

Technology Plan

San Bruno Park Elementary

July 1, 2011 - June 30, 2014

11/22/2010

This plan is for EETT and E-Rate.

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Background and Demographic Profile

The San Bruno Park School District (SBPSD) is located 13 miles south of San Francisco in San Mateo County. Adjacent to San Francisco International Airport, the city of San Bruno is nestled from the San Francisco Bay to the western highlands between the neighboring cities of Millbrae, South San Francisco, and Pacifica. The District contains seven elementary schools serving students in grades kindergarten through sixth grade with one Intermediate school serving students in grades 7 through 8. There are 2598 students throughout the eight schools.

The San Bruno Park School District enjoys a tradition of educational excellence in the quality of its curriculum, instruction, and educational technology. A dedicated staff of 242 certificated, classified, and administrative personnel serve students in seven elementary schools (K 6) and one intermediate school (7 8). The educational program includes music, technology, SLIP, Titles I and IV, ESL, RSP, SDC, Speech, and Psychological Services.

The District has an enrollment of 2598 students representing the rich diversity within the boundaries of the city of San Bruno:

Group	Percentage
African American	3.0
Asian	10.5
Caucasian	24.8
Filipino	11.2
Hispanic	42.5
Pacific Islanders	7.0
Other	1.0
2598	100%

After leaving San Bruno Park in eighth grade, our students attend high school in the San Mateo Union High School District with most students attending Capuchino High School in San Bruno.

District Vision Statement for Technology

This three year plan outlines our focus to incorporate technology throughout all our operational efforts, notably to benefit the opportunities that we provide children. Technology to our students today is the element of work in the future. The San Bruno Park School District has a firm commitment to provide the most effective applications (both hardware and software) of technology on a regular basis.

Dr. David Hutt, Superintendent

1. Plan Duration

July 1, 2011 June 30, 2014

2. Stakeholders

This Master Plan for the usage of technology throughout the San Bruno Park School District for the next three years was created by a sub committee of the District Technology Committee. This sub committee is composed of the following individuals: Don Hopkins, Network Manager; Dan Lyttle, Assistant Principal at Parkside Intermediate School; Lynn Orong, Associate Superintendent; and, Skip Johnson, Chair of the Technology Committee and principal at El Crystal Elementary School a board designated site for the integration of curriculum and technology. The rough draft was then shared with the administrative management team, the District Curriculum Council, Site Councils at each of the eight schools, during staff meetings at each school site, and the District Technology Committee. This broad base of stakeholders includes teachers, administrators, parents, Instructional Technology personnel, and governing board members. The input of this collective was then incorporated into the final draft of the plan and submitted to the State prior to the deadline of November 19, 2010.

The Superintendent, Dr. David Hutt, met with the technology sub committee giving them specific instructions for creating this new Master Technology Plan. He emphasized the plan should reflect the usage of software programs such as Acuity and Inform to help staff use assessment data to guide instruction; implementation of web based programs such as Scholastic Reading Counts and Read Naturally for all the sites to promote reading comprehension and reading fluency while providing effective intervention strategies for non proficient students; the search for and implementation of enterprise software meeting the needs of the greatest number of staff members and students; and, finally reflect a strategy to bring the greatest amount of both hardware and technology to the school sites in a cost effective manner.

The technology sub committee surveyed each site to determine the type, amount, and condition of both hardware and software at each site. The director of technology for the San Mateo County Office of Education prepared a 21 question survey for all certificated staff to determine their over all level of technology competence in teaching and learning. Data from this survey was used to address curricular goals, professional development, and the expectation that all staff members use technology in their classrooms in a purposeful and systematic manner. Once appropriate professional development is created and implemented, the District expectation is that personnel use technology.

3. Curriculum

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

Since the filing of our current Master Technology Plan in 2007, there has been a significant increase in the number of technology tools available to students and staff throughout our District. All General Education and Special Education instructors are supplied with either a desktop or laptop computer to meet their professional responsibilities. The majority of teaching staff also have LCD projectors available for use within their classrooms to facilitate digital presentations and support curricular learning objectives. Additionally, sites have purchased document cameras for use within the classroom. The number of LCD projectors and document cameras varies from school site to school site with some sites achieving a 1 to 1 ratio. Further, all schools use a Reading Counts database for student reading lexile levels, use Read Naturally to support struggling readers and English Learners, and Rosetta Stone for the acquisition of English for non native speakers.

Students have access to technology platforms at all school sites either in the classroom or in school media laboratories. The number of computers varies from site to site. Since the 2007 filing of the Master Technology Plan, the elementary schools and intermediate school have all increased the number of computers at the sites with the acquisition of laptop carts and replacement computers for staff and media centers.

Computer Laboratories and Media Centers

Each of the eight schools has computer laboratories within their media centers. While the number of computers varies from site to site, every student has immediate access to an Internet connected computer throughout their school day. When in use, the computer laboratories and portable laptop carts support the adopted curricular programs in a multitude of ways. All schools maintain a part time media aide to assist students and staff with instructional technology.

A new technology training facility, the Danford Center for Innovation (DCI), has been launched to assist with the development and training of school district personnel in the use and implementation of technology in the classroom.

Classrooms and Connectivity

Each district classroom contains at a minimum five hard wired data connections to the Internet. As of 2009, all school buildings throughout the district have an enterprise wireless infrastructure installed and available for use with both staff and students. Since the filing of the current Master Technology Plan, the supplier of Internet access has changed from the San Mateo County Office of Education to San Bruno Cable and Internet, a local provider within the city of San Bruno. The change has allowed the school district to take advantage of the local fiber optic infrastructure to increase capacity and access to media requiring greater bandwidth. The district continues to use Sonic Wall and M86 Technologies to filter, monitor and, control appropriate web site access.

Equity

The District is making a commitment in moving forward to ensure a standard ratio of students to computer of 3:1. The General Fund E-Rate, EETT, and donations from the

Danford Center, Parent Teacher Associations, Parent Teacher Organizations and other sources provide both established and potential funding.

Home and School Communication

Students have access to computers throughout the school day either through the site media centers or through the computers located in the classrooms. No school site has a program for the systematic usage of computers before school, during recess breaks, or after school. Schools with Homework Club programs allow students limited access to school laboratories in media centers. This access only occurs when the Homework Club is conducted in the media center.

Parents have access to the school district student information system, Powerschool, through a parent web portal. Parents can check on grades, assignment completion, attendance, the Daily Bulletin, as well as contact teaching staff through email. The intermediate school also uses School Loop, a web based communication tool for parents to post daily homework assignments, school announcements, the Daily Bulletin, and a weekly calendar of events. Parents, students, and staff are provided access at the start of the school year. Websites are maintained for each school site that provide additional information for parents and students.

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

Every classroom in the district has access to a computer with the amount varying from site to site. Each school has a computer laboratory within their respective media centers staffed by a part time media aide to assist both staff and students. Teachers have access to computers within their classrooms for instructional purposes including using Powerschool for attendance and grade books. Students have access to hardware unique to their school sites.

All schools report the number of computers and instructional technology as follows: **Allen Elementary School** 20 (lab), 20 (laptop cart), 2 4 computers per classroom grades 2 through 6, one per teacher, 60 iPods, 1 interactive white board, LCD projector for each classroom grades 2 6, document camera for each classroom grades 2 6; **Belle Air Elementary School** 15, 45 (two laptop carts), 4 computers per classroom grades K 3, 5 computers per classroom grades 4 6, one laptop per teacher, 120 iPods, document camera in each classroom, LCD projector in each classroom; **Crestmoor Elementary School** 15 (lab), 32 (laptop cart), 70 computers across 9 classrooms, one laptop per teacher, LCD projector in each classroom, 1 E Beam interactive white board in grades 5 and 6; **EI Crystal Elementary School** 21 (lab), 51 (two laptop carts), 35 (across all classrooms), one computer per teacher, 61 iPods, LCD projector in each classroom, 1 interactive white board; **John Muir Elementary School** 31 (lab), 50 across all classrooms, one computer per teacher, 3 LCD projectors across grades K 6; **Portola Elementary School** 24 (laptop cart), 35 across all grades, one computer per teacher, 5 LCD projectors across grades K 6; **Rollingwood Elementary School** 10 (lab), 40 (two laptop carts), 55 (across all classrooms), one computer per teacher, 10 iPods, LCD projector for each teacher; **Parkside Intermediate School** 35 (lab), 32 (laptop cart), 5 laptops per classroom (120), one laptop per teacher, 15 iPods, document camera in every classroom, LCD projector in every classroom, 4 E Beam interactive white boards (one per department).

Software usage across the district has become more consistent with the implementation and use of Scholastic Reading Counts at every site as well as Read Naturally and Rosetta Stone. Other software applications are site dependent and include Lexia, Inspiration, FASST math, and Mathscore. Many focus on supporting at risk students in the area of literacy and mathematics. Productivity software including Microsoft Office are used across all sites.

Special needs students, including learning disabled and English learners, are supported through the use of specific software to address their academic needs. Read Naturally and Rosetta Stone serve to assist students with acquiring English skills and allow teaching staff to monitor their progress towards literacy. All students, including special needs students, have the opportunity to work in either the classroom or in the school media labs.

Classroom Instruction

Classroom based personnel currently use the Powerschool student information system to input both standard scores and/ or letter grades for students. Classroom teachers also use Inform, a data management application to input assessment data. Inform allows site administrators and teachers to view the history of achievement for students on their school site and in their classrooms. The intent of Inform is to better assist the direction of classroom instruction through the use of data. Local assessments as well as state standardized testing results are loaded into Inform to create individual profiles for all students.

The district has also piloted and now implemented the use of the Acuity Predictive Assessment application throughout grades 3 through 8. The intent of Acuity is to assess students at three windows, checking on student achievement as they relate to the state standards, and to highlight areas of weakness for remediation. Acuity testing data will be used by classroom teachers to inform their practice and better serve the needs of their students. Acuity predicts success on STAR. This is also helpful in designing direct instruction for non proficient students.

School Management

Email is available to all staff members either through Outlook (PC) or Entourage (Mac) or Webmail. It is a district wide expectation that all staff check their provided email accounts daily. The district uses Financial 2000 for all business accounting purposes including budgets and purchase orders. All school districts within San Mateo County are required to use this County Office of Education software application.

Inform and Acuity work to inform school leaders about the direction and focus their sites must take in order to meet the needs of their student population.

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

While each of our school sites have individual cultural identities they all share the same goal of providing their students with a quality education based upon sound teaching practices using Board adopted curriculum reflective of State Content Standards. All curricular areas are driven by pacing guides with allowances for adapting to student needs. Each site incorporates technology into instructional practices as budget, availability of hardware, software, and staff expertise permits.

The district has four goals in which it has chosen to focus upon within the revised Master Technology Plan. The first goal encompasses professional development for all staff in the implementation and use of technology in the classroom as it pertains to the instructional

program. The professional development training will be offered through the district's Danford Center for Innovation (DCI), as well as through vendor provided opportunities and other available sources.

The second goal is to create a local certificate program for staff to demonstrate their proficiency and competency in the affective use of technology in the classroom to support the learning for all students as it pertains to the mastery of state content standards. Competency will be demonstrated in the use of computers, both desktops and laptops, software applications for the support of student learning, the use of interactive white boards in the classroom as well as other demonstration hardware and software.

The third goal focuses on the use of technology to support all learners in the area of English Language Arts, Mathematics, Social Studies, and Science including the use of data to inform teaching practices to meet students individual learning needs. Staff will effectively use data from Inform and Acuity to align their teaching practices to meet the state content standards. Staff will also use local software application including but not limited to Reading Counts, Read Naturally, Lexia, Rosetta Stone, Mathscore, and FASTT Math.

The fourth goal for the district focuses on keeping current with technological advances to benefit students in the classroom. The district Technology Committee will regularly review emergent technologies, including but not limited to handheld mobile devices, and software applications to determine the viability of new products for use in the classroom. The fourth goal requires all hardware and software purchases first be reviewed by the Technology Committee using a criteria including but not limited to the following: *the ability for technology support personnel to successfully manage them on the network and throughout the district; compatibility with the current network configuration, consideration of software to be either on the network or a Web 2.0 option rather than being placed on individual clients; the ability to work across platforms (PC and/ or Mac); ability to meet the needs of a wide range of students including special needs students; directly support school and district curricular goals; the ability to provide professional development to all direct service site based personnel; and the ability to have district licenses to control cost.* Upon review and recommendation of the Technology Committee when promising software applications are available for a free trial, every effort will be made to locate a willing district teaching professional to pilot prior to purchase.

In order to ensure accountability towards meeting these curricular goals, the District and School Sites will strive to ensure all classrooms contain an ideal Classroom Technology Profile for technology use in the classroom. The Classroom Technology Profile will include but not be limited to an interactive white board, LCD projector, document camera, and a staff dedicated computer (either desktop or laptop). Students will have access to computers within the classroom at a ratio of no more than 4:1. Computers may be in the form of desktops or as laptops (carts) within the classroom.

Further, accountability measures will be put into place by the District to ensure a minimum of proficiency in the use of technology tools in the classroom to further student mastery and achievement as measured by local and State standardized assessments including but not limited to a District approved certificate of technological competence through the Danford Center for Innovation.

The district has three goals in which it has chosen to focus upon within the revised Master Technology Plan. These goals are based upon a document titled *Essential Core Program for San Bruno Park Students*. The Board of Trustees has deferred the adoption of the goals relative to appropriate levels of funding to a date after the submission of the Master Technology Plan.

1. PROVIDE A RICH EDUCATIONAL ENVIRONMENT FOR EACH STUDENT TO BECOME PROFICIENT IN READING, WRITING AND MATHEMATICS
 - a. All schools, staff, and student will be proficient (internal/external measures) in use of embedded technology in delivery of differentiated core instruction, implementation of intervention programs, and acquisition of learning.
2. PROVIDE INTERVENTION FOR EACH CHILD IN ORDER FOR THEM TO BECOME SUCCESSFUL
 - a. Hire a Curriculum Coordinator to coordinate the identification, compilation, and implementation of effective intervention programs and to facilitate and support individualized implementation to meet district-wide expectations.
3. PROVIDE DIFFERENTIATED INSTRUCTION NEEDING TO BE THE CORNERSTONE TO ACCOMPLISH—WE NEED TO ADDRESS EACH CHILD’S NEEDS INDIVIDUALLY.
 - a. In order to meet each child’s needs, a Director of Curriculum should be hired to ensure the following occur:
 - i. Systematic and sustained professional development that provides strategies for differentiated instruction for all types of learners
 - ii. Promotes the use of various technology tools to support differentiated instruction
 - iii. Provides and promotes collaborative experiences to share effective best practices

3d.	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.
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The first goal for the Master Technology Plan encompasses professional development for all staff in the implementation and use of technology in the classroom as it pertains to the instructional program. The professional development training will be offered through the district's Danford Center for Innovation (DCI) as well as through vendor provided opportunities and other available sources.

The second goal for the Master Technology Plan focuses on keeping current with technological advances to benefit students in the classroom. The district Technology Committee will regularly review emergent technologies and software applications to determine the viability of new products for use in the classroom. The fourth goal requires all hardware and software purchases first be reviewed by the Technology Committee using a criteria including but not limited to the following: *the ability for technology support personnel to successfully manage them on the network and throughout the district; compatibility with the current network configuration; consideration of software to be either on the network or a Web 2.0 option rather than being placed on individual clients; the ability to work across platforms (PC and/ or Mac) when possible; ability to meet the needs of a wide range of students including special needs students; directly support school and district curricular goals; the ability to provide professional development to all direct service site based personnel; and the ability to have district licenses to control cost.* When promising software applications are available for a free trial, every effort will be made to locate a willing district teaching professional to pilot prior to purchase.

Goal 3d.1: Technology tools and resources will be used to improve teaching and learning.

Objective 3d.1.1: By 2014, 100% of the students will have increased access to technology to improve their skills in English Language Arts by utilizing technology tools and resources for appropriate grade-level projects at least twice per year.

Benchmarks:

- Year 1: By 2012, 60% of the students will have increased access to technology to improve their skills in English Language Arts by utilizing technology tools and resources for appropriate grade-level projects at least twice per year.
- Year 2: By 2013, 80% of the students will have increased access to technology to improve their skills in English Language Arts by utilizing technology tools and resources for appropriate grade-level projects at least twice per year.
- Year 3: By 2014, 100% of the students will have increased access to technology to improve their skills in English Language Arts by utilizing technology tools and resources for appropriate grade-level projects at least twice per year.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will be trained on technology resources appropriate for grade levels being taught.	2011-2014	Teachers, Technology Committee, Danford Center, Associate Superintendent, site administration.	The Technology Committee and Associate Superintendent will monitor staff attendance and use participant feedback to structure professional development needs.	Sign-in sheets, certificates of completion, student work samples, teacher lesson plans, and administrator walk throughs.
Students will use online reference resources for research to complete assignments and projects.	2011-2014	Teachers, Technology Committee, Students, site administration.	Pre- and post-evaluative tools including but not limited to tests and assignment completion on structured activities.	Student created projects and demonstrations, teacher lesson plans, and administrator walk throughs.
Students will demonstrate grade level mastery in content areas through the presentation of multi-media projects.	2011-2014	Teachers, Students, site administration.	The Technology Committee will work with grade level teachers to structure evaluative rubrics to measure student success on projects and assignments.	Student created projects and demonstrations, teacher lesson plans, and administrator walk throughs.

Goal 3d.2: The district Technology Committee will regularly review emergent technologies and software applications to determine the viability of new products for use in the classroom.

Objective 3d.2.1: By 2014 the district Technology Committee will meet on a regular and consistent basis to review advancements in educational technology to enhance the learning of all students.

Benchmarks:

- Year 1: By 2012 the district and each school site will identify stakeholders to form the Technology Committee. The Technology Committee will create a long term calendar and identify meeting dates to maximize committee participation. Goals and objectives for the committee will be reviewed as they pertain to the overall implementation of the newly adopted Master Technology Plan.
- Year 2: By 2013 the Technology Committee will have established criteria for review and adoption of new educational technologies to support the educational goals of the district and enhance student achievement. Selection criteria will include but not be limited to network support, use between multiple platforms, Web 2.0 applications, and district licensing versus single user license.
- Year 3: By 2014 the Technology Committee will continue to seek out and pilot emergent educational technology tools for use with students in the classroom to increase student understanding of standards and further student achievement on local and state mandated testing.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify and create the district Technology Committee.	2011	District, site administration	Identification and participation of identified members.	
Creation of new criteria for identification of emergent educational technologies.	2011 2014	Technology Committee	Continued review of current technologies within the district and a matrix for areas of need for the acquisition of new technologies.	
Piloting of potential educational technologies to improve student learning.	2011 2014	Technology Committee	Established feedback criteria for piloting of new technologies	

3e.	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.
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Goal 3e.1: Students will become proficient at developing innovative products that demonstrate the ability to communicate information that evaluates, analyzes, and synthesizes information based upon grade level standards.

Objective 3e.1.1: By June 2014, 90% of students in all grade levels will be able to create a grade level appropriate product using a variety of digital media to communicate mastery of state standards in subject matter curriculum based upon district technology standards and ISTE NETS S standards.

Benchmarks:

- Year 1: By June 2012, 70% of students in all grade levels will be able to create a grade level appropriate product using a variety of digital media to communicate mastery of state standards in subject matter curriculum based upon district technology standards and ISTE NETS S standards.
- Year 2: By June 2013, 80% of students in all grade levels will be able to create a grade level appropriate product using a variety of digital media to communicate mastery of state standards in subject matter curriculum based upon district technology standards and ISTE NETS S standards.
- Year 3: By June 2014, 90% of students in all grade levels will be able to create a grade level appropriate product using a variety of digital media to communicate mastery of state standards in subject matter curriculum based upon district technology standards and ISTE NETS S standards.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Design grade level appropriate rubrics for the research project that is aligned with the district's 21st Century Skills curriculum (based on NETS Standards)	2011	Teachers, Administrators, and Students	Review of rubric will be conducted following each implementation by teachers, technology committee, and administrators.	Creation in August 2010. Review rubric for effectiveness each semester and/ or trimester. Modifications to rubric each semester and/ or trimester/
Teachers and administrators will participate in the evaluation of student's research reports,	Each grading period when appropriate.	Teachers and Administrators	Teachers and administrators will apply the rubric aligned with the district's 21st Century Skills	Grade level rubrics.

presentations, and work samples during the report process.			(based on NETS Standards) to student research reports each semester.	
Technology committee will address teacher's ongoing need for professional development focused on teaching the 21st Century Skills.	2011-2014	District, site administration	Review of sign in sheets and agendas, evaluations, EdTech profile proficiency reports (annually), and informal observations by administrators and technology committee.	Staff sign in sheets, classroom evaluations, student work products.
Assist teachers in implementing technology activities in their classrooms through coaching, demonstration lessons, and modeling.	2011-2014	District Technology Committee	Review teacher's proficiency and needs by informal observation and evaluation of student work. EdTech profile.	EdTech profile.
Students will create, publish, and present grade level projects demonstrating content level mastery.	2011-2014	Teachers, students	Grades based on rubrics, teacher evaluation	District created rubrics, NETS Standards for students

3f.	List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use
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All students in the San Bruno Park will demonstrate sound digital citizenship including the following:

- Exhibit individual responsibility for personal learning using aspects of district provided technology
- Know and understand the lawful and fair usage of copyrighted material including appropriate citing of sources, appropriate file sharing, and appropriate access to approved web sources
- Practice the legal, safe, and responsible use of technology tools and information literacy

All students are required to sign the District Internet Usage Agreement before having access to any device that connects to the Internet. Also, the District Technology Committee will create a specific curriculum, grade level appropriate, to ensure that students practice the intentions of this goal. The Committee will also provide appropriate resources for staff and parents to use with students and children regarding aspects of Internet safety.

Goal 3f.1: All students in the San Bruno Park School District will be able to distinguish between lawful and unlawful use of copyrighted materials and fair use of materials. Students will be able to determine what is lawful and unlawful downloading practices, peer to peer file sharing, and avoiding plagiarism of copyrighted materials.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Design a series of trainings for staff on the ethical use of information technology (copyrighted materials, fair use, file sharing, plagiarism).	2011	District Technology Committee, Danford Center, Associate Superintendent	Review of training prior to implementation by District Technology Committee, site administrators, and district.	Sign in sheets, training agendas
Provide training on ethical use for all staff, teachers, and administrators through the Danford Center.	2011-2014	District Technology Committee, Associate Superintendent	Sign in sheets, training agendas.	Training pre and post tests.
Students will use resources from CTAP and TICAL to learn through teacher selected activities.	2011-2014	Teachers, students	Review of appropriate and inappropriate use of materials through class activities, site visitations from administration and Technology Committee.	Pre- and post-tests.

3g.	List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)
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The San Bruno Parks School District Board of Trustees has created a policy on Internet Usage which all staff and students must sign. The policy outlines the ethical use of

technology and what is regarded as appropriate use of technology throughout the school day. The policy of ethical use of technology is translated to the classrooms by the teaching staff and monitored by both the staff and administrators at the individual school sites. The Network Manager manages district wide oversight and the filters employed at the district level to restrict access to inappropriate web sites.

Goal 3g.1: All students in the San Bruno Park School District will be educated as to what it means to be a safe and responsible user of technology and digital tools in the 21st Century. Students will be knowledgeable and understand the importance of Internet safety and the dangers of cyber bullying, protection from online predators, and the methods in which to maintain Internet privacy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers and Administrators will participate in training on Internet safety with a focus on cyber bullying, online predators, and Internet privacy.	2011-2014	District Technology Committee, teachers, site administrators.	Teachers and administrators will monitor, in conjunction with the district's Network Manager, the appropriate use of technology by both staff and students.	Sign in sheets and training agendas.
Students will use resources from CTAP and TICAL to learn through teacher selected activities.	2011-2014	Teachers, students	Review of appropriate and inappropriate use of materials through class activities, site visitations from administration and Technology Committee.	Pre- and post-tests.

3h.	Description of the district policy or practices that ensure equitable technology access for all students.
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All students have access to and the opportunity to use technology on each of the separate school campuses. The San Bruno Park School District has made a significant commitment to the use of technology through the deployment of computers in the classrooms as well as the provision of media centers for whole class instruction opportunities. These Media Centers provide access to a variety of cross platform technologies for all students to use. Media Centers are open at each school site.

Technology has become an essential tool for assisting Special Needs students and English Learners with the acquisition of grade level standards as they work towards mastery. Web based applications are being employed for the reteaching of essential skills in the areas of

mathematics and English Language Arts. Further, student literacy is being addressed through the use of client based software applications in both the classroom as well as the media center. Other assistive technologies are used to address individual physical needs including but not limited to visual impairments and hearing impairments.

Student Internet access is monitored by the teaching staff at the site level and, on a more global basis, at the district level. The acceptable use policies enacted by the district restrict access to questionable and/ or inappropriate web sites with reports generated and given to site administrators. In doing so, the district and sites ensure a safe technology use experience for all students.

3i.	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.
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The goal for the next three years is to continue to use PowerSchool, Inform, and Acuity to manage aspects of student information and assessment data.

The San Bruno Park School District has positioned itself over the last few years to be a leader in the implementation to use technology to make record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

The San Bruno Parks School District is in it's fifth year of using PowerSchool, a highly effective and efficient, Student Information System. All aspects of student information are stored on PowerSchool. Teachers use Power School and Power School Grade book to take attendance, list student assignments, and generate standards based report cards.

The district in the fourth year of using Inform by Pearson to store and disaggregate assessment data gathered from four annual assessment dates: the second week of school and at the end of each trimester in the elementary schools. Parkside Intermediate School administers assessments on a quarterly basis. Teachers use this data to design intervention instruction for non proficient students. Teachers and administrators also use this data to analyze the efficacy of the curricular programs.

The district recently began using Acuity Software (from CTB/ McGraw Hill) as a predictor for success on STAR for students in grades 3 through 8 in mathematics and language arts.

Goal 3i.1: All staff will be trained in the use of PowerSchool, Pearson Inform, and Acuity to manage and maintain student records and assessment data for their effective use in meeting the academic needs of all students.

Objective 3i.1.1: By 2014 all staff will be trained and have the ability to use PowerSchool, Pearson Inform, and Acuity to manage and maintain student records and assessment data.

Benchmarks:

- Year 1: By 2012 the District will create a comprehensive training package for new staff in the effective use of PowerSchool, Pearson Inform, and Acuity. The District will offer training updates to existing staff for any changes in any and/ or all of the software programs.

- Year 2: By 2013 the district will maintain trainings for all staff in the San Bruno Park School District.
- Year 3: By 2014 the district will maintain trainings for all staff in the San Bruno Park School District.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
The District will create a training program to address the effective use of PowerSchool, Pearson Inform, and Acuity.	2011-2012	Technology Committee, Associate Superintendent	Updated and current grades in PowerSchool, updated and current benchmark assessments in Pearson Inform, and the effective use of student data from Acuity to inform instructional practices with at risk students.	Sign in sheets and agendas from trainings, updated and current data.
The District will continue to offer Professional Development and training in the use of PowerSchool, Pearson Inform, and Acuity.	2013-2014	Technology Committee, Associate Superintendent	Updated and current grades in PowerSchool, updated and current benchmark assessments in Pearson Inform, and the effective use of student data from Acuity to inform instructional practices with at risk students.	Sign in sheets and agendas from trainings, updated and current data.

3j.	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two way communication between home and school.
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The San Bruno Park School District currently uses Powerschool, a web based student information system, where parents and students are given user names and passwords in order to access current grades and attendance. Elementary schools maintain digital bulletins on Powerschool for parent access. All staff are provided email access in order to communicate with parents and families regarding student achievement and progress. The intermediate school also employs School Loop, a web based communication portal for students, staff, and parents. Access is based upon the issuance of user names and passwords. All school staff are provided access to telephones and are provided email for communicating with parents. The district uses Global Connect to issue mass telephone calls to the school community.

Goal 3j.1: Teachers and administrators will utilize District provided technologies including but not limited to Powerschool, School Loop, email, and telephone systems to make themselves more accessible to parents and community members.

Objective 3j.1.1: By June 2014, 100% of teachers and administrators will be accessible to parents and community members through district adopted communication tools.

Benchmarks:

- Year 1: By June 2012, 90% of teachers and administrators will be accessible to parents and community members through district adopted communication tools.
- Year 2: By June 2013, 95% of teachers and administrators will be accessible to parents and community members through district adopted communication tools.
- Year 3: By June 2014, 100% of teachers and administrators will be accessible to parents and community members through district adopted communication tools.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train all staff on how to access and use their District provided software and hardware through staff development sessions.	2011-2014	District Technology Specialist, Site Technology Leads	Use sign in sheets	
Parents will attend training nights at Parkside in the use of PowerSchool and School Loop.	2011-2014	Administration, Associate Superintendent	Use of sign-in sheets for parent trainings, student and parent sign up for School Loop.	Frequency of student and parent logins for PowerSchool.
Parents will receive the elementary school web-letter detailing how to access PowerSchool and use the communication tools within the SIS.	2011-2014	Administration, Associate Superintendent	Assignment of confidential ID and passwords, generated letters.	Frequency of student and parent logins for PowerSchool.

3k.	Describe the process that will be used to monitor the Curricular Component (Section 3d 3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.
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The creation and implementation of the Danford Center for Innovation, in cooperation with the Krause Center for Innovation, Foothill College, and the San Bruno Park School District, will allow for the development and training of existing and future district staff for 21st Century Skills. The District's "Added Value Program" (AVP) for staff is a training package designed around the NETS Standards for Teachers to address the demand for proficiency in the use of instructional technology. Workshops will be developed by the district Technology Committee in conjunction with the Danford Center for Innovation for teacher training prior to the start of as well as throughout the school year. A certificate of completion will be issued to staff who successfully finish training packages through the Danford Center. The collection of measurable data from students and staff will determine the effectiveness of training programs and will guide the revisions necessary to ensure the delivery of quality professional development. Oversight of the creation and implementation of the AVP, successful staff completion of structured professional development, and the implementation of technology into the classrooms for student use will be monitored by the Chair of the Technology Committee and the District Administration.

Informal observations by site administration as well as Technology Committee members of teaching staff will aid in the collection of authentic assessment data for the implementation of technology usage in the classrooms. Staff will use the provided instructional tools in a manner that helps to drive the instruction and delivers the curricular goals and objectives to the students being taught. These observations and the resulting feedback will come after appropriate training and professional development has been delivered by the district through the Danford Center for Innovation.

Students will demonstrate their proficiency and mastery of grade level education standards through the use of digital media. Students will analyze and synthesize curricular objectives to create work products that demonstrate their ability to collaborate and use critical thinking skills. The student work products will be judged based upon rubrics developed by the teaching staff in collaboration with the district Technology Committee. These rubrics will be examined and evaluated for editing and revision on a trimester and/ or quarterly basis as needed.

Further, teaching staff will demonstrate proficiency with using district resources for data management to drive their instruction in the classroom. All staff will complete training in the use of Powerschool, Pearson Inform, and Acuity. Teacher proficiency with these specific applications will be measured through the updated and current grades, updated and current benchmark assessment data, and the use of Acuity test data to alter educational delivery of curricular objectives to struggling students within the classroom environment. Formal observations by site administration as well as informal observations by the district Technology Committee will be used for feedback and improvement.

All data will be reviewed by the district Technology Committee for adjustment to training and professional development. Student achievement data based upon grades, benchmark assessments, and Acuity data, as well as STAR data will determine the success of student learning. Further, student work samples of products created to demonstrate their mastery of curricular content areas based upon specific rubric guidelines in a multimedia format will aid in determining successful implementation of technology goals. The impact on teaching and learning will be made evident through the increase in student achievement on the annual state mandated STAR test including but not limited to sub groups such as Special Needs, low socio economic status, and English Learner.

4. Professional Development

4a.	Summary of teachers' and administrators' current technology skills and needs for professional development.
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The results of a 21 question survey designed by the San Mateo County Office of Education reveals a wide range of Technology Skills throughout the district. The survey also shows that schools that emphasize technology (3 sites) have a disproportionate number of teachers indicating Advanced Levels of technology usage, implementation, and understanding.

The survey covered the following areas: Internet functions, computer knowledge and functions, Information Literacy, Internet Safety, email functions, word processing, presentation software, spreadsheet software, database software, ethical use of technology, integration of technology tools while teaching, use of multimedia resources, use of technology tools to encourage student collaboration and peer evaluation, use of a classroom web page, use of technology to improve two way communication between home and school, use of technology tools for record keeping and assessment, integrating tools into student learning activities, using technology tools to help students achieve instructional goals, allowing students to use technology tools to collaborate and give feedback to each other, rating of student information literacy skills, and rating of student access to computer based and online technology.

Implementation of the Added Value Program which will outline a complete strategic approach to not only implementing aspects of technology but also to holding staff accountable for using technology to enhance instruction. In conjunction with the Danford Center for Innovation housed on the El Crystal campus, the district technology committee, the Danford Advisory Committee, and the staff at the Krause Center for Innovation at Foothill College located in Los Altos Hills, will design a certificate of technology proficiency. The expectation is that each regular education classroom will have a laptop for the teacher, an LCD projector, and interactive white board system, and appropriate software and hardware to support this approach to teaching and learning.

Results for our survey district wide:

Teachers' & Administrators' Current Technology Skill Levels

Beginning 11%

Beginning Intermediate 21%

Intermediate 32%

Advanced Intermediate 29%

Advanced 7%

Using Technology in the Classroom

Beginning 25%

Beginning Intermediate 18%

Intermediate 29%

Advanced Intermediate 21%

Advanced 4%

These numbers pose a challenge for the complete implementation of technology throughout our district due to the high proportion of that report below intermediate in both personal technology and comfort in using technology in their classrooms.

4b.	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.
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Goal 4b.1: Teachers will improve their use of technology for teaching and learning.

Objective 4b.1.1: By the 2014, at least 95% of the teachers will advance their technology skills proficiency level by attending technology skills professional development workshops.

Benchmarks:

- Year 1: By 2012 at least 65% of the teachers will advance their technology skills proficiency level by attending technology skills professional development workshops.
- Year 2: By 2013 at least 75% of the teachers will advance their technology skills level proficiency by attending technology skills professional development workshops.
- Year 3: By 2014 at least 95% of the teachers will advance their technology skills level proficiency by attending technology skills professional development workshops.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Establish the Danford Center as a key element to support this Technology Plan through systematic professional development for all staff	By the end of 2010	Director of the Danford Center, Superintendent of the San Bruno Park School District, and site administration.	Monitored by the Associate Superintendent and the Danford Advisory Committee along with staff from Krause Center. Our memo of understanding outlines a specific relationship between the Krause Center and the San Bruno Park School District	Agendas and Minutes from Danford Advisory Committee meetings. Records of professional development activities including rosters, workshop titles, a calendar of activities, teacher lesson plans, and site administration walk throughs.
Re-assess teacher tech skills proficiency	Fall 2011			EdTech profile district tech assessment
Schedule at least one training per week based on proficiency needs of teacher assessment	2011-2014	Technology Committee, Danford Center, Associate Superintendent, and site administration.	Certificate of course completion	Take yearly to see growth - EdTech profile district tech assessment

Offer intermediate and advanced trainings for staff.	2011-2014	Technology Committee, Danford Center, Associate Superintendent, and site administration.	Enrollment by staff, Certificate of course completion	Take yearly to see growth - EdTech profile district tech assessment
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4c.	Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.
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A recent survey shows that improvement is needed in the use and implementation of technological materials. This technology plan demonstrates San Bruno Park School District's drive to provide equivalent levels of technology for all staff and students throughout the district. This goal will be accomplished through the District's aggressive and enthusiastic approach to professional development.

By implementing the Added Value Program through the Danford Center with monitoring by the District Administration, the Director of the Danford Center, and staff from the Krause Center the San Bruno Park School District will achieve a high rate of staff involvement in quality professional development by the end of 2014.

5. Infrastructure, Hardware, Technical Support, and Software

5a.	Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.
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Existing Hardware: The San Bruno School District currently utilizes a private 100 Mb fiber optic backbone provided by the city cable company to connect all eight school sites and the district office. .

Each school site has a dedicated Main Distribution Frame Room (MDF) equipped with two free standing rack cabinets the only exception is the District Office has four cabinets. The cabinets provide housing for site servers, switches, patch panels, phone, UPS, intercom, and time control equipment. Each site also has multiple Intermediate Distribution Frame Rooms (IDF) equipped with wall mounted rack cabinets. The cabinets house switches and patch panels and provide connectivity to classrooms.

All (MDF) Rooms connect to the backbone via a Lucent Cajun P330 layer three switches, the only exception is the District Office utilizes a Hewlett Packard Procurve 3400cl layer three switch to connect to the backbone. All (IDF) rooms connect back to their respective (MDF) room via 100 Mb fiber optic cables and terminate on the Lucent Layer three switches. All (IDF) rooms utilize one of the following depending on site. Hewlett Packard Procurve managed 40 port layer two switches, Hewlett Packard Procurve managed 24 port layer two switches, or Hewlett Packard Procurve managed 12 port layer two switches. Each school site Classroom contains between eight & ten network jacks that connect back to their respective (IDF) room via a dedicated Category 5 network cable and terminate on their respective layer two switch.

Each school site is equipped with two Hewlett Packard Netserver LC 2000r servers. One server dedicated for staff use the other for student use. The servers are utilized as File & Applications servers and are currently running Microsoft Windows Server 2000 or Microsoft Windows Server 2003. There is currently one school site running an Apple Xserver with OS X 10.6 server software. The District Office is currently running five Hewlett Packard LC 2000r Netservers, two Hewlett Packard LP 1000r Netservers, seven Hewlett Packard Proliant DL380 servers, and one Apple Xserve. The servers are currently being utilized as File, Application, & Directory Servers they are currently running Microsoft Windows Server 2000, or Microsoft Windows Server 2003 with the exception of the Xserve which is running Apple OS X server 10.6. All school sites currently have enterprise wide wireless access to the network via the use of numerous Cisco 1242G access points.

The district is also equipped with and utilizes a Sonicwall Pro 3060 firewall & Cisco 2600 series router for security, a Marshal M86 R3000 CIPA compliant content filter for internet filtering, a Mirapoint 700 series email appliance for email, a Mirapoint Razorsafe 150 archive appliance for email archiving, a Hewlett Packard Ultrium 2 LTO in conjunction with Symantec backup Exec for server back up, and two Cisco 4400 series Wireless Lan Controllers for wireless access point management.

School site technology hardware vary by site and amount, most sites at a minimum have a stand alone computer lab or mobile computer lab consisting of desktop or laptop computers running Microsoft Windows XP Pro or Apple OS X 10.x. Most sites have computers desktops or laptops in the classrooms running Microsoft Windows XP Pro or Apple OS 10.x there are a

few sites still running Apple OS 9.2.2. Most classrooms are equipped with LCD projectors. Some classrooms are equipped with document cameras (Elmo or Ladybug). There are two classrooms in the district equipped with interactive white boards one from Smart one from Promethean. Several school sites are utilizing Apple iPod carts.

Existing Internet Access: The school district's current Internet connection is a dedicated 10Mb upload and 10Mb download fiber link provided by the city cable company. All school site access the Internet via the local area network (LAN) or the wireless local area network (WLAN) Internet access routes through the backbone to the district office where it passes through the Marshal 86 CIPA compliant Internet filter.

Existing Electronic Learning Resources: Student Information System

The San Bruno Park School District uses Powerschool version 6.2 as its student information system. Powerschool is supplemented by Pearson Inform and Acuity to aggregate assessment data. Special Education uses SEIS.

Other Software/Subscriptions

- Scholastic Reading Counts
- Scholastic Reading Inventory
- Lexia
- Microsoft Office Suite 2003
- Rosetta Stone
- Type to Learn
- KidPix's Network
- All the Right Type
- Fasttmath
- Mathscore.com
- educationcity.com
- Atomic Learning

Computer Support Utilities

- Sophos Anti Virus
- Faronic Powersave
- SysAide Helpdesk
- Electronic asset database
- What's up Gold
- M86 Content Filter

Existing Technical Support: San Bruno Park School District currently supports approximately 1000 computers district wide as well as 35 servers, the wide are Lan, and the wireless lan. The district currently has two full time Desktop Support Technicians and one Network Manager. Staff currently submit helpdesk request via a web based electronic helpdesk system (SysAide). Upon submission they along with their site supervisor receive an automated response in the form of email informing them of confirmation of the request, and to which support technician it was assigned. The network manager prioritizes the request base on preset criteria. Upon completion of the request the submitter their site supervisor and the network manager receive and email notifying them the work has been completed. The desktop support technician will post the problem and the solution to a database for future reference by staff and support personnel.

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

Hardware Needed: In order to support the Curriculum and Professional Development and deliver the necessary 21st century skills to staff and students the district will need to address its current network infrastructure. The district's current network backbone is 10 years old, all layer 3 routing and layer 2 switching appliances need to be upgraded to support at a minimum 1 gigabit preferably 10 gigabit. The district is currently looking at the Cisco Redundant Nexus 5K Core Switching with 10 Gigabit support at the MDF Level and the Cisco Catalyst 4900 Switch with 10 Gigabit support at the IDF level.

90% of all servers in the district are 10 years old and need to be replaced with current server technologies or a Virtualization option. The district is currently looking into Cisco UCS Server Platform Servers with a VMware server consolidation and Network attached storage from NetApp.

All district classrooms are in need of a Interactive white board solution. The district is current looking at solutions from eBeam and Mimio. Classrooms are also in need of LCD projectors and document cameras. The district is currently looking at solutions from Elmo, Ladybug and Avermedia.

Electronic Learning Resources Needed: We use PowerSchool for our Student Information System at all sites. It is compliant with both federal and State of California requirements for tracking student data and filing requested reports. Teachers generate standards based report cards, track daily attendance, and post homework assignments with Power School as well.

Our district currently supports district wide licenses for the following programs: Microsoft Suite, Scholastic Reading Counts and Reading Inventory, and Rosetta Stone. Other programs used at many but not all schools include: Read Naturally, iLife Suite, iWorks, Kidspiration, and Inspiration.

More Electronic Learning Resources are needed. Selections will be made through the Associate Superintendent with recommendations from the Danford Center Advisory Committee and Danford Center Director, the District Technology Committee, and from site principals. Because the Danford Center for Innovation will serve as the focal point in the San Bruno Park School considerations for additional ELR's begins there. First, we need to upgrade to the most current level of the Microsoft Suite. And, consideration needs to be made for finding ELR's that provide resources for intervention in reading and math for both non proficient students and second language learners.

ELR's will be chosen through recommendations of the above committees with a look to endorsement from such places as California Learning Resources Network.

Networking and Telecommunications Infrastructure Needed: The district's current Network Infrastructure is at least 10 years old. The current backbone is running at 100 Mb with the Internet link at 10 Mb. In order to support the current and future web based applications, video streaming and online textbooks at a minimum there should be an upgrade to a 1 Gigabit backbone preferably 10 Gigabit and the Internet link upgrade to a 100 Mb link. The current fiber optic cabling would support this upgrade but would require the replacement of end equipment, all layer three routing and layer two switching equipment would need to be replaced with current technologies.

There is great need to replace servers 90% percent of all file and application servers in the district are at least ten years old and currently have issues supporting new client server based applications. By current standards all servers have inadequate storage space, memory and processing power. The district has two options replace servers one to one, or

look into a server virtualization solution with a stand alone network attached storage appliance.

Physical Plant Modifications Needed: With the ever increasing demand for hand held devices including MP3 players, net books, and devices such as the iPad, there will be greater demand upon the wireless bandwidth situation throughout the district. A study is needed to determine the current capacity and how it might need to change in the near future with more wireless demand.

Technical Support Needed: The current rate of technology support is adequate even when compared to the increased workload due to a significant number of new technologies and computer systems being introduced. The district has implemented an online helpdesk ticket submission system to help streamline and prioritize the helpdesk process. The district's current desktop support is 2.0 FTE with 1.0 FTE network manager. Most helpdesk request are addressed within 48 hours. The district's current needs are a site level first line of defense at all sites to handle less technical issues.

5c.	List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.
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Currently the San Bruno Park School District is operating with a network infrastructure that is ten years old. The current hardware is not capable of delivering on the demands of the students and teachers. Therefore, it is a necessity that essential components of the network infrastructure be upgraded. Switch gear and servers must be upgraded to meet the needs of the students and teachers. The San Bruno Park School District has developed a General Fund budget for Technology and has obtained the ability to utilize the proceeds for the sale of property for general one time purposes. These tools combined with the E-rate program, EETT funds, and donations from the Danford Foundation as well as Parent-Teacher Associations and Organizations provide both established and potential funding sources.

Year 1 Benchmark: 80% Benchmark: The San Bruno Park School District will address the needs of the network infrastructure through the acquisition of upgraded switch gear, network servers for storage of media, and classroom instructional hardware (LCD projectors, document cameras, interactive white board solutions).		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase updated switch gear and server solutions for digital media storage.	2012	IT, District Business Office
Distribution of technology funds to school sites for purchase of LCD projectors and document cameras for each classroom.	2012	District Business Office, site administration.

Year 2 Benchmark: 90% Benchmark: The San Bruno Park School District will address the needs of the network infrastructure through the acquisition of upgraded switch gear, network servers for storage of media, and classroom instructional hardware (LCD projectors, document cameras, interactive white board solutions).		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replacement of antiquated switching hardware.	2013	IT Department.
Distribution of funds for the purchase of interactive white board solutions.	2013	District Business Office, site administration.
Distribution of funds for purchase of teacher laptops for use with instructional technology.	2013	District Business Office, IT, site administration.

Year 3 Benchmark: 100% Benchmark: The San Bruno Park School District will address the needs of the network infrastructure through the acquisition of upgraded switch gear, network servers for storage of media, and classroom instructional hardware (LCD projectors, document cameras, interactive white board solutions).		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Replacement of all antiquated hardware to facilitate transfer of large amounts of data with limited wait time.	2014	IT
Implementation of educational technologies in the classroom (LCD projector, document camera, interactive white board solutions, laptop(s)). Materials will be phased into use beginning in 2011 and dependent on an increase in funding levels from the state and federal government with full implementation targeted for 2014.	2014	IT, District Business Office, site administration, teachers.

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

Progress towards meeting the aforementioned goals will be assessed by the district's Technology Committee and the IT Department. The IT Department will work with the district's Business Office to purchase the required hardware materials to update the aged network infrastructure. The Technology Committee, which consists of a Board of Trustees

Representative, Associate Superintendent, Two School site Administrators, One Instructional Technology Support Representative (Network Manager), Up to four SBEA Representatives, and Up to two CSEA Representatives will monitor the progress towards meeting the goals on a quarterly basis.

A comprehensive inventory of technology materials is an activity that occurs once per year. Site administrators and IT staff make a site evaluation of all technology both working and non functional. The report is turned into the Network Manager for review. Obsolete and non functioning equipment is removed from the sites. Technology in need of repair is scheduled for maintenance through the district's help desk software. A database of all district technology is maintained by the Network Manager.

Updates on progress towards meeting the goals and objectives for the acquisition of network infrastructure hardware and classroom educational technologies will be made quarterly by the Technology Committee. Technology Committee members will then take the information and report out updates to their individual school sites.

Adherence to the calendared timeline will be maintained by the Technology Committee. Adjustments in the timeline will be made at the request of the Network Manager and/ or the Associate Superintendent of Business Services. Due to uncertain local, state, and federal funding adjustments in the timeline of hardware may be necessary.

6. Funding and Budget

6a. List of established and potential funding sources.

San Bruno Park School District has developed a General Fund budget for Technology and has obtained the ability to utilize the proceeds for the sale of property for general one time purposes. These tools combined with the E-rate program, EETT funds, and donations from the Danford Foundation as well as Parent-Teacher Associations and Organizations provide both established and potential funding sources.

Established Funding Sources: The General Fund Technology Budget covers the costs of the Information Technology Staff as well as various software, hardware and licensing.

Danford Center and Danford Foundation funding for the fiscal year, 2010-2011 (Year 1) is based on established revenue while revenue for fiscal years 2011-2012 (Year 2) and 2012-2013 (Year 3) are potential based on the continuation of the existing relationship.

Potential Funding Sources: San Bruno Park School District was the first District in the State of California to submit a plan which was accepted by the Office of Public School Construction and the State Allocations Board to gain the ability to utilize the proceeds for the sale of real property in accordance with Education Code 17463.7. The San Bruno Park School District Board of Trustees and the San Bruno Park School District Administration are working together to determine the implementation of this plan. The plan includes up to \$2,034,508 of funding for this technology plan as well as to repair, replace and maintain technology throughout the district.

Additional potential funding sources include the projected 2011-2012 and 2012-2013 funding from Danford as well as yet to be determined funding from Parent-Teacher A and Organizations and grants and donations from the San Bruno Educational Foundation and other agencies as they become available.

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

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

Upon receipt, equipment is immediately labeled with a fixed asset tag and entered onto the fixed asset inventory and depreciation database by the District Business Department personnel. Periodically a district-wide inventory is conducted. This process helps to establish when a technology tool or appliance has become obsolete. Technology equipment is also replaced if it is necessary but no longer functions or no longer can be upgraded to changes and improvements in the operating systems.

When funding permits, replacement of obsolete equipment follows this policy:

- computers are to be upgraded every three years, as necessary and funding permits
- servers are to be replaced when they no longer meet the demands of added digital technology and funding permits
- wireless infrastructure are to be upgraded as needed to meet the increased use of hand held devices
- technologies no longer considered viable are to be replaced with more current devices
- software are to be upgraded to meet new technology standards

switches and other devices are to be upgraded to meet capacity demands especially for storage and bandwidth

6d.	Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.
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We are a small school district of less than 2600 in grades kindergarten through eighth grades. Any purchases for technology related items must adhere to the following protocol:

- have sufficient funds to cover the cost
- have the vendor source sufficiently logged into Financial 2000 through the San Mateo County Office of Education
- be approved in our business program, Financial 2000
- meet requirements imposed by state and federal programs such as but not limited to EIA or Title 1
- be approved at the source by a director, principal, or district person
- be approved by the network manager for technology supportability
- meet aspects of the current technology plan

It is the responsibility of the Associate Superintendent of Business to oversee the above process including all aspects of the District budget. Each site administrator is responsible for overseeing their site budgets.

7. Monitoring and Evaluation

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

This plan will be evaluated by the following groups:

- District Technology Committee
- District Curriculum Council
- District Administrative Management Team

These entities will evaluate the overall progress and impact on teaching and learning through the following:

- agendas from professional development opportunities
- survey to see if staff technology skills improve at the end of each year of the plan
- survey to see if student opportunities to use technology improve by the end of each school year during this plan
- informal and formal observations by site principals to validate the increased use of technology for teaching and learning
- feedback from Administrative Management Team and, Curriculum Council

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

The following applies to scheduling the evaluation and implementation of this technology plan:

- Weekly AMT meetings
- Curriculum Council meetings held every other month
- Observation schedules established by each site administrator through the Superintendent
- Monthly Technology Committee Meetings
- Surveys conducted at the beginning and end of each year

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

The following represents the process and frequency of communicating evaluation results to the Technology plan stakeholders:

- Tech committee will generate a report through its memory notes to the superintendent after each meeting
- Minutes from the Curriculum Council regarding technology will be shared at the sites through teacher representatives on the Council

- The director of the Danford Center will report monthly to the District Administrative Team on professional development opportunities and attendees
- The director of the Danford Center will maintain a web site regarding professional development and training opportunities along with a database of on line resources

The district tech committee will make two reports to the governing board throughout the school year

8. Collaborative Strategies with Adult Literacy Providers

The San Bruno Park School District has no formal education program for adult learners. The district also does not have the resources to support a formal program for adult learners. As required by California Education Code, each school site with over 21 students designated as English Language Learners through the CELDT test has the appropriate English Language Advisory Committee. Also, the district has a DELAC (District English Language Advisory Committee) overseeing activities at each school site.

Adult education programs are available through the following agencies: Skyline College in San Bruno, San Mateo Union High School District, and the South San Francisco Adult Education Program.

In the late Fall of 2010, the Danford Center for Innovation will be established on the El Crystal School campus. Working in conjunction with the Krause Center for Innovation at Foothill College in Los Altos Hills, the goal is to offer professional development in a number of areas for all San Bruno Park staff as well as classified and certificated staff throughout northern San Mateo County. Once the DCI is established, the San Bruno Park School District will devise a survey to determine if there is a need to offer adult literacy programs.

9. Effective, Researched Based Methods and Strategies

9a.	Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.
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It is the goal of the San Bruno Park School District to create a Master Technology Plan reflective of sound research to support our four major areas of curricular emphasis:

- Provide professional development for all staff members through the newly established Danford Center for Innovation allowing staff the opportunity to explore effective ways of implementing
- Create a Certificate of Technology Proficiency through the Danford Center for Innovation (DCI) allowing staff a systematic way to better understand the influence applied technology can have on both teaching and learning
- Maintain a clear focus on ways to use technology to enhance student learning in English Language Arts, Mathematics, and Science with consideration for English Language learners
- Keep current with new technology such as interactive white boards and software especially Web 2.0 tools through the District Technology Committee

These goals directly embed the overriding three goals, which were to be adopted on November 17, 2010 by the District Governing Board but deferred until after this plan was due on November 19:

1. Provide a rich educational environment for each student to become proficient in reading, writing, and mathematics
2. Provide intervention for each child in order for them to become successful
3. Provide differentiated-instruction needing to be the cornerstone to accomplish-we need to address each child's needs individually.
 - a. Systematic and sustained professional development that provides strategies for differentiated instruction for all types of learners
 - b. Promotes the use of various technology tools to support differentiated instruction
 - c. Provides and promotes collaborative experiences to share effective best practices

In support of that notion we have read the following research papers and articles:

Critical Issue: A Catalyst for Teaching and Learning in the Classroom

Valdez, Gilbert, Ph.D. *Critical Issue: A Catalyst for Teaching and Learning in the Classroom*. <http://www.ncrel.org/sdrs/areas/issues/methods/technology/te600.htm> North Central Regional Educational Laboratory. Web. Posted 2005. November 12, 2010.

This article advocates that there should be just as much technology present in the classroom as there is in greater society. They also cite that teachers are faced with the challenge to teach isolated skills while promoting higher level problem solving skills requiring the broad usage of content from many subject areas; promote high levels of student potential which is inaccurately measured by high stakes assessments such as STAR; and, that students learn high levels skills such as analyzing, accessing, evaluating, and synthesizing vast quantities of information when evaluation systems emphasize the opposite: the passing of tests of isolated knowledge and facts. This supports all four goals mentioned above.

Different Technology and Their Educational Applications from the Research Project: Critical Issue: Using Technology to Improve Student Achievement

Honey, Margaret; Culp, Katherine; & Spielvogel, Robert. *Using Technology to Improve Student Achievement*. The Center for Children and Technology.

<http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm#type> . Posted 2005. Web. November 12, 2010.

This article serves as a positive overview of understanding the impact various technology tools have in the teaching and learning process. If we are to provide our staff with levels of comfort and competence in using technology, it is important they understand the difference of learning 'from' technology to learning 'with' technology. This article gives us a unique perspective on using technology as media when they cite Bruce and Levin (1997) who break media into four categories:

- **Media for Inquiry:** data modeling, spreadsheets, access to online databases, online observatories, and microscopes
- **Media for Communication:** word processing, email, video conferencing, graphics software, simulations, and tutorials
- **Media for Construction:** robotics and computer aided design
- **Media for Expression:** interactive video, animation software, and music composition

These four approaches will help give our staff perspectives on using technology tools in the classroom. This directly applies to goal #3 in that staff will have insight into varied approaches using technology with English Language Arts, Mathematics, and Science.

Using Technology to Enhance Connections Between Home and School

Pen Penuel, William R., Kim, Deboarah, Michalchik, Vera, Lewis, Sarah, Means, Barbara, Murphy, Robert, Korbak, Christine, Whaley, Alexis, Allen, Jacob E. *Using Technology to Enhance Connections Between Home and School: A Research Synthesis*.

http://ctl.sri.com/publications/downloads/Task1_FinalReport3.pdf . SRI International: Prepared for Planning and Evaluation Service, U.S. Department of Education: DHHS Contract #282-00-008-Task 1. April 2002. Web. November 12, 2010.

This research paper reveals that the use of technology in schools varies due to the socio economic levels of the students, the intended teaching goals of the teachers relative to the academic needs of their students, and the amount of access the students have in their homes. The paper explores and suggests ways for schools to effectively involve parents in the use of technology regardless of economic background. We can use these ideas to improve our home to school connection. This research gives our staff insight into using technology in the most effective manner within the classroom as well as what might be possible for extended learning in the classroom.

Using Technology to Support Struggling Students in Science

Brann Alise, Gray, Tracy, Piety, Philip, Silver-Pacuilla, Heidi. *Using Technology to Support Struggling Students in Science*.

<http://www.cited.org/library/resourcedocs/UsingTechnologytoSupportScience.pdf> Center for Implementing Technology in Education. March 2010. Web. November 12, 2010.

This very current research, March 2010, gives educators a clear definition of a 'struggling student' then offers varied strategies, programs, tools, and web resources for direct instruction and interventions in science. However the strategies for using various technology tools are applicable to all curricular areas. These strategies appear to be sound pedagogy for any student and will prove to be a valuable resource for teachers at all grade levels.

Using Assistive Technology to Support Writing

No Author Cited. Using Assistive Technology to Support Writing.
http://www.cited.org/index.aspx?page_id=108 Center for Implementing Technology in Education. Web. Posting Date not cited. November 12, 2010.

This article provides rich and effective resources to help both special and general educators with methods, practices, and technologically related tools to help all types of students with special needs have access to learning good writing skills. References are specific to the following:

- Challenges experienced by special needs students, Selecting technology tools, Word processing and multimedia software, Tools to organize information, Specific technology tools, Tools for physical and sensory access, Tools for creating text, and Tools for reviewing text
-

PROFESSIONAL DEVELOPMENT

Appropriate professional development is an essential component of this plan in fulfilling the teachers' needs to better incorporate technological approaches into the overall student learning experience. Professional development is not unique to technology. Good, effective, professional, and success oriented professional development is based upon sound research and best practices, ensuring that the skills and competencies learned by staff are translated into action in the classroom or the computer lab.

9b.	Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning technologies.
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Since the approval of our previous Technology Plan four years ago, the use of varied technology tools has blossomed throughout the San Bruno Park School District. Sites have the freedom to choose their computer format. And there has been some common usage of specific software such as Scholastic Reading Counts and Scholastic Reading Inventory which is supported by District funds. However, there is no definition or standard of what technologies should be available in each classroom including hardware and software. Also,

there has been no clear vision of using technology or even an implied or directly stated expectation of systematic usage.

This Technology Plan spells this situation out clearly:

- a laptop for every general education and special education teacher
- a document camera for every special education teacher
- an interactive white board system in every general education classroom to include: a short throw LCD projector, an integrated sound system, a laptop with appropriate software, a student response system, a document camera, and a wireless tablet
- appropriate professional development to enable a smooth implementation of these classroom technology tools

The Technology Committee and Administrative Management Team is currently in the process of identifying the specific interactive whiteboard system to be purchased in common at all sites. They are currently reviewing the features offered by eBeam and Mimio. Currently, three sites are piloting the use of eBeam since September 2010.

Sound, efficient, and effective professional development is the major goal of this Technology Plan. Now that we have established the technology tools of choice in the hardware arena, the next step is to identify the software tools of choice as well. Once these are established, then appropriate professional development will be offered through the District approved Value Added Program and the Danford Center for Innovation.

Distance Learning is in consideration through a provider such as Atomic Learning that is currently used at two sites: Parkside Intermediate and El Crystal Elementary. The Danford Center is currently negotiating with Atomic Learning to acquire thirty floating licenses to be used in professional development with staff as needed.

All sites have expanded reading instruction through the systematic usage of Scholastic Reading Counts and Scholastic Reading Inventory. This program promotes reading outside the school day. As of November 15th, 2010 all students at the eight schools in our District (7 elementary and one intermediate) have collectively read million words and blank books. This means they have passed a comprehension quiz with at least 70% correct.

Four schools support reading by providing their non proficient readers with iPod Nanos loaded with appropriate audiobooks to support the Reading Counts Program. Approximately 250 students use this program.

Our Governing Board is deciding upon the essential Core Needs of our schools on November 17, 2010 however, they deferred this decision until a date later than the due date of this plan. One core essential is the expectation that the use of technology become an essential element in the instructional program in all classrooms.

Rodriguez, Ginger. Critical Issue: Providing Professional Development for Effective Technology Use. North Central Regional Educational Laboratory. <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te1000.htm> Web. Posted 2000. November 12, 2010.

“Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum (Fatemi, 1999; Office of Technology Assessment, 1995; Panel on Educational Technology, 1997). But traditional sit-and-get training sessions or one-time-only workshops have not been effective

in making teachers comfortable with using technology or adept at integrating it into their lesson plans. Instead, a well-planned, ongoing professional development program that is tied to the school's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom.”

This is the most important quote we read in all of the research we did to create this Technology Plan for the San Bruno Park School District. That is why developing a sound professional development plan through the Danford Center for Innovation is our main goal. As Ginger Rodriguez reveals soundly and accurately in this article-no use of technology will occur systematically in classrooms until staff are adequately and properly trained.

**Appendix C Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1/2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008 11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community at large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to	4/5	The plan describes the technology access available in the	The plan explains technology access in terms of a student to

technology tools both during the school day and outside of school hours.		classrooms, library/media centers, or labs for all students and teachers.	computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5/6	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	6/7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	7/8/9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	9/10	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of	10/11	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.

<p>copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer to peer file sharing; and avoiding plagiarism</p>		<p>sharing and/or downloading.</p>	
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>11/12</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>12</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>12/13</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two way communication between home and</p>	<p>14</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two way communication between</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

school.		home and school.	
k. Describe the process that will be used to monitor the Curricular Component (Section 3d 3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	14/15	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	15/16	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d 3j) of the plan.	16/17	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section	17	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<p>4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>			
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>18/19</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>19/20</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining</p>		<p>The annual benchmarks and timeline are specific and realistic. Teachers</p>	<p>The annual benchmarks and timeline are either absent or so vague that it</p>

the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	20/21	and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	21/22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	23/24	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	25	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	25/26	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs	26	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

and new funding opportunities and to adjust budgets as necessary.			
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	27	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	27	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	27	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify	28	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

adult literacy providers or potential future outreach efforts.)		adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	
9. EFFECTIVE, RESEARCHED BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	29/30	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning technologies.	31	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 41 - 69013

School Code (Direct-funded charters only): _____

LEA Name: San Bruno Park Elementary

*Salutation: Dr.

*First Name: David

*Last Name: Hutt

*Job Title: Superintendent

*Address: 500 Acacia Ave.

*City: San Bruno

*Zip Code: 94066-4298

*Telephone: 650-624-3100

Fax: (650) 266-9626

*E-mail: dhutt@sbpsd.k12.ca.us

Please provide backup contact information.

1st Backup Name: Don Hopkins

E-mail: dhopkins@sbpsd.k12.ca.us

2nd Backup Name: Skip Johnson

E-mail: sjohnson@sbpsd.k12.ca.us

* Required information in the ETPRS