

SAN YSIDRO SCHOOL DISTRICT



“provides an educational environment in which all students succeed”

TECHNOLOGY MASTER PLAN
2011-2016

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Overview

San Ysidro School District (SYSD) located in San Ysidro, California, is adjacent to the International Border between United States-Mexico. The school district operates seven schools and district wide preschool program which serve 5,238 students in grades K-8. The preschool program serves over 420 children ages 3-4. All SYSD schools are on a modified year-round schedule. The district employs 255 certified staff, 250 classified, 7 site manager positions and 26 site administrators.

The student population is comprised of 89% Hispanics, 4% Filipino, 4% White Non-Hispanic and 3% other. The majority of the students are English Learners (61% source: Language Census (2009-2010) which reflects the predominantly Hispanic community in San Ysidro.

The district offers a comprehensive course of study and a variety of programs focusing on student's needs. Instructional programs are designed to meet the diverse needs of: English Learners, Special Education, Gifted and Talented, Migrant Education, and at-risk students.

The SYSD the governing board and the entire district staff supports technology as an integral component of the best practices utilized in all classrooms, school offices and district departments. District and site personnel value the importance of providing a rich technology environment to promote interactive white boards as a tool to better prepare students to compete in the global technology worldwide society and fulfill the district's mission "*to provide an educational environment in which all students succeed*"

1- PLAN DURATION

The San Ysidro School District's five-year Technology Plan will be in effect from July 1, 2011 through June 30, 2016. The plan contains clear goals, objectives, outlines benchmarks and includes timelines as well as, realistic strategies for using telecommunications and technology information, and it is designed to serve as a guide to improve education and library service in the SYSD schools incorporating the use of technology for the 5 year period of this plan. All plans are meant to be developed, implemented, monitor its effectiveness and make appropriate modifications as needed or as changes in state or federal requirements. The SYSD Technology Plan outlines district technology vision and it is subject to some revisions impacted greatly by state and local budgets and the continually changes in technology. The SYSD Technology Plan addresses the 30 required criteria for state approval of Enhancing Education Through Technology (EETT) plan.

2- STAKEHOLDERS- DESCRIPTION OF HOW A VARIETY STAKEHOLDERS FROM WITHIN THE SCHOOL DISTRICT AND THE COMMUNITY AT LARGE PARTICIPATED IN THE PLANNING PROCESS

SYSD considers involvement of district support staff, administrators, community, teachers, parents and students as essential partners for the success of all educational programs. The district strongly believes that students' accomplishments rely on the collaboration between home and school community. The SYSD Technology Team (TT) reviewed general information, state guidelines for the development, implementation, monitoring and evaluation of the SYSD 2011-2016 Technology Plan. During two meetings held in February. The SYSD Technology Team includes the following group of district and site personnel, community members provided information and valuable input.

Superintendent..... District Support Staff.....	Manuel H. Paul - Superintendent Gloria Madera- Assistant Superintendent Educational Services Jennifer Brown- Assistant Superintendent Human Resources Dena Whittington- Assistant Superintendent Business Services Mathew Paredes- Director of State & Federal Projects Frank A. Paredes- Director of Information Management Services Carlos Ulloa- Educational Services Coordinator Penny Cline- Teacher on Special Assignment
Administrators	Principals: Manuel Bojorquez, Manuela Colom, Maria Elena De La Rosa, Ana I. Gonzalez, Jason A. Romero, David Torres, Jose Torres Assistant Principals: Kathy Anguiano-Carrillo, Efrain Burciaga, Maria Elena Garcia, Cornelio Egasani, Mayela Rivera, Veronica Konkoly
Collaborating Partners	Harry Bloom- San Diego County of Education (SDCOE) Hector Garcia- Harmonium Jean Romero- San Ysidro Women's Club Andrea Skorepa- Casa Familiar
Software and Hardware Experts..	Ben Keeper, Southland Technology Inc. Trey Thompson, Pearson

As part of the work in-process, the software and hardware expert offered hardware requirements for upgrades in software and infrastructure; the district and site administrators stakeholders also reviewed draft plans. The San Diego County of Education and a representative from CTAP Region 9 also assisted in the writing of this plan prior submittal to SYSD Governing Board for approval. A draft of the 2011-2016 Technology Plan is posted on the district website and will be replaced with the final document once approved by the State.

After the state approves the SYSD Technology Plan, the stakeholders will continue their involvement by analyzing its effectiveness, advising, and suggesting revisions through the implementation period. District staff will provide district administrative oversight; disseminate best practices and next steps for the on-going progress.

3- CURRICULUM COMPONENT

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

All SYSD school sites have: a) Interactive Electronic White Boards, b) wireless microphones, c) document cameras d) DVD/VCR units, e) ceiling projectors, f) five-network computers and high-speed printers. We refer to this set-up as Smart Classroom. All sites also include library media centers in the school campus. Some Categorical funds are used to purchase computers for the library media center to enable more computers for the students and teachers. Parents are also welcomed to use the computer resources in the library media centers. The media centers and school labs are open during Spring Intercessions, Saturday School, before school, during lunch and after school to provide additional access to teachers, students and parents.

Each computer has Internet access, district supported software programs and the Microsoft Office Suite. The local library also provides computer access for students who do not have a home computer.

Teachers' access to technology:

All 255 teachers have access to their individual teacher Smart Classroom set-up (network computer station with programs installed such as: the Microsoft Office Suite, Smart Notebook, a printer station, and a SmartBoard) to provide daily differentiated instruction. Teachers gather student information and use the data collected through time to make instructional decisions and provide instruction so students can reach grade level expectancies.

SYSD teacher's include technology in their daily routines to provide: a) explicit direct instruction, b) interactive hands-on instruction, c) provide interventions or enrichment opportunities and d) create or modify smart board lessons. All SYSD teachers create daily lesson plans, create electronic lesson plans, student planners and worksheets using Word or Excel, maintain student anecdotes, design curriculum presentations using Notebook, Power Point, research the Internet for websites and download video clips for classroom instruction. Most teachers download standard-based interactive board lessons and often customize them to meet their student's needs. Some teachers create interactive lessons. The teacher-created interactive lessons are shared electronically with other colleagues across the district some schools encourage teachers to save multi-media lessons in a local shared folder. Teachers create classroom newsletters which are often loaded with classroom pictures to highlight student's accomplishments.

All SYSD teachers use Edusoft Genesis, an Internet based student data management system, to record daily student attendance. Teachers use Online Assessment Reporting System (OARS) to score and record textbook publisher's curriculum embedded assessments such as Houghton Mifflin Theme Assessments. The district requires the teachers to assess the student's performance data using OARS several times throughout the year.

Each school site has computer access in the Library or computer labs, teacher's schedule weekly visits to the labs with their class.

Students' access to technology:

Middle school- San Ysidro Middle School (SYMS) and Ocean View Hills (OVH) house middle school students (grades 7 & 8). They both have a computer labs with 32 computers connected to the network and a library media center equipped with 8 computers. Both schools have added a second computer lab. Each computer is configured with access to the Internet, Microsoft Office Suite and related courseware that is grade-level appropriate.

At-risk students utilized the computer labs for reading intervention. Other students utilize the software programs to practice and or further enrich their academic skills. Students are cycled through second labs to focus and augment global technology skills. Through the use of Categorical funds one of the schools has added four classrooms with mini-labs. The mini-labs have 8 computers which are equipped with *Read 180*, a reading intervention software package allowing students additional computer time to accelerate English Literacy.

The classroom computer clusters are used for small class projects, Read 180, Fast Forward, word processing, Math enrichments, and Imagine Learning. Many English, Math, History, and Science teachers build multimedia projects for State, Country, and book reports or charting their Science curriculum.

Elementary schools. Beyer, La Mirada, Smythe, Sunset, OVH and Willow has five computers per classroom. All sites have computer labs and library media centers. The Lab ratio is 1:1. All students access to the Internet and Microsoft Office Suite and courseware that is grade-level appropriate such as Accelerated Reader, where students read books and passages and take online quizzes.

Over 300 pre-school age students utilize Breakthrough to Literacy to provide early literacy skills. Students produce classroom presentations, Science research, reports and projects all related to the State curriculum. Some sites have students who prepare the school newspapers and site news broadcasts. Students use Language programs (Imagine Learning) for second language acquisition.

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

With the combination of adequate computers available in the classroom, high-speed Internet access, interactive white boards, the ability for instant parent communication through email, site web pages and solid language arts and mathematics programs written by commercial publishers, teachers and students have an opportunity as never before to expand understanding of information needed to master state standards.

Software with standards-based curriculum is used in all of our schools. All of the software used addresses the educational needs of English Learners (EL), Title I, Migrant, Immigrant, Gifted and Talented, Special Education, and at-risk students. All schools have computer labs described above. Students are scheduled to use the lab at least once a week for 30- 60 minutes block of time. All students use district's standardized-technology tools across the curriculum during instructional time to complete many tasks. These may include, but are not limited to, taking a STAR reading level test, practicing their reading skills in SuccessMaker, accelerating English Language through Imagine Learning, improving their mathematical thinking using First in Math, doing Internet research, using a word processor software to create a report or presentations.

Teachers use technology across the curriculum they update or modify teacher-created lessons. All teachers use SmartBoards and projection devices to make presentations to whole class, they email parents about student activities, collaborate with peers electronically, use computers to develop lesson plans, scan curriculum embedded assessments, taking attendance, entering grades and searching the Internet for additional information to make learning more meaningful.

Accelerated Reader is used in all eight schools along with STAR reading level software. STAR allows teachers to get an accurate, computer generated reading level called a Zone of Proximate Development (ZPD). Using this ZPD, students then are encouraged to read books within that reading level and take tests on the computer in *Accelerated Reader*. The results are maintained and the teacher is able to create a multitude of reports for both individuals in the class and the whole class.

All Kinder through eighth grade students sign the district's Internet Acceptable Use Policy, are given filtered Internet access through a proxy server. Students and teachers use the Internet for conducting research and developing informational literacy skills in the classrooms or labs throughout the school day. Some internet research topics have been Fantastic Animals, 4th Grade Missions Project, and Exploring the Solar System. These are only a few examples completed by students.

SYSD uses Follett Destiny for library automation (union catalog and patron database) and textbook tracking.

All schools have phone services connected to voice message through the phone or Outlook. Teacher use this technology to communicate directly with another teacher or office. Parents may leave voice messages directly to their child’s teacher. Phone messages may be retrieved locally or through e-mail from anywhere in the world.

Training is part of the introductory staff development at all sites when any software or technology tool is upgraded or newly acquired. Technology support is available as needed. All teachers may submit work orders through a web-based program Order Processing and Requisition Accelerator (OPRA).

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

State and local accountability requirements encompass that all students meet Reading and Mathematics content standards and Annual Yearly Progress (AYP) targets. The District adheres to: State Content Standards and CDE Frameworks. Standards in both English and Spanish are the disseminated for all grade levels and all academic subjects (Language Arts, Mathematics, Science, History / Social Studies. The SYSD Technology Plan will encompass all content areas however; the focus on Language Arts and Math will be the driving force to impact the other content areas.

DISTRICT CURRICULUM GOAL: MEET AYP TARGETS	
Language Arts <ul style="list-style-type: none"> By June 2014, all students will meet state Proficiency levels or better in Language Arts 	Mathematics <ul style="list-style-type: none"> By June 2014, all students will meet state Proficiency levels or better in Mathematics

District goals have specific program goals identified in the district’s LEA plan. This plan is comprehensive, using planning documents that bind all district and site plans into a comprehensive, seamless plan of action of what is expected to be accomplished over the course of time.

Senate Bill 374 requires the Site Single Plan for Student Achievement for each school to consolidate all plans required by Consolidated Application Programs into a single plan for student achievement. Title I, Education Impact Aid (EIA-LEP), School Improvement Program Block Grant (SIPBG), Professional Development, Title III, Title IV and, Title V, are funded through the consolidated application process.

The site plan establish performance improvement goals, outlines actions, benchmarks and timelines, and lists the necessary expenditures to raise student’s academic performance to improve the school's educational program. School goals are based on meeting the following district, state and federal pupil achievement performance growth targets: the Adequate Yearly Progress (AYP), Academic Performance Index (API), the Annual Measurement Achievement Objectives (AMAO & AMO), district language arts and mathematics measurements.

All teachers are required to adhere to the district’s Curriculum Instructional Pacing Guides for Reading and Mathematics; these are posted on the district web page. Table 1(below) outlines the standards and assessment tools by subject area:

CONTENT AREA		SOURCE OF PERFORMANCE STANDARDS	ASSESSMENT TOOLS
LANGUAGE ARTS	READING	<ul style="list-style-type: none"> STATE CONTENT STANDARDS CALIFORNIA LANGUAGE ARTS FRAMEWORKS CURRICULUM EMBEDDED ASSESSMENTS ANNUAL PERFORMANCE TARGETS (AYP, AMO'S, API) LOCAL TRIMESTER BENCHMARKS NATIONAL GUIDELINES- READING FIRST 	<ul style="list-style-type: none"> STANDARDIZED TESTING AND REPORTING (STAR)- CST, STS, CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELD)- ENGLISH LEARNERS DISTRICT READING ASSESSMENTS- ALL STAR READING & STAR MATH
	WRITING	<ul style="list-style-type: none"> STATE CONTENT STANDARDS CALIFORNIA LANGUAGE ARTS FRAMEWORKS CURRICULUM EMBEDDED ASSESSMENTS LOCAL TRIMESTER BENCHMARKS 	

CONTENT AREA	SOURCE OF PERFORMANCE STANDARDS	ASSESSMENT TOOLS
MATH	<ul style="list-style-type: none"> • STATE CONTENT STANDARDS • CALIFORNIA LANGUAGE ARTS FRAMEWORKS • CURRICULUM EMBEDDED ASSESSMENTS • ANNUAL PERFORMANCE TARGETS (AYP, AMO'S, API) • LOCAL TRIMESTER BENCHMARKS 	<ul style="list-style-type: none"> • ACCELERATED READER • AUTHENTIC CLASSROOM ASSESSMENTS- ALL • TEACHER OBSERVATIONS • STATE WRITING ASSESSMENT- GRADES 4 AND 7 • DISTRICT WRITING PROMPTS

Houghton Mifflin Theme Reading assessments are administered several times throughout the year. District Benchmark Assessments for Reading and Mathematics are administered each trimester. Sites may also use weekly reading assessments. District Writing Prompts are administered each trimester. All of these assessments evaluate students reading, writing and math skills. Scores are calculated to determine whether or not a student has reached grade level benchmarks.

The SYSD LEA Plan calls for addressing needs in the following content areas: Language Arts, Mathematics, Science, History/ Social Studies. Site plans focus on: Language-Arts and Mathematics, the two areas which primarily drive the student's academic success. If students are successful in Language Arts and Math then all content areas will be impacted too. The SYSD Technology Plan focus will be on: Language Arts and Mathematics. This will allow the staff to highly concentrate technology goals with all students both in regular and special education, across all grade level, including staff development and improved student learning and impact all the content areas too. It is expected that the effect of this repetition of activities will have a cumulative effect over the five year life of the plan in teaching and learning for both students and staff.

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.

The overall vision is to augment the integration of technology into the curriculum and for students to increase their technological skills in order to close the achievement gap; create a pathway for students to be active participants in the global society; meet California’s Content Standards and to reach the Annual Yearly Performing targets.

Language Arts

SYSD teaching staff is currently using Smart Notebook software program and the SmartBoard technology as tools for teaching the Language Arts. Teacher-created program *Excellence for Writing* is used to teach the writing process. Students use Microsoft Point to create multi-media presentations. Technology projects are generated in a classroom setting with the assistance of the classroom teacher.

Language Arts Goal 1: Integrate technology into day to day teaching and learning of the grade level Language Arts curriculum in grades K-8

Objective:

By June 2016, 85% of the students in grades K-8 will use appropriate technology tools and software to enhance their understanding of grade level English Language Content Standards.

Benchmark:

- By June 30, 2012, 30% of the students use technology and appropriate software to enhance their understanding of grade level English Language Content Standards.
- By June 30, 2013, 45% of the students use technology and appropriate software to enhance their understanding of grade level English Language Content Standards.
- By June 30, 2014, 60% of the students use technology and appropriate software to enhance their understanding of grade level English Language Content Standards.
- By June 30, 2015, 75% of the students use technology and appropriate software to enhance their understanding of grade level English Language Content Standards.

Action Plan:

Teachers will use scientific research educational software to increase student’s understanding of Language Arts material presented.

Students will use graphic organizing to brainstorm and organize their work.

Students will use the Internet for research and to enhance their understanding of Language Arts standards.

Students will use multi-media such as scanners, digital still and video cameras to enhance their presentation products

(Implementation Plan listed based on availability of time and funding)

Timeline:

Year 1 through 5- follow this sequence in a yearly basis.

- Identify software and Internet resources to be used / needed. *(August- September)*
- Purchase needed software. *(September- October)*
- Identify and schedule needed professional development. *(November)*
- Develop plan to ensure the availability of technology to support objectives. *(ongoing)*
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. *(ongoing)*
- Assess need for additional professional development, hardware or software. *(November, April)*
- Facilitate students’ successful completion of activities and mastery of objectives *(November, March, & June)*
- Identify and disseminate best practices and areas for next best steps. *(May/ June)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Teacher and site Principal observations	November March June	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance	Teachers and site Principal will gather and share best practices and next best steps.

Mathematics

Mathematics Goal 1: Increase grade level Mathematic Content Standards through the use of technology and software

Objective:

By June 2016, 85% of the students in grades K-8 will use technology and software to enhance their understanding of appropriate grade level Mathematics Content Standards.

Benchmark:

- By June 30, 2012, 30% of the students use technology and appropriate software to enhance their understanding of grade level Mathematic Content Standards.
- By June 30, 2013, 45% of the students use technology and appropriate software to enhance their understanding of grade level Mathematic Content Standards.
- By June 30, 2014, 60% of the students use technology and appropriate software to enhance their understanding of grade level Mathematic Content Standards.
- By June 30, 2015, 75% of the students use technology and appropriate software to enhance their understanding of grade level Mathematic Content Standards.

Action Plan:

Teachers will use scientific research educational software to increase student’s understanding of Mathematics material presented.

Students will use appropriate technology tools to solve mathematical problems.

Students will use the web-based software to improve mathematical skills and improves algebraic skills

(Implementation Plan listed based on availability of time and funding)

Timeline:

Year 1 through 5- follow this sequence in a yearly basis.

- Identify software and Internet resources to be used / needed. *(August- September)*
- Purchase needed software. *(September- October)*
- Identify and schedule needed professional development. *(November)*
- Develop access plan to ensure the availability of technology to support objectives in accordance with priority of tasks. *(ongoing)*
- Identify or develop appropriate age/grade level activities to ensure accomplishment of objectives. *(ongoing)*
- Assess need for additional professional development, hardware or software. *(November, April)*
- Monitor and conduct individual conferences with students to review performance reports *(ongoing)*
- Identify and disseminate best practices and areas for next best steps. *(May/ June)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
<ul style="list-style-type: none"> • Printed school wide reports- Accelerated Math, First in Math 	November March June	Site administrator and teachers will analyze results of CST, STS and other local school wide assessment results and modify action plan as needed.	Teachers will use district supported software programs to administer, record test scores for: District Math Benchmark Tests End of Year Math test Chapter Test scores Site administrator and district staff will provide CST test results. These will be analyzed and determine and share Best Practices
<ul style="list-style-type: none"> • Classroom observations 	daily observations	District and or site created assessments	Teachers will follow district pacing guides and administer district assessments
<ul style="list-style-type: none"> • Computer usage 	trimester	Generate site summary reports	Teachers, site and district administrators to analyze information

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

The International Society for Technology in Education- National Educational Technology Standards (NETS) is widely recognized in the United States, and increasingly adopted in countries world-wide, the NETS integrate educational technology standards across all educational curricula. NETS are not subject-matter specific, but rather a compendium of skills required for students to be competitive and successful in a global and digital world. NETS will be used as a guide to effectively teach grade appropriate skills to prepare students in ever-changing digital world. Students need to acquire strong Technology literacy to be active participants in modern society.

Technology Goal 1: Apply existing technology knowledge to generate ideas, lessons, products, or processes

Objective:
By June 2016, 75% students will be expected to apply the basics in authentic, integrated ways to solve problems, complete projects, and creatively extend their technology abilities

- Benchmark:**
- By June 30, 2012, 30% of the students will select and use applications effectively and productively.
 - By June 30, 2013, 45% of the students will select and use applications effectively and productively.
 - By June 30, 2014, 60% of the students will select and use applications effectively and productively.
 - By June 30, 2015, 75% of the students will select and use applications effectively and productively.

Action Plan:
Engage students in exploring real-world issues and solving authentic problems using digital tools and resources Teachers and students will interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Teachers and students will plan and manage activities to develop a solution or complete a project.
Students will use multi-media such as scanners, digital still and video cameras.

(Implementation Plan listed based on availability of time and funding)

- Timeline:**
Year 1 through 5- follow this sequence in a yearly basis.
- Identify software and technology equipment to be used / needed. *(August- September)*
 - Purchase needed technology tools. *(September- October)*
 - Identify and schedule needed professional development. *(November)*
 - Select information sources and digital tools based on the appropriateness to specific tasks. *(ongoing)*
 - Students use digital media and environments to communicate and work collaboratively. *(ongoing)*
 - Assess need for additional professional development, hardware or software. *(November, April)*
 - Facilitate students' successful completion of activities and mastery of objectives *(November, March, & June)*
 - Identify and disseminate best practices and areas for next best steps. *(May/ June)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Student classroom multi-media presentation or exhibits for culminating class project	June	Teachers and site Principal will analyze classroom culminating presentation	Student Project will be collected / checked by Classroom Teacher Site Administrators will conduct a Technology Checklist (lists how many students participated and how many technology tools they utilized)

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; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)

The San Ysidro school district’s Acceptable Use Policy (AUP) addresses the appropriate and ethical use of Technology. The (AUP) also covers lawful and unlawful use, ethical use of information, copyright, fair use, plagiarism, illegal file sharing, passwords, legal and illegal downloading, peer to peer file sharing, causing harm to others with; viruses, anonymous email, spamming, and damaging, destroying, and theft of all district technology

Technology Goal 2 : Promote appropriate and ethical use of technology

Objective:

By June 2016, 85% of the students will identifying age appropriate ethical use of technology.

Benchmark:

- By June 30, 2012, 30% of the students will identify age appropriate ethical use of technology..
- By June 30, 2013, 45% of the students will identify age appropriate ethical use of technology.
- By June 30, 2014, 60% of the students will identify age appropriate ethical use of technology.
- By June 30, 2015, 75% of the students will identify age appropriate ethical use of technology.

Action Plan:

Teachers to instruct students age appropriate lessons to have distinguish lawful and unlawful uses of technology including but not limited to; ethical use of information, copyright, fair use, plagiarism, illegal file sharing, passwords, legal and illegal downloading, peer to peer file sharing, causing harm to others with; viruses, anonymous email, spamming, and damaging, destroying, and theft.

(Implementation Plan listed based on availability of time and funding)

Timeline:

Year 1 through 5- follow this sequence in a yearly basis.

- Provide training for teachers and support staff on AUP, so that the entire AUP and its legalities are understood in its entirety. *(August- September)*
- Continue to update current Internet Acceptable Use Policy *(Ongoing)*
- Identify and schedule needed professional development. *(November)*
- Select information sources and digital tools based on the appropriateness to specific tasks. *(ongoing)*
- Introduce students to all aspects of the AUP so they understand the proper use of technology. *(August – June)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Site Principal observations, lesson plans, and signed AUP annually	May-June	Teachers and site Principal will analyze progress and make changes with stakeholders’ assistance.	Teachers and site Principal review AUP and disseminate best practices and next best steps.

3g List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Students will learn how to safely utilize the Internet as a resource and as a instructional tool in the classroom, Internet safety will include but not limited to the following areas; Online Privacy, avoiding on-line predators, avoid improper websites, cyber-bullying, etc. Teachers will use internet resources such as: CyberSmart , a free Safety and Security Online curriculum to teach students what students need to do and learn about Internet safety, privacy, and security http://cybersmartcurriculum.org/assets/files/CyberSmart_Scope.pdf

Technology Goal 3: Student, Parents, Teachers and, support staff will identify Internet safety

Objective:
By June 2016, 100% of the students will be identifying age appropriate ethical use of technology.

Benchmark:

- By June 30, of 2012, 90% of the students will practice appropriate ethical use of technology.
- Repeat same benchmark for the 5 year duration of the Technology Plan.

Action Plan:
Every year staff development sessions on Internet Safety will be provided for all staff and all k-8 students will be instructed on the proper and safe use of the Internet and will be expected to use the Internet with in the district's curriculum.
(Implementation Plan listed based on availability of time and funding)

Timeline:
Year 1 through 5- follow this sequence in a yearly basis.

- Provide training for teachers and support staff on Internet Safety so staff may support students in the classroom. *(August- September)*
- Continue to update current Internet Acceptable Use Policy *(Ongoing)*
- Identify and schedule needed professional development. *(August - September)*
- Select information sources and digital tools based on the appropriateness to specific tasks. *(ongoing)*
- Teachers will teach students and provide the needed guidelines to insure that students are fully aware of using the Internet in a safe manner. *(August – June)*
- Assess need for additional student activities and professional Development. *(October)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Site Principal observations	May-June of each year	Teachers and site Principal will analyze student's progress and make changes with stakeholders' assistance	Teachers and site Principal will observe and review training logs and the progress of student understanding of Internet Safety.

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

Each site is responsible to develop computer lab schedules. Schedules reflect a rotational cycle in which all students login to work on district educational adopted software. The table below lists the number of students enrolled in each SYSD school who use the site's computer lab under the guidance and supervision of certificated teachers on a regular basis.

School	School Population	Usage
Beyer Elem.	379 (P-5 th)	✓ Classes rotate through the lab according to a set schedule ✓ Once a week ✓ 30-45 minute slots
La Mirada Elem.	414(4-6 th)	
Smythe Elem.	560 (P-3 rd)	
Sunset Elem.	754 (P-6 th)	
Willow Elem.	884 (P-6 th)	
Ocean View Hills	1222 (K-8 th)	7 & 8th gr. lab-Students assigned to lab per trimester, 5 days a week, 50 min. slots
San Ysidro Middle	917 (7 th -8 th)	

Classrooms post individual classroom computer schedule which identifies student's classroom computer time. Teachers are required to have every student login at a minimum 35 minutes of computer time on a daily basis- 20 minutes for Language Arts and 15 minutes for Math. Classroom computers schedules supplement learning practices and provide additional opportunities to increase the integration of technology and curriculum. All classrooms and computer labs duplicate the identical technology tools used to access various district adopted educational software programs and web-based digital programs.

Additional computer time is made accessible to all students and parents by visiting the school library from 7:30 – 4:30 on a daily basis. Student participants in Before and After School tutoring programs, Spring and/or Summer Intercessions and Saturday offerings also include computer usage as part of the supplemental program.

3i List clear goals, measureable objectives, annual benchmarks, and an implementation plan to make student record keeping and assessment more efficient and supportive of teacher’s efforts to meet individual student academic needs

As of fall 2010, Edusoft Genesis is a system used to store student information. It is a web-based program that not only stores student demographics classroom teachers use it to take attendance, link to grade book, view test results: such as the Raven and CELDT test scores. At all schools, teachers take attendance online and have view-only access to data on students in their own classes.

OARS is widely used by every classroom teacher in SYSD. It is used monitor student performance in Language Arts, Mathematics, Writing, CELDT levels and CST test results. OARS is widely used to keep group and individual theme and chapter tests performance records and essential K through 8th grade coursework. OARS reports are used during Report Card conferences, Student Study Team (SST) and Individual Educational Plan (IEP) meetings to review student performance data, these results are used to develop individual student educational action plans. Teachers and administrators have access OARS from home as well as from anywhere in the district. OARS is used to strategically design district assessments that are objectively created. These district and teacher created exams are designed to have greater correlation to CST blueprints. This allows for unity across the district in how assessments are viewed and the data analyzed. District assessments use scanned answer sheets.

All schools, using the Professional Learning Communities model, conduct regular collaboration meetings by grade or department. At these meetings teachers use test results data to assess progress toward meeting proficiency in the content standards. Research-based instructional practices are shared to enhance lesson delivery for all students. Students who have strategic or intensive intervention needs are targeted for improvement.

GOAL 3i.1: All teachers and administrators will use district technology for student record keeping and instructional decision-making based on assessment data.

Curriculum Link: LEA Plan Addendum 1, 3, 4, 5; EPC 3, 4, 5, 6, 7

	OBJECTIVES & BENCHMARKS:	2012	2014	2015
3i.1.1	By June 2015, all staff will use OARS data to drive instruction.	80%	90%	100%

Action Plan

	Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
a	The district will modify and or develop new district tests in English language arts and math for grades K-8	Ongoing - assessments administered according to Pacing guides Centralized printing of district assessments (October, February and April)	Director of Curriculum will supervise coordinate the pacing guide and re-examine and modified as needed.
b	Inventory schools/district if there’s sufficient scanners and computers to allow entry of assessment data into OARS.	Inventory every April/ May; and scanning equipment purchased as needed	Director of Curriculum will assess annually based on information from sites. Centralized printing and answer-sheet scanning of district assessments.

Implementation Plan, Data to be Collected, and/or Evaluation Instruments	Timeline or Schedule for Evaluation	Program Monitoring, Evaluation, and Modification Process
c Site administrators will lead PLCs and department teams in analyzing data and implementing the results in classrooms. The Director of Curriculum, Assistant Superintendent, and Teacher experts will conduct training as well.	Ongoing	Assistant Superintendent in Educational Services and principals will plan and schedule master calendar. Site Principals will plan and organize site training appropriate for individual sites.
d All teachers will access OARS for class and individual reports; grade levels and departments will use OARS reports in collaboration meetings once a month.	Administrators will provide data to teachers; September each year Review / provide training needs: May each year	Director of Curriculum will provide monthly OARS usage reports. Principals will monitor these reports and agendas/minutes and SMART goals from collaboration meetings.
e New site administrators will be trained (AB 430 Module 3) in the use of technology for collecting, analyzing, using student data. (Existing administrators have all received this training.)	Each year, as needed	Assistant Superintendent in Educational Services will oversee training.
f Provide ongoing training on Genesis and OARS as needed.	October of each year	Director of Information Systems will lead the effort. Site administrators will address curriculum aspects.
g Genesis application(s) training needs to be expanded to include Gradebook- train new teachers	October of each year	Director of Information Systems will lead the effort. Director of Curriculum will address curriculum aspects.

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

Teachers and administrators use technology as tool to communicate with parents through both written form using word processing applications and e-mail if this medium is available to the parent(s). Telephones are installed in all classrooms. Teachers and administrators all have access to telephone voicemail and long distance services. The district provides to administrators with cell phones services.

Web Services: All schools utilize School Messenger, an online phone calling system to call parents for: school/community related emergency, missed attendance, meeting reminders, etc. One of the school sites uses Teacher EASE, a program to post the daily homework assignments for parents to access. Teachers use of classroom websites for communication of classroom goals and objectives, as well as, classroom and homework assignments.

The District maintains its own web server and its own District web site (www.sysd.k12.ca.us). Several office staff, site administrators and district staff members have been trained and are maintaining web pages which are available on the Internet. Each school maintains its own webpage. For example, parents and community are able to locate information regarding calendars, upcoming events, menus, school programs, newsletters and examples of student work on these school and district web pages. Parents and community are informed of the addresses through email, written notes and parents meetings such as Back-to-School Night, Parent –Teacher conferences, School Site Council Meetings and PTA functions.

According our CBEDS computer inventory, it was determined that our kinder through eighth grade classrooms have a student to computer ratio of 5:1. Each of the six elementary schools has a minimum of five computers in each

classroom which allow for a 5:1 computer ratio. All SYSD schools have 32-unit computer labs which maintain a 1:1 ratio.

One of the district elementary schools focuses on Technology and are in the process of installing Smart Response System, a system that allows students to answer teacher questions in varied format. That school also has one-hundred-fifty 2GO PC tablets to be deployed among 4th through 6th grade students. They also have 60 Flip-Cameras to be used for school created projects. Another local school utilizes a DVD camera to record their winning physical education program recognized state wide. Four of the six elementary schools have a multimedia console in the school cafeteria or auditorium. The multi-media consoles are utilized for school wide presentations, grade-level instructional lessons, showcase student created technology based productions and or power points. Each teacher and administrator is given a district email address and is expected to use it for two-way communication with parents. At the beginning of each school year, parents list their email addresses when they complete registration packets. When parents live separately often teachers email updates about student activities, progress and express concerns. For parents who not have access to email, the same information is communicated either by phone or written documents. All communication from school to home must adhere to district policy about confidentiality of student information.

District future plans include opening the parent component GENESIS ParentVUE web portal. The parent component allows parents to help their children get the most out of school, it provides parent’s day-to-day insight into the academic experience. With the GENESIS ParentVUE web portal, parents can access near real-time information on assignments and scores, attendance, discipline, conference visits, health office visits, immunization compliance, transcripts and more. ParentVUE simplifies home-to-school district communication for parents, offering a single sign-on to view each of their children's information, regardless of school. Parents can also elect to receive customized email alert notifications regarding timely issues, such as school events, attendance, or discipline incidents.

Technology Goal 4: Improve two-way communication between home and school
<p>Objective: By June, 2015, 100% of all teachers will use the parent component Genesis ParentVue web portal to improve two-way communication between home and school.</p>
<p>Benchmark:</p> <ul style="list-style-type: none"> • By June 30, of 2012 <u>25%</u> of the teachers will use the parent component Genesis ParentVue web portal to improve two-way communication between home and school. • By June 30, of 2013 <u>50%</u> of the teachers will use the parent component Genesis ParentVue web portal to improve two-way communication between home and school. • By June 30, of 2014 <u>75%</u> of the teachers will use the parent component Genesis ParentVue web portal to improve two-way communication between home and school. • By June 30, of 2015 <u>100%</u> of the teachers will use the parent component Genesis ParentVue web portal to improve two-way communication between home and school.
<p>Action Plan: A committee consisting of a Teacher and Parent representative from each school, a representative from the business community and the Director of Information System will research and develop a plan that would disseminate and provide staff development the usage of ParentView component. The Assistant Superintendent in Educational Services will be responsible for developing and presenting the plan to the SYSD school board so as to inform all stakeholders. <i>(Implementation Plan listed based on availability of time and funding)</i></p>
<p>Timeline: Year 1 through 5- follow this sequence in a yearly basis.</p> <ul style="list-style-type: none"> ➤ Open the link for teachers and site administrators to use ParentVue component <i>(July through December)</i> ➤ Identify and schedule needed professional development. <i>(August - September)</i> ➤ Provide training for teachers and support staff on ParentVue <i>(August- September)</i> ➤ Provide peer coaching for maintaining classroom page current <i>(Ongoing)</i> ➤ Conduct parent informational meetings on contents in the ParentVue portal. <i>(April 2012; September of the years 2013-2016)</i> ➤ Assess need for additional teacher Professional Development. <i>(June)</i>

Technology Goal 4: Improve two-way communication between home and school			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Open connection for ParentVue component and Genesis Teacher component	July 2011 - December 2012	Provide an overview of the component and how it functions to all site administrators and Curriculum Advisory Committee	Director of Information Systems
Site Principal Checklist	April 2012 September of 2013 through 2016	Conduct informational parent meetings	Parent needs assessment and comments of information given conducted by site administrators
Teacher Staff Development comments	Ongoing	Develop, plan and conduct training for the use of ParentVue portal	Assistant Superintendent in Education Services schedule trainings
Provide peer coaching as needed	September 2013 - 2016	Analyze needs assessment through feedback and comments made by teachers for additional training as needed to maintain the classroom page current	Site administrators will collect Evaluation summaries at the end of each training

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.

The effectiveness of the plan and program success will be monitored and evaluated as stated in each objective. All stakeholders are informed of activities student achievement and staff progress, through ongoing meetings, personal contacts, e-mail, web sites, letters, school bulletins, and voice mail. In this way, appropriate modifications can be made in a timely manner. Specific goals, objectives benchmarks and the process that will be used to monitor strategies are described in each component. Instruments of evaluation and the person responsible are listed after each goal. The Superintendent and Principals will monitor the implementation of the technology plan together with the Technology Planning Committee in all areas.

Indicators of Success:

Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal.

- Teachers and site principals evaluate the success of goals related to curriculum, acquisition of technology skills, equitable access by students, record keeping, and communication with parents.
- The District Educational Services staff monitors the adherence to the plan and makes appropriate recommendations to the Superintendent.

Indicators will be that:

- All students will make significant progress to reach high academic standards, at a minimum attaining proficiency or better in reading, writing, mathematics, history, and science by 2015-2016.
 - All limited-English proficient students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

4- PROFESSIONAL DEVELOPMENT COMPONENT

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

Teacher's Proficiency Levels

Since our current EdTech Profiles is outdated, in order to establish the current level of technology skills and the degree of technology use in the instructional setting a variety of instruments were utilized such as, EdTech Profiles, classroom observations, review the type of technology work orders submitted, software reports and/or questionnaires. The results indicate staff's knowledge and the degree of usage and the expertise levels using basic computer skills. Currently, all SYSD district staff has basic computer knowledge of the functionality of computers, 97% of the teachers demonstrate a high degree of expertise on how to utilize the Internet and e-mail. E-mail is used through-out the district as a means of communicating and collaborating with each other, outside agencies, community members and parents. Approximately 65% of staff level of expertise is medium-low in the integration of technology and curriculum. Teachers know how to use Smart Notebook, and Microsoft Word as resources and/or as instructional tools, however it takes time to practice to create Smart Notebook lessons with multimedia effects since teachers only have 30 minutes of preparation for their daily lesson activities.

Administrator's Proficiency Levels

Administrator's current technology skills vary from beginners to experts depending on the software or on-line programs being used. SYSD administrators widely use on-line software reports to monitor student progress to make data driven school decisions for district or individual students. These reports are an essential part of the Student Study Team. The information is used to help develop individual action plans. 100% Site and 30% district administrators are experts in using OARS to extract classroom, or individual student performance data. When using the Edupoint Genesis program, all administrators can be considered novices since the program were just recently installed in August 2010 and the software program is new. The level of expertise varies depending on the software and how recent the program was installed.

Needs for Professional Development

The needs for professional development that exists in SYSD are: the continual of follow-up trainings for programs such as: SuccessMaker, Imagine Learning, Accelerated Math, Systems 44 for teachers. More 60% of the teaching staff needs to increase their skills on how to integrate technology as an interactive tool. Individual sites like Willow need further training on the integration and use of the SMART Responders. SYMS need additional training with System 44. La Mirada need further staff development with Fast Forward. All SYSD teachers need to increase their knowledge on the global technology and how to better prepare students for their future. Administrators and office staff need additional training on query and advance query for Genesis. There's a need to introduce new technology systems, as we move from one platform to another (Novell to Microsoft), get new IP phones, technology tools and resources.

It is the goal to have all certificated staff and administrators complete the Ed Tech Profile in the fall of each school year. For 2011-2012 only the administrator and teachers that are part of the EETT Competitive Grant Round 6 completed the survey. The Profile results are utilized by individual teachers to help determine specific technology goals for the year.

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.

The SYSD LEA plan includes professional development as an essential element for raising academic performance. The identified needs for professional development is based on survey tools such as the one located online at <http://www1.edtechprofile.org/index.php>, in addition to the survey, classroom observations, software usage reports, and student academic performance were also used to develop clear, specific, realistic goals, objectives, benchmarks, for providing teachers and administrators with sustained, ongoing Professional Development necessary to implement the Curriculum Component (3D through 3J).

Professional development programs in technology are comprehensive and coordinated with district academic goals. Training addresses how teachers can integrate technology into their classroom instruction to improve the academic achievement of all students. The training will be guided by current research in the field as to the best practices. Research has shown that with computer-aided instruction, student academic achievement improves. Underwood and Brown have shown a correlation between computer-based instruction and student motivation for learning. The ease of error correction, a semi-private environment, active control, and ability to work at one's own pace all increase student motivation. (1997). Cotton adds that "computer-assisted instruction resulted in improved student attitudes in a variety of areas. These areas included improved attitudes towards themselves as learners, the use of computers in education, course subject matter, quality of instruction, and school in general" (1992). In addition, several sources agree that a critical component is providing appropriate teacher training in ways to effectively integrate technology into the curriculum, focusing on meaningful education goals and improving student learning. (Glennan and Melmed, 1996, Silverstein et al, 2000, Reksten, 2000, Coley, 1997, Pamuel b, Golan, Means, B and Korbak, c. 2000.) The Assistant Superintendent in charge of curriculum or designee will coordinate efforts to monitor the training that is sustained and effective. In addition designee will coordinate the plan implementation between the district and the individual school communities.

Professional Development Goal 1: Teachers will learn to use a computer to accomplish their personal and professional goals with district support and move toward new State technology proficiencies for preliminary and professional credentials

Objective:

- By June 30, 2016 100% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.

Benchmark:

- By June 2012, 40% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.
- By June 2013, 55% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.
- By June 2014, 70% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.
- By June 2015, 80% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.
- By June 2016, 100% of the teachers will reach intermediate level on the integration of technology skills into curricular activities as measured by the EdTech Survey.

Action Plan:

1. Identify appropriate technology resources to support, enhance student learning and promote increased level academic performance.
2. Utilize computer software to communicate through technology supported programs.
3. Augment the usage of e-mail for communication and collaboration.
4. Increase the use of internet for global communication and collaboration

(Implementation Plan listed based on availability of time and funding)

Timeline:

Year 1 through 5- follow this sequence in a yearly basis.

Professional Development Goal 1: Teachers will learn to use a computer to accomplish their personal and professional goals with district support and move toward new State technology proficiencies for preliminary and professional credentials

- **Select information sources and digital tools based on the appropriateness to specific tasks. (August - September)**
- **Staff development to include guidelines for the usage of appropriate technology resources per grade level. (August - September)**
- **Provide training for district supported software such software such as AR, First in Math, Read 180, Waterford, Systems 44 and Imagine Learning. (Fall)**
- **Monitor software usage and performance growth (trimester)**
- **Provide additional training/ coaching as needed. (Ongoing)**
- **Continue to update software revisions (Ongoing)**
- **Self-assess personal needs for professional development. (May - June)**

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Needs Assessment Survey	November & March	Complete survey	SYSD Education services to disseminate best practices and next best steps.
Administrators Checklist tally	June	Create, collect and analyze checklist summary	Monitor the usage and provide coaching type of assistance for teachers as needed.

Professional Development Goal 2: Teachers increase the level of usage of interactive SmartBoards to integrate technology and curriculum.

Objective:
By June 30, 2016 100% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least ten times per week.

- Benchmark:**
- By June 2012, 90% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least two times per week.
 - By June 2013, 100% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least four times per week.
 - By June 2014, 90% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least six times per week.
 - By June 2015, 100% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least eight times per week.
 - By June 2016, 100% of the teachers will use the Interactive SmartBoard and SmartNotebook for Language Arts lesson delivery at least ten times per week.

- Action Plan:**
1. Identify appropriate technology resources to support, enhance student learning and promote increased level academic performance.
 2. Augment the usage of SmartBoard and Smart Notebook the integration of curriculum and technology.
 5. Increase the articulation time for communication and collaboration among staffs to share teacher created language arts lessons and best practices.
 6. Site administrators provide training in the use of SmartBoard and SmartNotebook.
 7. Monitor classroom during Language Arts & Math.
- (Implementation Plan listed based on availability of time and funding)*

- Timeline:**
Year 1 through 5- follow this sequence in a yearly basis.
- **Select information sources and digital tools based on the appropriateness to specific tasks. (August - September)**
 - **Staff development to include guidelines for the usage of appropriate technology resources per grade level. (August - September)**

Professional Development Goal 2: Teachers increase the level of usage of interactive SmartBoards to integrate technology and curriculum.

- Provide training for district supported software such Smart Notebook and technology resources such as SmartBoard technology. (*Early Fall*)
- Monitor software usage and performance growth (*trimester*)
- Provide additional training/ coaching as needed. (*Ongoing*)
- Continue to update software revisions (*Ongoing*)
- Self-assess personal needs for professional development. (*May - June*)

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Needs Assessment Survey	May of each year	Complete survey	SYSD Education services to disseminate best practices and next best steps.
Administrators Checklist tally	November , March and May of each year	Create, collect and analyze checklist summary	Monitor the usage and provide coaching type of assistance for teachers as needed.
Lesson plans	weekly	Note the integration of technology in Language Arts and Mathematics	Analyze degree of integration of technology and language arts and Math and determine next best steps for individual school sites.

Professional Development Goal 3: Administrators will learn to use a computer to accomplish their personal and professional goals with district support and move toward NETS administrator’s standards

Objective:
By June 30, 2016 all SYSD administrators will attain technology skills at an intermediate level as measured by the EdTech profile.

- Benchmark:**
- By June 2012, 40% of the administrators will attain technology skills at an intermediate level as measured by the EdTech profile.
 - By June 2013, 55% of the administrators will attain technology skills at an intermediate level as measured by the EdTech profile.
 - By June 2014, 70% of the administrators will attain technology skills at an intermediate level as measured by the EdTech profile.
 - By June 2015, 80% of the administrators will attain technology skills at an intermediate level as measured by the EdTech profile.
 - By June 2016, 100% of the administrators will attain technology skills at an intermediate level as measured by the EdTech profile.

- Action Plan:**
1. Identify appropriate technology resources to support, enhance student learning and promote increased level academic performance.
 2. Utilize computer software to communicate through technology supported programs.
 3. Augment the usage of e-mail for communication and collaboration.
 4. Increase the use of internet for global communication and collaboration
 5. Site administrators will periodically receive training in the use of the student information system (Genesis) and other district supported software programs (OARS, AR, SuccessMaker, etc) to be used in school site decisions.
 6. Analyze summary reports dealing with classroom performance and school wide disaggregated student data.
 7. Administrator’s professional development is on-going
- (Implementation Plan listed based on availability of time and funding)

Timeline:
Year 1 through 5- follow this sequence in a yearly basis.

- Staff development to include guidelines for selecting appropriate technology resources to monitor school

Professional Development Goal 3: Administrators will learn to use a computer to accomplish their personal and professional goals with district support and move toward NETS administrator's standards			
wide technology usage. (2 times a month) <ul style="list-style-type: none"> ➤ Provide training on the administrative overview for district supported software such as AR, First in Math, Read 180, Waterford, Systems 44 and Imagine Learning. (Fall) ➤ Monitor software usage and performance growth (trimester) ➤ Provide additional training as needed. (Ongoing) ➤ Continue to update software revisions (Ongoing) ➤ Self-assess personal needs for professional development. (August - September) ➤ Select information sources and digital tools based on the appropriateness to specific tasks. (ongoing) 			
Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
EdTech Survey	April 2012 December 2013 April 2014 December 2015 April 2016	Complete survey	SYSD Education services to disseminate best practices and next best steps.
Summary Reports	End of trimester	Print, review and analyze summary reports	Summary printouts of student's usage and progress appropriate for each software product used school wide – teachers and or administration.
Training Evaluation sheets	Fall	Collect, categorize results and organize professional development offerings	SYSD Education services to disseminate best practices and next best steps.

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

Process used to monitor whether Professional Development goals are being met and implemented is delineated [see evaluation information following each goal]

Monitoring and evaluation is fairly simple at the San Ysidro School District. The teaching staff from Pre-school to eight grades consists of approximately 252, the close communication and collaboration takes place on a daily basis. All staff will take the EdTech profile every 18 months. Informal checklist, lesson plans and classroom observations, surveys and software on-line summary data will indicate whether curriculum related goals are being met. Professional Development will be also measured by comparing student test scores and portfolios before and after implementation of curricular goals. The Superintendent and the district leadership team which include Assistant Superintendent in Education Services and the Technology Director will monitor the implementation of the staff development component together with the assistance of site principals and Professional Learning Communities (PLC) to ensure that steps are taken to meet all goals provided funding is available. If portions of the staff development plan are not being implemented according to the timeline, the Superintendent and the District Leadership Team will analyze the data and determine what is needed to implement the plan, or modify the technology plan with stakeholder assistance as needed. Progress will be monitored on an annual basis and a report will be made to the Board of Education.

Indicators of Success:

Success is measured by the extent to which program indicators are met in the areas addressed in a particular goal.

- Superintendent, Assistant Superintendent in Education Services, Site Principals, and district Technology Team evaluate progress toward goals related to acquisition of technology skills, and integration of technology into curriculum units.

- Superintendent, Assistant Superintendent in Education Services, Site Principals, and district Technology Team monitors the adherence to the plan and makes appropriate recommendations to the Superintendent.
- The integration of technology in Language Arts and Mathematics is ongoing and the levels of sophistication in not only at teachers hands but the students as well.

Indicators will be that:

- All staff will reach intermediate proficiency levels on all areas of the EdTech Profiles by June 2016
- Technology used in lesson delivery with focus on Language Arts and Mathematics

5- INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

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

The district’s current technology consists of utilizing a variety of technology tools. The classroom technology set up allows our teachers and students to be better prepared for the 21st century. Each of the schools houses at a minimum a 32-unit computer lab used for whole classroom groups used for supplemental Language Arts and Mathematics curriculum. All the computer labs have access to Internet, e-mail, and educational software, as well as our 21st century equipment. In addition, labs are used for training teachers, parents, for before and after schools programs as well as for Spring and Saturday program intervention offerings. Some of our schools maintain two computer labs used for science and the other is designed as a reading intervention classroom.

Standardization of equipment allows for ease of training and equipment repair. The district continues revising equipment standards on a six-month basis. Schools purchase parts for the standardized equipment as replacement parts. Current technical support will change based on cost, product evaluation, and teacher feedback.

Equipment – standards – 2010	
Computer	PC- Intel Core Duo, 4gig memory, 250gig HD, Microsoft Windows 7 Professional
Software	MS Office Suite
Virus Software	Trend Micro
Laser printer	HP
Scanners	HP Scan jet
Digital Camera	Sony
Electronic Board	Smart Board
Wireless Microphones	NEC PBX or VoiceLift
Projectors	Epson
Telephones	Cisco IP Phones

Every year, the district conducts a physical inventory of all technology in the classroom to keep schools abreast of changes that need to be made based on real numbers. The classrooms are inventoried for computers, printers, computer furniture, network access, telephones, TV-cable in the classroom, scanners, digital camera, and network connections are inventoried every year. The current district inventory shows a total of 1,400 computers used for student instruction in the entire district. The district has standardized on PC compatible environment. The district has made a great effort to increase computers per classroom and continues to maintain a 5-1 student ratio and will continue to improve and maintain that ratio. Every school in SYSD has a close circuit broadcast system which distributes Cox Cable and the ability to provide live video for anywhere in the school to all classrooms. Each

building has a copier for high-speed duplication and is connected to the schools network, which will allow each teacher to printer and scan documents which can be accessed from any computer on the campus.

In addition to computers in the classroom and computers labs, the district moved towards a high –tech teaching environment, which promotes the use of technology and impacts student achievement across the board. Every school in the district now has a high-tech Smart Classrooms which was designed by the Director of Information Management Services and the new school committee. The committee consisted of parents, staff, and administrators. Through a series of discussions and visitations to other learning environments with innovative technology the committee members were able to design the district's 21st century technology classroom set-up. Each teacher has a variety of technologies readily available; a document camera, DVD/VCR unit, scanner, five networked computers, high-speed printer and a multimedia teacher station. A wireless microphone provides the classroom teacher the ability to walk around the room and present to the class. The projector is connected to a monitoring appliance via IP, which is connected to the district network for monitoring, operation, and maintenance of each projector in the schools. This allows the district's technology department to be proactive from a management standpoint on a key component in making the high-tech classroom function properly.

Multi-Media lessons are displayed through a high-end projector, which is physically mounted in the classroom ceiling and projects onto an interactive Smart Board. Smart Board combines the simplicity of a whiteboard with the power of a computer; the Smart Board interactive whiteboard engages students and adds in the learning process. The touch-sensitive display connects to the computer and digital projector to show the computer image. You can then control computer applications directly from the display, write notes in digital ink and save your work to share later or provide student with a printed copy.

Realizing the importance of audio, each classroom has central sound system, which manages all incoming audio in the classroom. Teachers have a centralized console, which will eliminate the use of multiple remotes for each piece of equipment. The console will make it easy for each teacher to use on a daily basis and for new staff to understand the usage of the classroom.

Each existing school classroom has a minimum of 8 network connections and all new classrooms are pre-built with a minimum of 12 network connections so each classroom can potentially have 8 to 12 hard wired network devices. Teachers have high-speed Internet access, a tool to display to a full class, a computer control panel and a wide range of computer applications. Smart Boards will give the power of display and highlighting images, text, and other content projected onto the interactive board. All schools have wireless technology available throughout the entire school.

All teachers received professional development from Smart Technology, which is consider as an introduction to the new world we have placed our teachers and students. Additional staff development is continually offered to teachers throughout the year.

San Ysidro School District provides all staff and teachers with phone access. The district currently has a NEC PBX with unified messaging which connects all the schools to the district. Every classroom has a phone with unified messaging for each staff member. When voicemails are left for staff the unified messaging system routes the voicemail to both the phone and to the district email server Microsoft Exchange. Staff can retrieve voicemail and email from MS Outlook or Web Outlook from anywhere at time.

Software

The district has standardized on administrative tools such as operating system, virus scan, e-mail, spreadsheet, database, presentation tools, and word processing. The district currently uses the Microsoft Office suite which makes it easy for all staff and students to share documents. Another very important tool which all the classroom teachers use is the Smart Technologies Notebook software. The software allows for teachers to for create, deliver and manage interactive lessons within a single application for students. The following tables show the list of software.

	Beyer	La Mirada	Smythe	Sunset	Willow	SYMS	OVHS	CDC
<i>Renaissance Place for K-8 (Accelerated Reader,)</i>	√	√ + Accelerated Math, Math Facts in a Flash, Star Reading, Star Math	√	√	√	√	√ + Accelerated Math, Math Facts in a Flash, Star Reading, Star Math	
<i>READ 180</i>						√		
<i>Breakthrough to Literacy (PK)</i>	√		√	√	√		√	√
<i>Imagine Learning</i>	√	√	√	√	√	√	√	
<i>WaterFord (P-K)</i>								√
<i>FastForward</i>		√						
<i>Destiny Circulation</i>	√	√	√	√	√	√	√	√
<i>First in Math</i>	√	√	√	√	√	√	√	√
<i>Systems 44</i>						√		
<i>Phone Messenger</i>	√	√	√	√	√	√	√	√
<i>Genesis</i>	√	√	√	√	√	√	√	√

Other web-links supported by the district for added support includes: Think Central and Scientific Learning. Students with Special needs are using technology devices such as: DynoBox, Tech-Talk and are currently in the process of piloting the use of I-Pad Touch.

Infrastructure

The SYSD Wide Area Network (WAN) is the vehicle of communication for all classrooms and offices. The district’s (WAN), is currently made up of three T1 point-to-point lines from district to schools. The WAN connects the district’s seven schools to the district office and provides network and Internet access to all staff and students. All schools have a Local Area Network, which provides local software and storage for each school. Schools are built with or retrofitted with fiber optic backbones and category 6 cable to the desktop in all schools; the LAN’s are all running gigabit Ethernet, and 100 mg to the desktop to provide high speed access. Schools also have wireless network access which covers the entire campus, which allows for connecting wireless devices to the district’s network and receiving Internet access.

The district network supports our Student Information System as well as all educational software, web servers for access to Internet (www.sysd.k12.ca.us), MS Exchange for e-mail (owa.sysd.k12.ca.us) and other Domain services. **The district provides web filtering to all schools and is CIPA compliant.**

Technology Support Services

The district has expanded technical support as technology has increased on a year-to-year basis. The current makeup of the district’s technology department is made up of the following:

- Director of Information Management Service
- One – Information Management Specialists
- Four – Computer Technicians

The District's current ratio is one technician to every 325 computers. Due to state’s budgetary crisis, as funds become available, the SYSD will strive to provide additional technical support in order to maintain a computer to

technician ratio more in-line with industry standards. In order to maintain a high level of service and continue utilizing technology an effective means of promoting student achievement, Technical support is a vital component.

The department is directly responsible for all facets of technology in the district. The department currently supports but not limited to network infrastructure, network design, network implementation and maintenance, voice mail maintenance, unified messaging, server implementation and maintenance, Internet support, web design, web maintenance, bandwidth management, e-mail support and maintenance, Smart Classroom support, and training, etc. In addition to the technical support given to all school sites, technology support is provided to the Assessment Center and Educational Services. The district Technology department is also assist in the training and/or coordination of site Technology Coordinators and a cadre of site technology leaders, who help to report and troubleshoot low end maintenance concerns.

The Assessment Center teacher is responsible for: STAR Pre-Identification demographics; updates reclassification information for English Learners; Records state mandated information for the California English Language Development Test (CELDT), merges state tests results to Edupoint Genesis; and generates student performance data reports. All of these tasks require numerous hours of collaboration between the Director of Information staff and the Assessment Center coordinator.

The district's Educational Services oversees the data gathering for numerous reports, disseminates essential used for data driven school wide decisions that impact student learning. Educational Services coordinates, plans, supports all district and site training offerings, and will oversee the curriculum and professional development components of the SYSD Technology Master Plan

Site administrators monitor the ongoing implementation of all educational programs. Site Instructional Media Resource Assistants (IMRA) develops and oversees site computer labs schedules. IMRA's also provide technical assistance to administrators, teachers, parents and students. The Internet Usage policy agreement is used at all sites to obtain parental consent for students to access the Internet

Information about on-line learning resources

The district will continue to look for on-line means to deliver curriculum to meet the needs of all our students in our district. All students who use the Internet, and their parents, must sign an Acceptable Use policy that appraises students and their parents of the risks involved in Internet use. Students are never permitted to use the Internet without teacher supervision. Again, Internet content filtering is in place on all in the district.

5b 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

The San Ysidro School District is committed to provide a high speed state of the art digital data network service between its various sites. This connectivity is designed to accommodate both the present and future digital application needs. The intent is to achieve an industry standard based infrastructure, which will enhance educational and administrative activities at all sites with the flexibility and support of future needs and activities.

The San Ysidro School District is in the process of upgrading all connectivity between the district office and each of its seven school sites, in addition to the WAN upgrade; internet access will also be increased for the next five years.

The District is currently implementing a high speed state of the art digital data network service upgrade. The new WAN will be a optical fiber based switched Ethernet network WAN circuit to interconnect all its school sites with 100mb Ethernet connections to each of the district school sites. The district office is the primary hub which will have a 500mb Ethernet connection which will terminate at the district office to aggregate all the schools.

The district is also in the process of upgrading the connection to the internet. Currently, the district has two connections; the district has two vendors which provide internet access (Cox, and AT&T) with a 10mb connection to each provider for internet access. The district will upgrade the connection to COX communication to a 200mb connection for faster access to the internet.

The district continues to maintain and upgrade all existing technology in the district yet in order to continue to support the Curriculum and Professional Development the district will need to implement and support the following needs:

Needs Assessment

1. Continue to using Educational Software (Success Maker, Renaissance Place, Imaging Learning, eg.) as resources, as our multiple measure of student achievement.
2. Continue to use Follett Destiny Web based library automation database for our school libraries.
3. Continue to use Edupoint Genesis(Web Based) as our student information system for the collection of student data.
4. Continue to use OARS as the vehicle for providing information to schools on student testing information.
5. Continue to use Microsoft Exchange as the vehicle for our employees to receive e-mail, calendaring, and unified messaging in and out of the district.
6. Continue to upgrade the schools and district local area network infrastructure to provide high speed communications and voice over IP technology.
7. Continue to upgrade the district Wide Area Network to allow for broadband technology in order to provide out schools with video, VIOP, teleconferencing, and broadband applications across the WAN.
8. Maintain the district's current PC workstations of 5 computers per classroom by continuing to follow the district obsolesces technology guidelines in order to meet the district overall district's technology plan.
9. Continue to seek educational use of supplemental resources through the Internet (Web based applications/instructional web sites)
10. Continue to implement and maintain our smart classroom technology as that is a interracial part of accomplishing our curriculum goals and objectives.
11. Upgrade and maintain the wireless access for all our schools/district to allow for central management district wide of all wireless access points. With this new technology the district will receive faster access but more importunately, IT staff will be able to manage the technology from a central location.

Software Support Needs

The district has made great strides in standardizing software district wide. The software which the district currently has in place is addressing our curricular goals however, we need to continue to allocate funding upgrades and explore additional software packages if achievement gap is not closing during the next five years in order to meet Technology plans objectives.

Student Data Access

The district's Student Information System is the tool used to monitor student performance and assessment and encourage data-driven decisions; *Edupoint Genesis* is an open-ended web based SIS which provides staff with real time information to all staff anywhere at any time. As State requirements continue to change and information is mandated field changes and additions to data collection; the student information system has met the requirement and currently produces the districts reference testing. The Information Management Services Division has developed tools to import any piece of data into the student system. The information is kept on a server farm which is located at the district office hub.

Edupoint Genesis also holds access to student demographics, attendance, discipline, grades, schedules, health, immunization, emergency, parent/guardian information, and more. *Edupoint Genesis* ease of use allow as faculty, staff and administrators to customize their desktops, putting the information and functionality they need at their fingertips.

Technology Support Needs

In order for technology to be successful in any environment technology support must be adequate and readily available. Equipment must work at all times. In order for technology to impact student learning, when a problem occurs the problem needs immediately attention to continue with daily classroom operation.

The standardization of technology Network, WAN, operating systems, computers platforms, administrative tools and databases has cut down on time and efforts in terms of repair, maintenance, and expansion of technology at each school site.

The district will continue to support the Information Management Services staff which is made up of the following:

- Director of Information Management Service
- Two – Information Management Specialists
- Four – Computer Technicians

In the ever changing world of technology, staff needs to attend staff development offerings. The Technology department can aid schools in all their technology endeavors, with regards to new and existing technology in the district.

Implementation Needs – List of items to be acquired

1. Continue to upgrade the district Wide Area Network to allow for broadband technology in order to provide out schools with video, VIOP, teleconferencing, and broadband applications across the WAN.
2. Continue to using Educational Software (Success Maker, Renaissance Place, Imagine Learning) as resources, as a measure to student achievement and teacher implementation practices.
3. Maintain the district's current PC workstations of 5 computers per classroom by continuing to follow the district obsolesces technology guidelines in order to meet the district overall district's technology plan.

Project Acquisition list

- Purchase 225 computers on a yearly basis to replace obsolete computers in the classroom
– Cost \$120,000 on a yearly basis
- Purchase servers to maintain our web based educational software, file storage, and database applications

- Cost \$100,000 over the duration of the plan
- Renew all maintenance agreements for all educational and administrative software
 - Cost \$220,000 over the duration of the plan
- Replace projectors in the classroom for Smart Board usage
 - Cost 50,000 over the duration of the plan
- Purchase projector bulbs for classrooms district wide
 - Cost 15,000 on a yearly bases
- Renew all software licenses in the district both education and administrative
 - Cost 300,000 over the duration of the plan
- Purchase and upgrade all edge switches for faster network access
 - Cost 700,000 over the duration of the plan

External Technology Resources

The district is in collaboration with SDCOE with the San Diego County of Education in securing a grant which would allow for providing broadband access to the San Ysidro Community. These Grant would allow a population of home in the community to have broadband internet access and connect out student at home for a two year bases free of cost to our students.

Additional Implementation Needs

Assistive technologies for special-needs students: The district currently uses several software solutions to support and enhance the core curriculum such as: Tech-Talk and Dyno Box. The district policy is to outfit all classrooms with 5 computers per classroom, plus our Smart technology equipment, which includes special education. Special needs students have access to the district standard software which helps support Math and Reading. The purchase of additional software and equipment which helps students to meet their individual needs further exploration. The process of piloting the use of I-Pad Touch is underway to explore other ways students can raise academic performance.

List of items for Special needs students to be acquired:

- Wireless technology such as I-Pad Touch or PC ToGo tablets.
- Assistive technology as individual needs may arise

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.

Goals for implementation include the following:

- Redesign, implement, and maintain the district infrastructure in order to meet the district technology plan
- Continue to support the districts obsoletes technology plan in order to stay up on technology which includes (maintaining, upgrading, and replacing all technology)
- Continue to integrate technology into the district's curriculum, and continue to support and maintain technology in the classroom.

Hardware, Resources, and Technical Support Goal #1: Maintain the district infrastructure in order to meet the district technology plan goals

Objective:

By June 30, 2016, 95% of the district infrastructure will be maintained with latest upgrades and be operational and functional.

Benchmark:

- By June 30, 2014, 90% of the district infrastructure will be maintained with latest upgrades and be operational and functional.
- By June 30, 2012, 85% of the district infrastructure will be maintained with latest upgrades and be operational and functional.

Action Plan:

1. Inventory infrastructure needs
2. Purchase and deploy school/district network infrastructure (Edge switches, core switches, core routers, and wireless network) as needed
3. Install school/district network infrastructure (Edge switches, core switches, core routers, and wireless network)
4. Install new servers to support added software and classroom workstations
5. Purchase and replace legacy phone system, with VIOP technology district wide
6. Install and replace legacy phone system, with VIOP infrastructure district wide

(Implementation Plan listed based on availability of time and funding)

Timeline:

Year 1 through 5- follow this sequence in a yearly basis.

- Inventory infrastructure needs *(April)*
- Purchase and deploy school/district network infrastructure (Edge switches, core switches, core routers, and wireless network) as needed *(May-June)*
- Install school/district network infrastructure (Edge switches, core switches, core routers, and wireless network) *(July - August)*
- Install new servers to support added software and classroom workstations *(as needed)*
- Purchase and replace legacy phone system, with VIOP technology district wide *(June-July)*
- Install and replace legacy phone system, with VIOP infrastructure district wide *(July - August)*
- Provide Professional Development to include guidelines for selecting appropriate technology resources to monitor school wide technology usage. *(2 times a month)*
- Select information sources and digital tools based on the appropriateness to specific tasks. *(ongoing)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices Installation Maintenance contracts	At the end of each quarter	Principal and Director of Information Management Services will analyze progress and make changes with stakeholders' assistance	Director of Information Management Services will disseminate best practices and next best steps.

Hardware, Resources, and Technical Support Goal #2: Maintain, upgrade, and replace all obsolete technology tools

Objective:

By June 2011 through June 2016, maintain 80-100% of the computers operational

Benchmark:

- Purchase industry standard PC computers, laser printers, projectors and bulbs
- Purchase wireless technology for schools (as per school focus)

Action Plan:

1. Identify obsolete computers, projectors, document cameras, monitors, printers
2. Process warranty items to appropriate channels for service
3. Find funding sources to purchase and replace obsolete technology

(Implementation Plan listed based on availability of time and funding)

Hardware, Resources, and Technical Support Goal #2: Maintain, upgrade, and replace all obsolete technology tools

Timeline:
 Year 1 through 5- follow this sequence in a yearly basis.

- Identify obsolete equipment (*Ongoing*)
- Process warranty items to appropriate channels for service (*Ongoing*)
- Put together a cost analysis per site for replacing technology tools (*August - June*)
- Provide additional training on new equipment. (*as needed- Ongoing*)
- Purchase replacement parts when appropriate (*April*)
- Replace legacy phone sets with new VOIP unites in each of the classroom (*as needed- Ongoing*)
- Select information sources and digital tools based on the appropriateness to specific tasks. (*ongoing*)
- Purchase pocket /flip video cameras (*April - May*)
- Purchase response devices as funding becomes available (*April - May*)
- Purchase document cameras (*April - May*)
- Purchase VOIP phones (*April - May*)

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices Installation	At the end of each quarter	Principal and Director of Information Management Services will analyze progress and make changes with stakeholders' assistance	Director of Information Management Services will disseminate best practices and next best steps.

Hardware, Resources, and Technical Support Goal #3: Provide technical support and install software

Objective:
 By June 2011 through June 2016, maintain 95-100% of the software operational

Benchmark:

- Process work orders on software within 3 days

Action Plan:

1. Deploy district technicians to resolve software issues expediently.
2. Provide district oversight to purchase site licenses software
3. Install software revisions or upgrades as soon as they become available
4. Install pocket video cameras software
5. Install response units / airliner / scanner software to work with exiting smart board in each classroom
(Implementation Plan listed based on availability of time and funding)

Timeline:
 Year 1 through 5- follow this sequence in a yearly basis.

- Provide additional training on new software programs. (*as needed- Ongoing*)
- Purchase site licenses and upgrades when appropriate (*April*)
- Install software upgrades (*as needed- Ongoing*)
- Provide technical support via e-mail; voice messages and / or work orders (*as needed- Ongoing*)
- Select information sources and digital tools based on the appropriateness to specific tasks.

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Invoices Installation	At the end of each quarter	Principal and Director of Information Management Services will analyze progress and make changes with stakeholders' assistance	Director of Information Management Services will disseminate best practices and next best steps.

Hardware, Resources, and Technical Support Goal #4: continue the standardization of district wide software to be used for integrating technology with curriculum

Objective:
 By June 30, 2016, 100% of the district classrooms will have received continual services on: hardware, resources and the technical support on all standardized software used to augment the integration of technology with Language Arts and Mathematics content standards

- Benchmark:**
1. Technology committee will review, analyze and modify standardize educational software list
 2. Order educational software for all schools, as needed.
 3. Purchase district licenses
 4. Install educational software in all schools as needed
 5. Provide teachers with initial staff development on the usage and maintenance standardized educational software for classroom use.
 6. Provide ongoing teacher staff development on all educational software.
- This sequence will be repeated in years 2 - 5

- Action Plan:**
1. Schools will continue to support and implement district supported standardized educational software.
 2. Teachers will be provided continual staff development on all standardized educational software.
- (Implementation Plan listed based on availability of time and funding)*

Timeline:
 Year 1 through 5- follow this sequence in a yearly basis.

- Staff development to include guidelines for the integration of technology and Language Arts and Mathematic content standards. *(early fall)*
- Provide technical support on district supported software such as AR, First in Math, Read 180, Waterford, Systems 44 and Imagine Learning. *(Fall)*
- Monitor software upgrades and /or revisions *(every 2 years)*
- Select information sources and digital tools based on the appropriateness to specific tasks. *(ongoing)*

Evaluation Instrument(s):	Schedule for Evaluation	Program Analysis and Modification Process	Data To Be Collected & Position(s) Responsible
Technology Needs assessment	June each year	Teachers and site Principal will provide a work-order at the end of the year as part of the end-of-year check-out procedures to include technology software issues	Site Principal will process work orders before June 30 each year.

Benchmark / Action Step	Person Responsible	Annual Dates
Determine the technology hardware, learning resources, telecommunications, infrastructure, physical plant improvements, and technical support needed for teachers, students and administrators to support all areas of the curriculum and professional development sections of this plan.	Director of Information Systems	August
All schools will have to secure funds needed to acquire and replace equipment on a four year cycle, to keep in line with the 4:1 ratio. Asses reports and purchase needed equipment	Principals	October
Install hardware to support curriculum and technology for the coming year.	Director of	December

Benchmark / Action Step	Person Responsible	Annual Dates
	Information Systems	
Continue to provide teachers with direct access to the district's student information system	Principals and Director of Information Systems	August, December, May
Provide teachers with initial and yearly follow up trainings on <i>Edupoint Genesis</i> to view attendance, test scores, discipline, and all related student information, in order to make data driven decisions	Principals and Director Technology	August, December, May
Continue to conduct modification to Edupoint Genesis (SIS) based on needs assessment staff provides on a yearly basis	Principals, Teachers and Director of Information Systems	June
Provide real-time information to parents and students including, homework, grades, attendance, test scores, and parent information using the Student Information	Principal and Teachers	June
Continue to evaluate software and the standardization of educational software district wide to promote student development of life-long skills, achieve educational and personal goals	Principals and Tech Committee	Sept-June
Order standardized educational software for all schools, purchase district licensees, and install educational software in all schools	Principals. Director of Information Systems	June
Conduct teacher staff development on the usage and maintenance of standardized educational software for classroom use. Conduct follow up teacher staff development on all educational software year round	Principals	Year Round
Continue to provide staff development to our teachers on the Smart Classroom equipment and software to support and enhance the curriculum sections of this plan		Year Round

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

The Superintendent and the district leadership team which include Assistant Superintendent in Education Services and the Director of Information Management Services will monitor the implementation of the overall implementation of all hardware, infrastructure, technical support, and software standardization in conjunction with the technology steering committee.

The Information Management Director will provide regular updates to the district Superintendent of the implementation status of plan goals and objectives. The responsibility of the overall implementation of the district technology plan will be the Superintendent. The Superintendent will consult with stakeholders and the districts technology steering committee to modify the plan if needed to continue with the overall implementation.

Success Indicators

Success will be measured by the degree to which program indicators are met in the areas and objectives addressed in each individual goal.

- The district will evaluate overall progress towards goals related to Hardware, Infrastructure, technical support, and Software
- The Director of Information Management Services and the Technology steering committee monitors adherence to the plan and make appropriate recommendations to the Superintendent.

Indicators

- The district will continue to execute the district obsolete plan which will keep technology updated in the classroom. The district will continue to maintain on an average a 4 to 1 student to computer ratio. Computers and other technology will be continually evaluated and upgraded/replaced on an as needed basis. The district will continue to maintain technology to enable students to use the latest upcoming technologies.
- In addition to classroom computers, every classroom will be outfitted with the Smart Classroom equipment and each classroom will be monitored for upgrades and modification to maintain that standard.
- All district standard software will be evaluated to insure that the software will meet the district curriculum goals and students will reach technology proficiency by the end of the plan.

6- FUNDING AND BUDGET COMPONENT

6a List established and potential funding sources

State, federal and local grant funds intended to supplement projects that focus on improving student academic performance which are used and will be leveraged to fund on-going technology improvement goals. The district is committed to provide and maintain state of the art technology district wide. The E-Rate Program has provided the development of high end infrastructure which includes networks, telephone access, Internet access, cabling, wiring and certain communications hardware, software, and technical services required to provide the educational environment a high powered industry standard platform.

The district acknowledges the cost to accomplish all goals delineated in the SYSD Technology Master Plan goals is beyond traditional school funding. Additional time or stipends for school tech team members and compensation for teachers to attend staff development sessions, attendance to technology conferences, clerical staff development, and purchase of standard-based software are some of the ways school sites utilize categorical funds. District Assessment Center, the Information Management Systems and Educational Services staff are responsible for maintaining student's basic information, state and district test results and for repairing hardware.

List of Established and Potential Funds Sources:

Established Funding Sources

- General Fund
- Developers fees
- Categorical funds
- E-Rate Discounts
- Teleconnect discounts
- Microsoft Voucher
- GATE Funds
- Title I
- Title II
- Title VI

Additional sources of funding

San Ysidro voters passed a \$250 million school bond that is being utilized to upgrade and build the new schools needed to fulfill the projected growth. The districts bond will continue to help the district with new construction and technology in the district. Qzab funds have been used to provide existing schools with state of the art Smart classrooms equipment. Qzab funds have been also used to maintain Smart Classroom equipment and will continue to help in the upgrade and maintenance of our Smart classrooms.

Potential Funding Sources

- EETT Funds
- School Developer Fees
- After School Programs
- **Donations**

Outside agencies - US Border Patrol, Department of Defense, Social Security Offices, San Diego Police Department, and other agencies, have donated new and used computers. The centralized staff will continue to actively pursue other avenues for funds such as partnerships, collaboration, donations and networking with other agencies and/or companies. The district will continue to seek partnerships opportunities with the San Diego County of Education (SDCOE), as well as, tap into in-house expertise as sources for staff development offerings. Houghton-Mifflin publishers provide consultants to provide staff development on the California Lesson Planner CD-Rom and the Quiz Taker. Other potential partners will be explored.

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

The following table lists estimated plan implementation costs on a annual basis. It does not reflect the current costs for hardware, software, and/or infrastructure already in place. Stakeholders have reviewed the costs and approved these expenditures.

Year 1 - Budget Matrix for 2011-2012 School Year		
Expenditure Multi Funded (General Fund, Categorical, etc...)	Category	Amount
Staff Professional Development – (training materials, Professional Development Fees, Substitutes for staff, Travel and Conference)	5200	25,000
Hardware Obsoletes – Replace Computers, Replace printers, Projectors, Notebooks, document cameras, etc..	4300	250,000
Hardware Repair – repair existing computers, Computer parts	5600	35,000
Infrastructure - Local area network - Upgrade servers, core switches, edge switches, wireless access, SAN, Operating systems, VMware, etc..	6400	300,000
Infrastructure – Telecom/Internet – school connectivity, district connectivity, Internet access, and Telephone access	5600	225,000
Software – License renewals and upgrades, New software expenditures	4300	100,000
Supplies – Printer toner, Projectors, Project bulbs, paper, etc..	4300	25,000
Technology Related Salaries – IT staff, Contracted services, Faulty Stipends	2400	250,000
Total for 2011-2012 School Year		1,210,000

Year 2 - Budget Matrix for 2012-2013 School Year		
Expenditure Multi Funded (General Fund, Categorical, etc...)	Category	Amount

Year 2 - Budget Matrix for 2012-2013 School Year		
Staff Professional Development – (training materials, Professional Development Fees, Substitutes for staff, Travel and Conference)	5200	26,750
Hardware Obsoletes – Replace Computers, Replace printers, Projectors, Notebooks, document cameras, etc..	4300	267,500
Hardware Repair – repair existing computers, Computer parts	5600	37,450
Infrastructure - Local area network - Upgrade servers, core switches, edge switches, wireless access, SAN, Operating systems, VMware, etc..	6400	321,000
Infrastructure – Telecom/Internet – school connectivity, district connectivity, Internet access, and Telephone access	5600	240,750
Software – License renewals and upgrades, New software expenditures	4300	107,000
Supplies – Printer toner, Projectors, Project bulbs, paper, etc..	4300	26,750
Technology Related Salaries – IT staff, Contracted services, Faulty Stipends	2400	267,500
Total for 2012-2013 School Year		1,294,700

Year 3 - Budget Matrix for 2013-2014 School Year		
Expenditure Multi Funded (General Fund, Categorical, etc...)	Category	Amount
Staff Professional Development – (training materials, Professional Development Fees, Substitutes for staff, Travel and Conference)	5200	28,623
Hardware Obsoletes – Replace Computers, Replace printers, Projectors, Notebooks, document cameras, etc..	4300	286,225
Hardware Repair – repair existing computers, Computer parts	5600	40,072
Infrastructure - Local area network - Upgrade servers, core switches, edge switches, wireless access, SAN, Operating systems, VMware, etc..	6400	343,470
Infrastructure – Telecom/Internet – school connectivity, district connectivity, Internet access, and Telephone access	5600	257,603
Software – License renewals and upgrades, New software expenditures	4300	114,490
Supplies – Printer toner, Projectors, Project bulbs, paper, etc..	4300	28,623
Technology Related Salaries – IT staff, Contracted services, Faulty Stipends	2400	286,225
Total for 2013-2014 School Year		1,385,329

Year 4 - Budget Matrix for 2014-2015 School Year		
Expenditure Multi Funded (General Fund, Categorical, etc...)	Category	Amount
Staff Professional Development – (training materials, Professional Development Fees, Substitutes for staff, Travel and Conference)	5200	30,626
Hardware Obsoletes – Replace Computers, Replace printers, Projectors, Notebooks, document cameras, etc..	4300	306,261
Hardware Repair – repair existing computers, Computer parts	5600	42,877
Infrastructure - Local area network - Upgrade servers, core switches, edge switches, wireless access, SAN, Operating systems, VMware, etc..	6400	367,513
Infrastructure – Telecom/Internet – school connectivity, district connectivity, Internet access, and Telephone access	5600	275,635
Software – License renewals and upgrades, New software expenditures	4300	122,504
Supplies – Printer toner, Projectors, Project bulbs, paper, etc..	4300	30,626
Technology Related Salaries – IT staff, Contracted services, Faulty Stipends	2400	306,261
Total for 2014-2015 School Year		1,482,302

Year 5 - Budget Matrix for 2015-2016 School Year		
Expenditure Multi Funded (General Fund, Categorical, etc...)	Category	Amount
Staff Professional Development – (training materials, Professional Development Fees, Substitutes for staff, Travel and Conference)	5200	32,770
Hardware Obsoletes – Replace Computers, Replace printers, Projectors, Notebooks, document cameras, etc..	4300	327,699
Hardware Repair – repair existing computers, Computer parts	5600	45,878
Infrastructure - Local area network - Upgrade servers, core switches, edge switches, wireless access, SAN, Operating systems, VMware, etc..	6400	393,239
Infrastructure – Telecom/Internet – school connectivity, district connectivity, Internet access, and Telephone access	5600	294,929
Software – License renewals and upgrades, New software expenditures	4300	131,080
Supplies – Printer toner, Projectors, Project bulbs, paper, etc..	4300	32,770
Technology Related Salaries – IT staff, Contracted services, Faculty Stipends	2400	327,699
Total for 2015-2016 School Year		1,586,063

6c Describe the district’s replacement policy for obsolete equipment

In an effort to provide the San Ysidro School District students and staff with the appropriate technology resources to meet the goals and objectives of the district technology plan. The district has developed a technology obsolete plan which will allow for the replacement of obsolete technology on a yearly basis. The TOP policy will allow for phasing out older hardware which cannot run the latest operating system and/or replacing obsolete equipment which includes the following; Hardware, Software, Infrastructure (Local Area Network, Wide Area Network), Internet Access, and Smart Classroom Equipment district wide.

Computers are one major component in assisting student learn therefore computers will be replaced on a yearly basis. Replacing 100 computers per year will help the district keep up with the latest industry standard software which school need to impact learning. The yearly technology inventory will dictate what computers are up for replacement based on years of service. Other hardware which must be looked at and evaluated will be notebooks, printers, and projectors.

Software is the dictating factor in hardware replacement. As software changes and requirements are more demanding, the hardware will be impacted on a yearly basis. The district will evaluate all software on a yearly term and determine if the software is helping meet the curriculum components of this plan.

Infrastructure is a key component in deliver content to students and staff. Our goal is to evaluate bandwidth and network performance on a yearly basis. With so much more content coming from the Internet, infrastructure must be evaluated and replaced every 5 to 6 years in order to meet the expectations for our students and staff.

As new technology is implemented in the district, we must keep in mind that it will also have a high maintainance factor once implemented. The implementation of our Smart Classrooms, which include a variety of equipment, must also follow suit with the district technology obsoletes plan in order to meet all areas of the district technology plan.

6D Description of process used to monitor Ed Tech funding, and implementation costs and new funding opportunities and adjust budgets as necessary

The SYSD assistant superintendent in education services, Director of state and federal projects, and director of information management services will continue to make budget and funding recommendations, monitor progress, and assist to determined district technology goals in collaboration with site administrators’.

The Superintendent with the assistance from the Director of Information Management Services will be responsible for the overall monitoring of all timelines within the district’s plan. Informational articulation meetings will be conducted by the Director of Information Management Services to communicate technology goals progress on a regular basis with site Principals and staff. In additional, the Director of Information Management Services will continue to monitor progress on a quarterly basis and forward a detailed report to the Superintendent and the Board of Trustees on a annually basis. If goals and objectives need to be modified, the Superintendent may consult with stakeholders and the technology committee to modify the exiting plan to meet the needs of the district.

Monitoring and Evaluation Timeline, Benchmark / Action Step	Person Responsible	Annual Dates
Identify all associated costs with the full implementation of the district technology plan	Director of Information Systems	January
Establish all potential funding sources to support the plan	Superintendent/ Principals	January
Develop and implement annual budgets for the duration of the plan	Superintendent/Principals	February
Continue to provide ongoing technical support	Director of Information Systems	February
Plan for the obsoleses of technology	Director of Information Systems	February
Establish a feedback loop used to monitor progress and update funding and budget decisions	Director of Information Systems	September

7- MONITORING AND EVALUATION COMPONENT

7a Process for evaluating the plan’s overall progress and impact on teaching and learning

Methods & Tools to Monitor Progress Toward Accomplishing Activities at Schools

The principal will coordinate the technology plan and will be responsible for the management of all activities described in the programs for students and staff. The Superintendent will make an annual report to the board.

7b Schedule for evaluating the effect of plan implementation

Activities will be monitored as follows:

ACTIVITY	TOOLS	METHODS	PERSON(S) RESPONSIBLE	ANNUAL TIMELINE
Student Computer Knowledge and Skills	<ul style="list-style-type: none"> ➤ Student grade summaries on technology-based projects ➤ NETS Performance Indicators for Technology Literate Students. 	Review of progress of students towards expectations. Revise plan as needed.	Principals	Aug, Nov, Feb, May
Student Academic Achievement in targeted content areas	<ul style="list-style-type: none"> ➤ STAR scores ➤ Student performance on formative authentic assessments 	Review of progress of students towards expectations. Revise plan as needed.	Principals	Aug, Nov, Feb, May
Staff Technology	<ul style="list-style-type: none"> ➤ Ed Tech Profiles ➤ Performance on-line 	Review of progress of staff towards expectations.	Principals	Aug, Nov, Feb, May

Proficiency	<ul style="list-style-type: none"> ➤ formative assessments ➤ Staff Lesson Plans 	Revise plan as needed.		
Staff Technology Integration	<ul style="list-style-type: none"> ➤ Ed Tech Profile Report ➤ Informal classroom observation forms ➤ Technology-based lesson plans ➤ Self-Evaluation Survey 	Review unit / lesson plans and observation records for progress of staff towards expectations. Revise plan as needed.	Principals	November, February, March, June
Partnership Involvement	<ul style="list-style-type: none"> ➤ Attendance Records ➤ Meeting Minutes ➤ Agendas 	Review levels of partnership involvement and adjust plan as needed.	Principals and Educational Service Staff	November, February, March, June

7C The process and frequency of Communicating evaluation results to tech plan stakeholders.n

The timelines used to evaluate the overall effect of the implementation of the Technology is delineated in each goal.

The culminating effect will be measured in the student performance data contained in software summaries of degree of usage and student performance. The most visible effect will be in the AYP and API scores for individual school sites and district.

8- EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION

As early as 1995, San Ysidro School District identified parent and community participation as a priority in maximizing the use of technology for adult literacy. Parents in San Ysidro are interested, involved, and expressed the desire to learn ways to assist their children ,as well as, learn how to use technology. The unique nature of the district, in which 85% of the students are English Learners, also makes adult literacy in both Spanish and English a specific need.

One goal of the 1997SYSD Title VII Systemwide Improvement Grant Proposal, was to “Develop parent capacity to supplement student learning, particularly in the areas of English language development, writing and use of technology.” To this end, the SYSD has worked collaboratively to provide opportunities for adult literacy that incorporate technology. San Ysidro School District and the collaborators listed below work collaboratively to provide services that foster personal growth and life long skills such as literacy.

COLLABORATIVE AGENCIES	SERVICES PROVIDED
Sweetwater Adult and Continuing Education	<ul style="list-style-type: none"> • Adult ESL and Literacy Classes • Computer classes • GED classes • The Distance Learning Center (DLC) supports teleconferencing and technology-enhanced presentations. <i>(The DLC, beams teacher expertise across all adult campuses by placing cameras in different classrooms to allow real-time instruction.)</i>
Villa Nueva	Computer Classes which focus on Word processing, Internet and E-mail
Casa Familiar	Computer Classes which focus on Word processing, Internet and E-mail
San Ysidro Public Library	Computers for students and adults with access to the internet. Support the SY Family Latino Literacy Class

COLLABORATIVE AGENCIES	SERVICES PROVIDED
Southwestern College	Classes for adult learners

Adult Education facilities are open to SYSD families and provide additional benefits for making services available to the community such as the following:

- Adult Education centers have access to the Mobile Computer Lab, a van with 40 wireless laptop computers and other related hardware.
- Adult Basic Education classes have mini-libraries on site.
- Media Center videos and other recordings encompassing all subjects are available to Adult Education Sites.
- SWUSD Adult Education sites use *Riverdeep*, an educational Internet Based Program which offers tutorial and individualized instruction support in mathematics.
- Flyers are sent to all SY families to inform parents of class offerings and available in the community.

San Ysidro receives 21st Century Community Learning Centers funding. This funding provides for the SYSD before-and-after school program for children through Harmonium and YMCA both service providers. This program included computer classes for parents but due to budgetary cuts parental computer component was cancelled.

9- EFFECTIVE RESEARCH-BASED METHODS, STRATEGIES AND CRITERIA

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

The overall vision is to augment the integration of technology into Language Arts and Mathematics and for students to increase their technology skills to close the achievement gap and be better prepared for the global society and reach the Adequate Yearly Progress requirements.

Research has shown that with computer-aided instruction, student academic achievement improves. Underwood and Brown have shown a correlation between computer-based instruction and student motivation for learning. The ease of error correction, a semi-private environment, active control, and ability to work at one’s own pace all increase student motivation. (1997). Cotton adds that “computer-assisted instruction resulted in improved student attitudes in a variety of areas. These areas included improved attitudes towards themselves as learners, the use of computers in education, course subject matter, quality of instruction, and school in general” (1992).

Specific conditions affect the positive influence technology can have on student academic achievement. Several sources agree that a critical component is providing appropriate teacher training in ways to effectively integrate technology into the curriculum, focusing on meaningful educational goals and improving student learning. (Glennan and Melmed, 1996, Silverstein et al, 2000, Reksten, 2000, Coley, 1997, Panuel b, Golan, Means, B and Korbak, c. 2000)

Schrumm states, “In such an environment, acquiring content changes from a static process to one defining goals the learners wish to pursue. Students are active, rather than passive - - producing knowledge and presenting that knowledge in a variety of formats....In such an environment educators can encourage a diversity of outcomes rather than insisting on one right answer...And, perhaps most importantly, teachers and students can move from pursuing individual efforts to being part of learning teams, which may include students from all over the world.” (Schrum, 2000)

Combining technology and academics by integrating skills in the teaching of curriculum content is essential. Education materials researched at the Center for Applied Research in Educational Technology (CARET) noted that, “first and foremost, research reminds us that technology generally improves performance when the application directly supports the curriculum standards being addressed.

As technologies become more sophisticated, research indicates that problem-solving, conceptual development and critical thinking skills are improved when technology is employed as a learning tool (Culp Hawkins, & Honey, 1999; Sandholtz, Ringstaff & Dwyer, 1997; Means, 1994). Unfortunately, given the nature of the learning skills and lack of appropriate assessment activities, it is hard to determine the specific achievement gains. (“Critical Issue,” 1999).

SYSD curricular goals and professional development goals outlined in the EETT plan is to help students in grades K-8 to meet and/or exceed the State Academic Content Standards adopted by the State Board of Education through the combining the use of technology and curricular content standards. Research supports the use of a comprehensive program that effectively utilizes technology to enhance teaching and learning. Professional Development needs to be ongoing and evolve as new curriculum is adopted and as educational reforms change.

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

Teacher expertise is the most critical factor in increasing student performance. Nothing impacts student success on standards-based curriculum more than a competent, reflective teacher in the classroom who interacts effectively with students, facilitates their learning experiences, and uses curriculum and curriculum materials effectively (Cohen and Ball 1999). As Guhlin states, “For technology to impact student achievement, teachers must be empowered” (Guhlin 2002). They must also be completely at ease with the technologies the students are using, and they should be proactive about planning for effective technology integration.

Jerald and Orlafsky (1999) found that teachers “are more likely to use what they are learning about technology in their classrooms if they receive curriculum integration training rather than basic skills training in the use of technology.” A later study (Bradshaw 2002) found that “When staff development efforts include a presentation of theory and information, demonstration, practice with feedback, and coaching and follow-up over time, the transfer to the classroom and the return on the investment in instructional improvement are significantly increased.” All of these techniques are woven into the district’s current staff development programs in technology.

To that end, SYSD technology plan is an aggressive, innovative plan for staff development and delivery of instruction to students which includes:

- Developing and/or adopting a district-wide grade level technology standards curriculum for K-8.
- Expecting a minimum of three technology based projects by the end of the year from every student.

Students in SYSD have broad access to a variety of rigorous academic instructional strategies and courses. SYSD offers a wide variety of higher level academic courses. A significant number of visual and performing arts courses in the theater arts, dance, and music, and Gifted and Talented intersession programs.

The students in three of the eight district school produce news broadcasting program to all classrooms at the start of each day on a closed circuit television system. Technology curriculum has also been written for Inter-session and Saturday Intervention programs. Stakeholders have provided numerous sources, such as the Internet Lending Library’s from the National School Company INC. District teachers have also developed rich materials for student use, such as interactive SmartBoard teacher created lessons, and site web pages created which provide web-links to effective free on-line standard-based grade level links for students to access from home.

To offer the rigorous integration of technology into core content subject areas, the district tech planning team in collaboration with the South-county consortium, will begin to revise the technology standards curriculum matrix. The matrix will include the integration of language, math and science and technology, using the State content standards as a guide, list websites and software programs that may be used. Additionally, teachers are learning about the enhancement video production will provide to projects. Expansion of these types of teacher resources is an important strategy to support the development of project-based learning activities and encourage collaboration on lesson planning among staff members.

The plan also includes teacher's access to existing student data system that will allow data-driven decisions not only by administrators, but also by teachers. Armed with student assessment data right at their desktops, teachers will be able to prescribe learning activities that are customized to student needs. Research also shows that these systems can generate positive cultural changes as well.

When systematically collected and analyzed, data provide an accurate way of identifying problem areas in school programs. Data reveal strengths and weaknesses in students' knowledge and skills, and they provide meaningful guidance on how teaching practices can and should be altered. When acknowledged and accepted by a faculty, data can lead to the formulation and implementation of corrective courses of action that can solve problems and meet a school's goals. Once improvement strategies are under way, educators can continue to analyze the data to monitor and refine their efforts (Wade 2002)."

Edupoint Genesis allows administrators to use current data to make decisions in a timely way. "Principals are key leaders in their schools in developing and nurturing a culture of high performance for students and teachers" (Lampert 1998).

One of SYSD schools whose focus is Technology is piloting student access to web-based literacy and mathematical software. Students are able to use same software being used at school from home. Students use their permanent identification numbers to login. Pilot program includes alternative homework assignments for those students who can access SuccessMaker and First in Math from home. Future district plans include adding all schools to provide on-line access to standard-based software products.

SYSD encourages classroom teachers, administrators, and clerical staff to participate in distance learning classes to improve their wealth of knowledge to impact student performance with more rigorous academic learning. In addition, we will promote parents attendance and interest in lifelong learning skills which will foster student achievement. SYSD will continue to explore and expand distance learning opportunities for the community like ITV and district supported web-based software products.

APPENDIX C- Criteria for EETT Technology Plan

Appendix C – Criteria for EETT Funded Technology Plans

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

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	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	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.	2	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 technology tools both during the school day and outside of school hours.	3	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district’s current use of hardware and software to support teaching and learning.	4	The plan describes the typical frequency and type of use (technology skills/information 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	5-6	The plan summarizes the district’s curricular goals that are supported by the plan and referenced in district	The plan does not summarize district curricular goals.

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
plan.		document(s).	
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	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	The plan delineates clear goal(s), measurable objective(s), 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 can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)	10	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)	10	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	11	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	The plan does not describe policies or goals that result in equitable technology access for all students.

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
		clearly support accomplishing the plan's goals.	Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	12	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	13-15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	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.	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 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 through 3j) of the plan.	17-20	The plan delineates clear goal(s), measurable objective(s), 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 through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	20-21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	21-24	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	25-27	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	27-31	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	31-32	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.	32-33	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.	33-35	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.	35	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	36	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	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.	36	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.	36-37	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.	37	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 adult literacy providers or potential future outreach efforts.)	37	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	38-39	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.	39-40	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.