costs, the Bond Measure for infrastructure and classroom technology upgrades, and the Sycamore Technology Set-aside fund for strategic initiatives. Additional support may come from E-Rate reimbursements for network improvements and grants or one-time funds for targeted projects aligned with the plan's goals. These budgets are estimates only and are subject to change based on Consumer Price Index (CPI).

PUSD Technology Budget Summary			
Description	2025-2026	2026-2027	2027-2028
INFRASTRUCTURE:			
Network Switch Replacement	\$2,000,000.00		
Wifi Equipment Replacement			\$2,000,000.00
Virtual Server Replacement		\$500,000.00	
Cell Phones	\$130,000.00	\$130,000.00	\$130,000.00
WAN Circuits	\$91,440.00	\$91,440.00	\$91,440.00
Phone & Data Lines	\$206,000.00	\$206,000.00	\$206,000.00
Internet Service Provider	\$61,800.00	\$61,800.00	\$61,800.00
Disaster Recovery System	\$34,000.00	\$34,000.00	\$34,000.00
Firewall	\$90,000.00	\$90,000.00	\$90,000.00
Risk/Threat Assessment System	\$90,000.00	\$90,000.00	\$90,000.00
Data Backup System	\$3,486.00	\$3,486.00	\$3,486.00
APPLICATION & LICENSES:			
Escape Financial System	\$270,000.00	\$270,000.00	\$270,000.00
Google License	\$75,000.00	\$75,000.00	\$75,000.00
Content Filter/Safety	\$58,000.00	\$58,000.00	\$58,000.00
IT Help Desk Ticketing System	\$15,000.00	\$15,000.00	\$15,000.00
Mobile Device Management	\$25,000.00	\$25,000.00	\$25,000.00
Password Manager Self-Service	\$9,595.00	\$9,595.00	\$9,595.00
VPN	\$1,500.00	\$1,500.00	\$1,500.00
Maintenance Agreements (Wireless, Cisco Call Manager, Switches, Video Security & Informacast)	\$116,000.00	\$116,000.00	\$116,000.00
Microsoft Office License	\$8,000.00	\$8,000.00	\$8,000.00
Zoom	\$16,000.00	\$16,000.00	\$16,000.00
HTTPS Certificates	\$100.00	\$100.00	\$100.00
Network Monitoring Tool	\$5,000.00	\$5,000.00	\$5,000.00
Workflow Digital Signature	\$40,000.00	\$40,000.00	\$40,000.00
Document & Archive Management	\$8,000.00	\$8,000.00	\$8,000.00
STAFF, STUDENT, AND CLASSROOM TECHNOLOGY			

Staff Devices (MacBook)	\$600,000.00	\$600,000.00	\$600,000.00
Staff Devices (Windows Laptop/Desktops)	\$1,250,000.00	\$1,250,000.00	\$1,250,000.00
Chromebook Plus	\$30,000.00	\$30,000.00	\$30,000.00
AVHS & FHS Digital Arts Lab	\$18,642.00	\$18,642.00	\$0.00
Student Devices (Chromebooks)	\$800,000.00	\$800,000.00	\$800,000.00
Device Repair Parts & Supplies	\$40,000.00	\$40,000.00	\$40,000.00
MFA	\$1,000.00	\$1,000.00	\$1,000.00
Document Cameras	\$1,500.00	\$1,500.00	\$1,500.00
Streaming/Casting Device	\$2,000.00	\$2,000.00	\$2,000.00
PROFESSIONAL SERVICES			
E-Rate Professional Services	\$10,000.00	\$10,000.00	\$10,000.00
Network Support Professional Services	\$30,000.00	\$30,000.00	\$30,000.00
CyberSecurity Professional Services	\$30,000.00	\$30,000.00	\$30,000.00
CalPads Professional Services	\$25,000.00	\$25,000.00	\$25,000.00
Device Repair Professional Services	\$10,000.00	\$10,000.00	\$10,000.00
Google Admin Professional Services	\$15,000.00	\$15,000.00	\$15,000.00
IT DEPARTMENT PROFESSIONAL DEVELOPMENT/TRAINING			
Tech Services Online Training	\$7,500.00	\$7,500.00	\$7,500.00
CyberSecurity Training	\$4,000.00	\$4,000.00	\$4,000.00
OPERATIONAL EXPENDITURES			
4300 Materials & Supplies	\$55,000.00	\$55,000.00	\$55,000.00

**Unfunded from previous bond projects. Other funding sources will be reviewed, including general funds.*

EXHIBIT A - PUSD AI GUIDANCE HANDBOOK

Artificial Intelligence Guidance Handbook for Students and Staff

Purpose

This document guides our students, teachers, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to AI tools. Examples include Perplexity AI, OpenAI ChatGPT, Google Gemini, and Adobe Firefly etc.) that can produce new content, such as text, images, or music, based on patterns they've learned from their training data. Although these systems frequently offer helpful and relevant suggestions, they fundamentally function by predicting the most likely or common response based on past data. Consequently, the output produced by AI may occasionally be inaccurate, misleading, and/or incomplete. In other words, the "most likely" suggestion is not always the correct or optimal one.

Scope

This guidance applies to all students, teachers, and administrators who may develop, implement, or interact with AI technologies used within the Pleasanton Unified School District. It covers all approved AI resources used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures that apply each principle.

1. **We use AI to support student success and help our community achieve its educational goals.** AI will be leveraged to enhance student learning, improve teacher effectiveness, and streamline school operations. We aim to provide equitable access to AI resources, with a focus on closing the digital divide among students and staff. We are committed to evaluating AI tools for potential biases and ethical concerns to ensure they effectively serve our diverse educational community. We also respect teachers' rights not to use AI in the classroom.
2. **We reaffirm adherence to existing district-specific data privacy agreement (D.P.A.) policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address potential gaps in compliance.
3. **We educate our staff and students about AI.** Promoting AI literacy among students and teachers is central to addressing the risks of AI use and teaches critical skills. Students and teachers will be given support to develop an AI literacy framework, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We support teachers in adapting instruction in a context where applicable students have access to generative AI tools.
4. **We explore the benefits, opportunities, and risks of AI use.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.
5. **We uphold academic integrity as a core value.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful and transparent in giving credit and/or a standardized source citation when presenting work that is genuinely their own for evaluation and feedback.
6. **We maintain accountability in AI-enhanced decision-making.** AI tools can provide recommendations or enhance decision-making, but teachers and students will serve as "critical consumers" of AI and lead organizational and academic decisions and changes. We respect the right for teachers not to use AI in their classrooms. AI systems may inform decision-making for review, revisions, and/or assessments.
7. **We commit to auditing, monitoring, and evaluating our district's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Responsible Use of AI Tools

Our school district recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clearly communicate if, when, and how AI tools may be used, while the school

district will ensure compliance with applicable laws and regulations regarding data security, privacy and intellectual property.

Personally identifiable student information should never be shared with an AI tool. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity, and be aligned with principles of learning from the cognitive science literature. Below are some examples of responsible uses that serve educational goals:

Student Learning

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Providing a Potential Thought-Partner:** Generative AI tools may be leveraged to support and augment student work by acting as a thought-partner through various project processes such as concept development, research support, information analysis and synthesis.
- **Providing Communicative Resource Tools:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Harnessing Individualized Student Study Tools and Resources:** AI can generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Supporting Additional Tutoring:** AI technologies have the potential to provide equal access to one-on-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills to enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI to support grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI may assist educators with differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and/or proficiency levels.
- **Continuous Professional Development:** AI may guide educators by recommending teaching and learning strategies and/or tools, personalize professional development to teachers' needs and interests, suggest collaborative projects between subjects or teachers, and offer simulation-based training scenarios such as how to teach a lesson or manage a parent/teacher conference.
- **Research and Resource Curation:** AI may help educators by recommending books, articles, and/or resources relevant to a lesson to update teachers on teaching techniques, research, and/or methods.
- **Individualized Education Program (I.E.P.) Goals:** Teachers may not use AI tools for any part of the Individualized Education Program goal-writing process.

School Management and Operations

- **Communications:** AI tools may help draft and refine communications within the school community, utilize chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff may use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI may be used to analyze de-identified and/or aggregated student performance data to provide insights to educators, helping them tailor instruction or interventions.

Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease creativity, human discretion and oversight. Generative AI output may include misinformation and inaccuracies and important nuances and context can be overlooked. Teachers will clearly communicate if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI-powered writing assistance and language editing tools such as, but not limited to, Grammarly, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original

arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Teachers and students will be taught to understand the origin and implications of Generative AI societal bias. AI tools will be evaluated.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practice of planning, teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.
- **Individual Educational Program Planning:** Current use of AI tools is limited to accommodations and/or pedagogical design until further analysis by the District.

School Management and Operations

- **Compromising Privacy:** The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility (Per [Pleasanton USD AR/BP 5131.9 Academic Integrity](#)).

- Staff and students may use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools may increase fairness by identifying and minimizing biases in grading and assessments, but should be reviewed and evaluated by the teacher.
- AI may adapt materials for students with different learning needs to honor and respect individual differences.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the limited use of Generative AI on specific assignments or parts of assignments and articulate their reasoning as to why they do not allow its use on other assignments.
- Teachers may review and evaluate output from AI resources that purport to identify the use of generative AI to detect cheating and plagiarism. As of 2025, the accuracy of anti-plagiarism / AI detection tools remains questionable.
- If a teacher or student uses an AI resource, its use must be disclosed and explained. As part of the disclosure, students should cite AI use based one of the following standardized formats:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

[Pleasanton USD Board Policy / Academic Regulation 5131.9 Academic Integrity](#)

Special Consideration: Security, Privacy, and Safety

We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI resources deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

Review

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

[Last updated: 03/17/2025]

Resources

Additional Resources for Crafting AI Guidance and Policies

- [Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations](#) (United States Dept. of Education, OET)
- [Bringing AI to Schools: Tips for School Leaders](#) (ISTE)
- [Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools](#) (CoSN, ISTE)
- [Guidance for Generative AI in Education and Research](#) (UNESCO)
- [The urgent need to update district policies on student use of artificial intelligence in education](#) (PACE)
- [From reactive to proactive: Putting districts in the AI driver's seat](#) (PACE)
- [Off Task: EdTech Threats to Student Privacy and Equity in the Age of AI](#) (CDT)

AI Literacy and Digital Literacy

- [AI 101 for Teachers](#) from Code.org, ETS, ISTE, and Khan Academy
- [AI4K12 Five Big Ideas in AI](#)
- ISTE's AI [resources](#), including [ISTE Standards: Computational Thinker](#) (ISTE)

Citing AI Use

- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)

Academic Integrity

- [Combating Academic Dishonesty](#) from the University of Chicago
- [Promoting Academic Integrity in your Course](#) from Cornell University
- [Strategies for Teaching Well When Students Have Access to Artificial Intelligence \(AI\) Generation Tools](#) from George Mason University

Ethical AI Procurement

- [Media AI Ratings System](#) (Common Sense Media)
- [Emerging Technology Adoption Framework](#) (Digital Promise)
- [The Ethical Framework for AI in Education](#) (Institute for Ethical AI in Education)
- [Education Technology Industry's Principles for the Future of AI in Education](#) (Software & Information Industry Association)
- [EdSAFE AI SAFE Benchmarks](#) (Ed SAFE AI Alliance)
- [K-12 Generative Artificial Intelligence \(Gen AI\) Readiness Checklist](#) (CGCS, CoSN)

AI Use Cases in Education

- [How to Use ChatGPT to Enhance Active Learning](#) (Ministry of Education in Chile)
- [100 Practical Applications and Use Cases of Generative AI](#) (Government of the United Arab Emirates)

Current Regulations Relevant to AI in Education

United States

- [FERPA](#) - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- [COPPA](#) - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- [IDEA](#) - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- [CIPA](#) - Schools must ensure AI content filters align with CIPA protections against harmful content.
- [Section 504](#) - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

International

- [GDPR](#) (EU) - Strict data protection and privacy regulations for individuals in the European Union.
- [Data Protection Act](#) (UK) - Governs the use of personal data in the United Kingdom.
- [PIPL](#) (China) - The China Personal Information Protection Law protects student data privacy.
- [DPDP](#) (India) - The Digital Personal Data Protection Act proposes protections for student data.

PUSD Student Policies

[6163.4 Board Policy - Student Use Of Technology](#)

[6163.4 Administrative Regulation \(AR\) - Student Use of Artificial Intelligence](#)

PUSD Staff Policies

[4040 Board Policy - Employee Use Of Technology](#)

[4040 Administrative Regulation \(AR\) - Employee Use of Artificial Intelligence](#)

PUSD Student Agreement on Use of AI

[Acceptable Use Policy \(AUP\) - Student Use of Technology](#)

PUSD Staff Agreement on Use of AI

[Acceptable Use Policy \(AUP\) - Employee Use of Technology](#)

Sample Letter to Parents and Guardians on the Use of AI

A letter to parents and guardians will engage families in the education system's vision and recommendations for the use of AI in schools. This is an example for illustrative purposes and should be customized.

Sample Letter to Parents and Guardians

Dear Parents and Guardians,

As emerging technologies like artificial intelligence (AI) become more prevalent, our school is proactively developing principles to guide the safe, effective, and responsible use of these tools for student learning. After careful consideration, we have established the following principles:

1. Support Education Goals for All: AI will be thoughtfully used to enhance outcomes for every student.
2. Privacy & Security: AI use will align with regulations protecting student data privacy, safety, and accessibility.
3. AI Literacy: Students and teachers will build skills to critically evaluate and utilize AI technologies ethically.
4. Realize Benefits & Address Risks: We will cautiously explore AI benefits while proactively addressing risks.
5. Academic Integrity: Students will produce original work and properly credit sources, including AI tools.
6. Maintain Human Agency: AI will provide support, not replace educator and student discretion in decisions. Our staff will set parameters for each class and assignment for when and how AI systems can be used
7. Continuous Evaluation: We will routinely audit AI use, updating policies and training as needed.

We remind parents and guardians that AI tools may have age restrictions. For example, ChatGPT currently requires users to be at least 13 years old and requires parental or legal guardian consent for students between the ages of 13 and 18. The website warns that "ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts."

Our goal is to create a learning environment where AI technologies empower rather than replace the human aspects of education. We embrace these technologies cautiously to prepare students for a future where these technologies are everywhere. Please reach out with any questions or input on these principles as we navigate this rapidly changing terrain together. We thank you for your support.

Sincerely,
[Name]
[Title]

Sample Letter to Staff on the Use of AI

Administrators and teachers will collaborate to determine how AI is used in classrooms, and teachers will play a critical role in monitoring the impact of AI tools on students and learning. Administrators should share clear guidance for teacher roles and practices. A letter to staff can accompany guidance to help summarize and outline their specific roles and responsibilities. Issuing such guidance is most effective when coupled with professional development. This is an example for illustrative purposes and should be customized.

Letter to Staff

Dear Teachers and Staff,

Artificial intelligence (AI) can transform our schools in exciting ways, but we must also mitigate the risks. Below are a few examples of responsible and prohibited uses of AI. Throughout the rest of the school year, we will be providing ongoing PD opportunities.

Examples of Responsible Uses of AI

Student Learning:

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Content creation and enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.

Teacher Support:

- **Assessment Design and Analysis.** AI can enhance assessment by creating questions and providing standardized feedback on common mistakes. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Differentiation.** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.

Responsible use of AI in the classroom may vary. For example, AI may only be appropriate for some graded assignments. I encourage you to discuss AI use with your students.

Examples of Prohibited Uses of AI

Student Learning:

- **Bullying/harassment:** The use of AI tools to create deep fakes, manipulate media, or impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.

Teacher Support:

- Bias: AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- Diminishing student and teacher agency and accountability: AI technologies will not be used to supplant the role of human educators in instructing and nurturing students. AI is a supporting tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use.

We will continue to ensure that data privacy and security are top priorities and will continue to approve software according to updated policies that include AI. Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. For more information, please read our complete guidance [\[insert link\]](#) on using AI in education, which includes a sample student agreement for AI in the classroom. We will also be providing ongoing PD opportunities throughout the school year.

Sincerely,

[Name]

Sample Student Agreement on the Use of AI

Teachers can promote responsible AI use by having students sign agreements describing appropriate practices. Rules can be implemented as additions to a class syllabus or independent student contracts. Some teachers have also conducted class activities where such agreements are co-developed with students to support the development of AI literacy. This is an example for illustrative purposes and should be customized.

Student Agreement

Artificial intelligence (AI) can help me learn better and is important for my future, so I promise to use it responsibly and make smart choices.

1. I will use AI tools responsibly and will not use AI in a way that could harm myself or others.
2. I will not share personal or confidential information with an AI tool.
3. I will only use AI to support my learning and will follow my school's rules and teacher's instructions on when and how to use AI on an assignment.
4. I will be honest about when I use AI to help with assignments, and I will not turn in work that is fully created by an AI as my own.
5. If I use AI, I will review its work for mistakes.
6. I will check with my teacher when unsure about what is acceptable.

Student Signature _____

 Sample language to consider when reviewing your class syllabus: *AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.*