

# Comprehensive Technology Plan San Lorenzo Unified School District



July 1, 2018 - June 30, 2021

Board-approved May 15, 2018

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## 1. Plan Background

This technology plan guides the San Lorenzo Unified School District's use of education technology for the next three years. Goals, objectives, and implementation plans are conceptual in nature, and will be implemented as funding and resources permit.

### 1a. Overview

The following is an overview of the San Lorenzo Unified School District's location, demographics, mission, vision, strategic priorities, strategic actions, and vision for technology. For current information, visit the District website at <http://www.slzUSD.org>.

The San Lorenzo Unified School District (SLZUSD) was one of the first school districts in California (founded in 1865). The approximately 10,500 students attend the nine elementary schools, three middle schools, eight high school small learning communities on three comprehensive high school campuses, a continuation high school, and an adult school. We emphasize raising student achievement in English Language Arts and Math. SLZUSD is committed to providing opportunities to foster lifelong success and learning.

The introduction of the Graduate Profile that was adopted in December 2016 states:

*San Lorenzo Unified School District graduate profile represents a set of attributes to guide TK-12 students toward achieving a strong academic foundation that prepares them for life, work, and study beyond high school. For the district, it serves as a tool to assess the extent to which we are accomplishing our vision and to determine future priorities.*

The District focuses on equity by evaluating the needs of individual students based on their unique circumstances. The District serves a diverse student population, as seen through different demographic lenses:

- Race/Ethnicity: 56% of students are Hispanic/Latino, 14% are Asian, 11% are African-American, 9% White, 8% Filipino, and 3% other ethnic groups
- Home Language: 41% English, 40% Spanish, and 7% Cantonese/Mandarin

- English Language Fluency: 45% English Only, 25% are English Learners, and 29% Reclassified Fluent/Proficiency
- Socio-Economic Situation: 65% of students are socio-economically disadvantaged
- Special Education: 11% of students receive Special Education services

This Technology Plan is designed to support the District's vision, mission, and LCAP Strategic Priorities and District Goals. Action steps that were suggested through stakeholder input, whether they were included in the LCAP budget by the Board of Trustees or not, are included in this overview in case they can be incorporated in the Technology Plan. Finally, the "Promise of Technology," which encapsulates the vision of the Technology Integration Services (TIS) department is included to provide context.

### **Mission**

To ensure lifelong learning, San Lorenzo Unified School District, staff, families and community, will collaborate to advance authentic knowledge, skills and attributes that will ensure our students are creative and critical thinkers, ready to fully participate in our changing community and world.

### **Vision**

As a result of their education, all students will become compassionate, collaborative and creative problem-solvers, who are resilient, well-informed, civically-engaged advocates for equity and social justice.

### **Strategic Priorities**

The strategic priorities are articulated and detailed in the LCAP Strategic Priorities and District Goals below. These priorities and goals were distilled from input from a broad range of stakeholders who participated in the more than 40 meetings and hundreds of surveys that were integral to the District's Local Control Accountability Plan (LCAP) process that took place from January through June of 2014. These goals were refreshed and approved in March 2018.

1. **Student Achievement:** San Lorenzo Unified School District staff, families and community will collaborate to provide all students with a challenging curriculum and quality instruction that ensures successful outcomes and equitable learning opportunities.
2. **Student Engagement:** San Lorenzo Unified School District staff, families and community will collaborate to inspire students to become committed, caring and connected to their learning, school and community.

3. **Basic Services:** The San Lorenzo Unified School District will provide exceptional services, school facilities, and highly-qualified staff that ensure a healthy, safe and supportive learning environment.
4. **Family Involvement:** The San Lorenzo Unified School District will build meaningful relationships and cultivate authentic engagement with family and community partners.

### **Priority Action Steps**

Technology is specified in several Priority Action Steps that the District will take to meet the LCAP Strategic Priorities and District Goals.

#### **Student Achievement:**

- **Instruction** (CCSS, college and career readiness, Credit Recovery options, including summer school, after school tutoring, differentiated instruction, hands-on learning, **keyboarding**, language intervention, language skill development, lower class size for general education, EL, sheltered and special education classes; intervention for struggling readers, uninterrupted periods of instruction)
- **Technology Integration: Improving student access to additional computing devices, such as computers, tablets, Chromebooks, and laptops; updating the website to make it more user-friendly.**
- **Programs** (Arts and music, Honors Math, AVID, Music/Band, EL programs, more electives, GATE, summer school, special education extended school year, after school tutoring, fine arts, field trips, gardens, Career Days, sports, anti-bullying, extended school day)
- **Increased Professional Development and Coaching for Certificated and Classified** (Common Core, mentors for teachers, special education inclusion, differentiation, technology integration, English Learners, Math, Restorative Practices, substitutes) using District staff.
- **Professional Learning Communities development** (more common planning time/collaboration)

#### **Student Engagement:**

- **Extended Learning** (Activities and extracurricular, extended library hours, field trips, sports, homework help, mentorship program, home visits, summer school)

- **Engaging Programs** (garden programs, more art, drama, music, GATE, field trips, world language offerings, AP classes, career technical education, vocational education, Indian education, Science, attendance incentives)
- **Culture and Climate** (Restorative Justice, social workers, psychologist, counselors, anti-bullying, cultural competency)

## Basic Services

- Facility Upgrades (better libraries, curtains replaced, lighting, painting, heating, more and improved restrooms, grounds improvement, hot water, electrical)
- **Improved tech infrastructure (website, Wi-Fi, access classroom computers for teachers and students, upgrade copiers)**
- Maintenance (more custodians, classes cleaned every day, improve cleanliness)
- More instructional materials (clean, text, fiction, leveled reading that is current and relevant, bilingual books, oversight of purchasing)
- Nutrition services (free lunches, improve quality, more healthy choices, free breakfast, community garden, nutrition classes)
- **Recruit and retain highly qualified staff** (teachers, campus security officers, custodians, librarians, bilingual instructional aides, instructional aides, paraprofessionals (special ed and general education classrooms), bilingual teachers, teachers on special assignment, counselors PK-12, office assistants, vice principals, library techs, special education specialists, reading specialists, **Tech Specialist 2, Computer Media Specialists (CMS)**, nurses, LPS, crossing guards)
- Increased pay for teachers and instructional assistants
- Lower class size
- **Safety** (video cameras, strategic law enforcement, discipline programs, traffic control, parking, fencing, CPR/First Aid training)
- Address bussing to support improved attendance
- Longer library hours

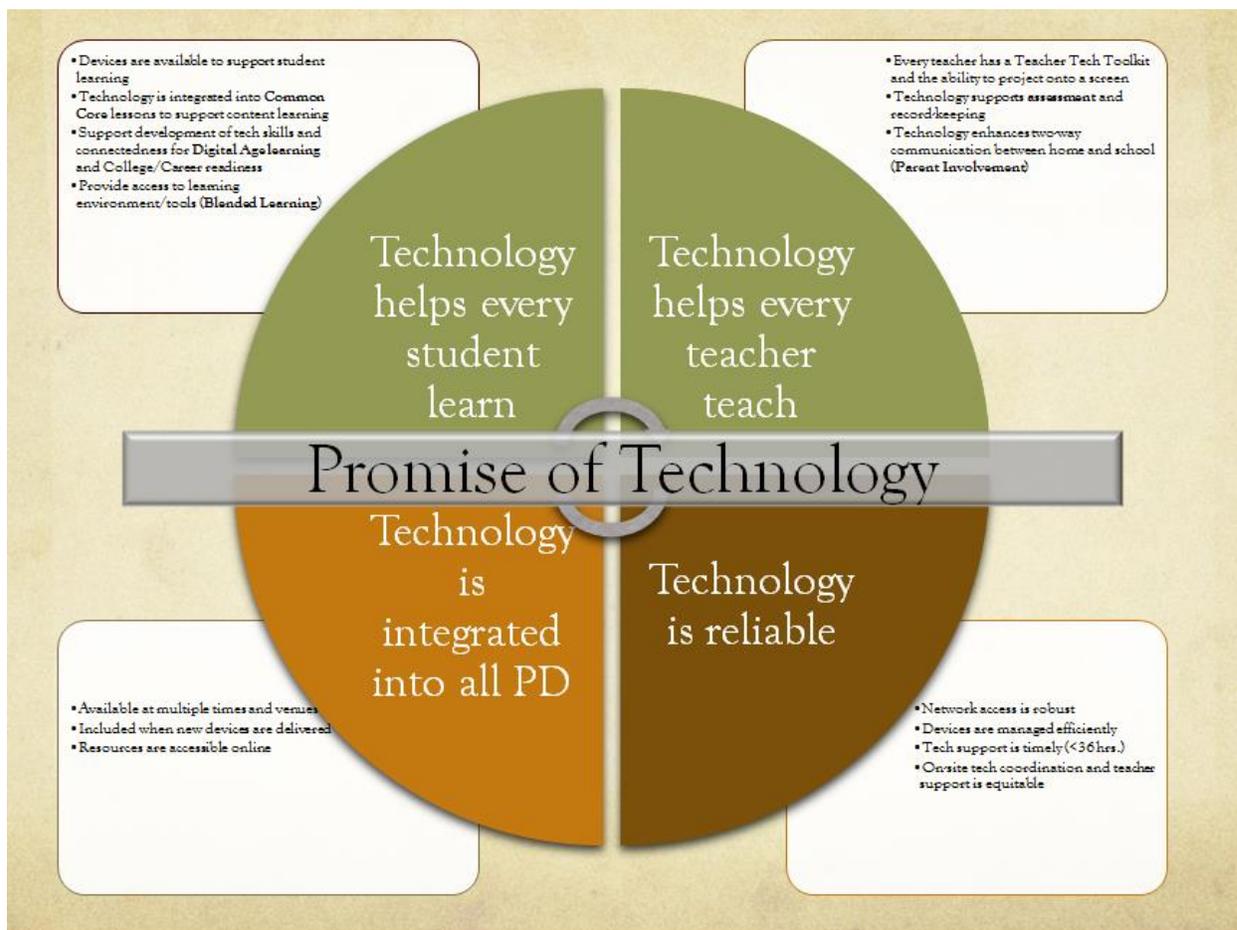
## Parent Involvement

- **Bilingual, Bicultural Liaisons** (EL families, parent services, opportunities, translators in multiple languages)
- **Communication** (survey, web services, direct communication with teachers)
- **Opportunities for Parent Engagement at the District and Site Levels** (access day and night, fun, academic acknowledgment, coffee with principal, booster club, child care provided, parent outreach center)
- **Parent training** (child development, parenting, **web services, technology**, GED, ESL, adult education, academic support, attendance)
- **PR Training for All District Staff** on how to improve and develop positive interactions with parents
- **Wireless access for families**

## Promise of Technology

The goals of the Technology Integration Services department (also known as the Educational and Information Technology) are depicted in the graphic, Promise of Technology. The promise of technology can be realized if...

- Technology helps every student learn
- Technology helps every teacher teach
- Technology is reliable
- Technology is integrated into all professional development



### **Major Initiatives in 2015-18**

Past District Technology Plans mapped out incremental growth in the use of technology. Three major initiatives that were deployed in 2015-18 have spurred rapid growth in technology integration efforts: (1) Project LEAN In, our teacher-based 1:1 program, (2) expansion of Aeries SIS to include online registration, gradebook, and app, and (3) a consolidated communication management system (CMS) for web services, parent involvement app, and alerts and messaging.

This technology plan reflects the impact of these initiatives, especially as it pertains to technology integration in the classroom, professional development, and home to school communication.

### **1b. Stakeholders**

The following describes the process by which the District completed the technology plan and included community stakeholders.

This plan was formed by working with all stakeholder groups in varying capacities that are impacted by the Technology Plan. There were multiple

levels of involvement for stakeholders, including: serving on the Tech Plan Committee, participating in the two-week Thought Exchange (online many-to-many open-ended discussion tool), sending feedback through site representatives, and/or public comment at Board Meetings (May 15 Informational Item; June 5 Action Item). It was essential that all of the stakeholders were represented during the writing process so that the document would be a meaningful “living document.”

Members of the San Lorenzo Unified School District’s Education Technology Advisory Committee (ETAC) were integral to the tech plan writing process. Each site has a member on ETAC, and all monthly ETAC meetings are open to anyone who is interested in attending. ETAC approved the process for refreshing the technology plan as follows:

1. **Recruit stakeholder representatives via all Staff email**, outlining the process, time commitment (:45 each month January through May and independent time to read and comment before meetings) and timeline of the process.  
Timeline: January 9-31, 2018
2. **Solicit input from District Community** via Thought Exchange for the core sections:  
Section 2 – Curriculum  
Section 3 – Professional Development  
Section 4 – Infrastructure  
The results are viewable by all who participate in Thought Exchange. Summaries will be downloaded as well.  
Timeline: January 9-31, 2018
3. **First Draft, Feedback/Input, and Committee Edits**  
The Technology Integration Department will be responsible for transcribing the previous plan to the state Tech Plan Builder and providing a recommended first draft at least a month before each section is scheduled to be discussed. All sections will be available electronically to all ETAC Tech Plan Committee members for feedback and input. Sections will be discussed face to face from 5:00-5:45 following ETAC meetings.  
January 25, 2018 – Section 1: Plan Background; Section 5 Monitoring and Evaluation  
February 22, 2018 – Section 2: Curriculum  
March 22, 2018 – Section 3: Professional Development  
April 26, 2018 – Section 4: Infrastructure

4. **Final Draft** – Tech Plan Committee and ETAC will make final edits to the plan.  
Timeline: April 26
  
5. **Board Presentation** – Present draft of District Technology Plan at Study Session  
Timeline: May 15, 2018
  
6. **Request Board Approval**  
Timeline: June 5, 2018

Tech Plan Committee members provided input in their areas of responsibility and interest asynchronously and at as many face-to-face meetings as possible.

### **Tech Plan Committee Members**

<b>Name</b>	<b>Position</b>
Fred Brill	Superintendent
Madelyn Gabel	Assistant Superintendent, Business Services
Barb DeBarger	Assistant Superintendent, Education Services
James Aguilar	Student Trustee, Board of Education
Sam Sakai-Miller	Director, Technology Integration Services
Janette Hernandez	Director, Secondary Education
Amy Capurro	Director, Special Education
Neal Bloch	Director, Data, Assessment and Evaluation
Ammar Saheli	Director, Student Support Services
Frank Ng	IT Supervisor
Angelica Huerta	Parent
Teresita de Jesus	Parent
Lori McCaughtry	Teacher on Special Assignment, Elementary

Alexis Meron	Teacher on Special Assignment, Secondary
Angela Cattin, Charles Dietz, Deja Escalera, Jesse Furman, Rachel Horne-Hernandez, Eunjee Kang, Joshua Kangas, Carissa Lynds, Monita Ma, Thomas Mills, Jane Nikkel, Dale Phillips, Abra Quinn, Patti Stein, Joyce Sterling, Pat Schultz	Education Technology Advisory Committee Representatives (teachers, administrators, and librarian who participated in Tech Plan revision meetings)

**1c. Relevant Research**

The information below is a summary of the relevant research and how it supports the plan's curricular and professional development goals.

San Lorenzo Unified School District believes that all students should be prepared to compete and be successful in the Digital Age. The District’s mission is to seamlessly integrate educational technologies into learning opportunities whenever possible and appropriate. The goals, objectives, benchmarks, and timelines presented and described in the previous sections of the plan are derived from research-based, proven or promising emerging strategies and methods for student learning, teaching, and technology management. Our technology plan lists clear goals, objectives and strategies for integrating technology into the curriculum to improve student learning in all areas.

Research and relevant resources can be organized into the following four areas: (1) Learning Standards, (2) Integration of Technology Tools, (3) Professional Development, and (4) Data-Driven Instruction.

**Learning Standards** - In order to systemically and systematically improve learning and teaching, it is important to use common vocabulary and standards. The District’s infrastructure must support the requirements of Common Core assessments and improve day to day instruction. "The new assessments demand a certain amount of bandwidth and updated operating systems, but by upgrading Wi-Fi networks, hardware and software beyond what the online assessments require, experts say districts also can make substantial improvements to everyday instruction—which, in turn, could lead

to higher achievement and test scores.” (Core capacity: Going beyond required tech upgrades, *Matt Zalaznick, District Administration, February 2014*)

Common Core State Standards (CCSS), National Educational Technology Standards (NETS) for Students, Teachers, and Administrators, and 21st Century Learning Criteria identify the basic skills and content for teaching and learning.

- *Common Core State Standards* - <http://www.corestandards.org/the-standards>
- International Society for Technology in Education (ISTE) <http://iste.org>
- *2016 ISTE Standards for Students* - <https://www.iste.org/standards/for-students>
- *2016 ISTE Standards for Educators* - <https://www.iste.org/standards/for-educators>
- *ISTE NETS for Administrators* - <http://www.iste.org/standards/nets-for-administrators>
- *Partnership for 21st Century Learning* - <http://www.p21.org/tools-and-resources/publications/p21-common-core-toolkit>
- *World Class Learning: Educating Creative and Entrepreneurial Students*, Yong Zhao, 2012, Corwin Press

**Integrating Technology Tools** - Our district is also building capacity within digital technology and Web 2.0 applications for student and teacher use. This move is supported by research which shows aligning the 4 C's of Common Core: collaboration, communication, creativity and critical thinking. "Web 2.0 technologies are also associated with significant shifts in the nature of contemporary learners. A popular characterization of upcoming generations of learners is that they are 'digital natives,' who have grown up in a world of computers, mobile telephony and the internet, and now lead lives that are reliant upon digital media." (Educational Hopes and Fears for Web 2.0, Neil Selwyn, 2008.) This technology plan is modeled after the National Educational Technology Plan, 'best practices,' and the most applicable pieces of blended learning models.

- Learning Powered by Technology - National Educational Technology Plan - <https://tech.ed.gov/files/2017/01/NETP17.pdf>
- Using Technology with Classroom Instruction that Works Howard Pitler Elizabeth R. Hubbell Matt Kuhn, 2007. This book gives teachers strategies for using technology to help their students solve problems, use higher order thinking and practice concepts. One of the major

benefits of using technology in the classroom is that students develop skills that support lifelong learning which is the goal of education.

- Rise of K-12 Blended Learning: Profiles of Emerging Models Helen Staker, Innosight Institute, May 2011 \*  
[http://www.innosightinstitute.org/media-room/publications/education-publications/blended\\_learning\\_models/](http://www.innosightinstitute.org/media-room/publications/education-publications/blended_learning_models/)
- Innovation Age Learning: Empowering Students by Empowering Teachers, Sharon "Sam" Sakai-Miller, 2016. This book provides examples of strategies and actionable ideas for teachers to use to integrate technology tools in the classroom that foster collaboration, communication, creativity, and critical thinking.

**Professional Development** - the District has designed a research-based professional development program. Classroom technology integration models are designed to reflect technical support needs, teaching models and strategies that have been proven to improve student achievement. Effective technology integration requires that:

- Technical assistance be available when needed.
- There is time for teachers to plan, learn about, and implement technology applications
- Long-term staff development, rather than one-time workshops, is provided to support integration of technology into instruction.
- Technology skills are taught as a continuum of scaffolded skills so adult learners and children are less frustrated and continue to build onto a solid base of skills. (Sakai-Miller, 2016)
- Teachers must have ready access to technology while planning (Cradler & Cradler, 1995)

To support these findings the District's professional development program incorporates a combination of practices. The technology academies form the basis of technology integration PD and include a teacher toolkit to model 1:1 learning. Inquiry-based PD for Project LEAN In scaffolds onto the technology academies and supports teachers in cohorts to fully utilize dedicated carts of Chromebooks. Independent learning is encouraged and supported through district-created badges. This model of customized learning is supported by Michael Horn, co-founder of the Clayton Christensen Institute, who believes that this customization is key for both motivation and learning. (Ending the Classroom Factory Model: How Technology Will Personalize Education, Justin Monticello & Katherine Mangu-Ward, January 23, 2015)

School administrators make time available (Common Planning Time) for teachers to share their technology achievements, to plan as teams, and to meet with coaches. Teachers benefit from the time provided to work with

colleagues and plan for instructional technology integration. (Honey & McMillan, 1996).

**Data-driven Instruction** - Teachers and administrators need to learn how to access and use data to focus instruction and to know how to differentiate to meet the needs of individual students. Electronic systems with user-friendly interfaces, like NWEA and Illuminate, are essential for effective data-driven instruction. Research reflects the need for easy to access and understandable systems. “[S]tudent data are often stored in forms that are difficult to access, manipulate and interpret. Such access barriers additionally preclude the use of data at the classroom level to inform and impact instruction. Fortunately, there are newly available computer technologies that allow efficient organization and access to student data. In addition to allowing easier accountability reporting, these tools allow user-friendly data access at all educational levels, meaning that teachers can use these tools to engage in the informed reflection necessary to improve classroom practice.” (Wayman, J. 2005). The District is committed to continuing to use the data systems we have, and to continually improving how the data are used to support instruction. Additionally, using Google Classroom and Aeries Gradebook to manage daily class assignment grades will inform teachers’ next steps in their teaching process.

## **2. Curriculum**

The San Lorenzo Unified School District has established clear goals and implemented realistic strategies for using telecommunications and informational technology to improve educational services. The District has sought fresh input from all stakeholders to shape future needs and goals through surveys and a ThoughtExchange. (ThoughtExchange is a new community-building tool that allows members to share ideas, star the ideas of others, and watch trends.)

### **2a. Teachers' Access to Instructional Technology**

The San Lorenzo Unified School District is committed to providing all teachers and students access to grade-level appropriate technology tools that enhance learning, teaching, and productivity. The following section describes the access teachers have to technology in their classrooms, library/media centers, and labs.

At minimum, each classroom is equipped with a desktop computer and projection device. Most teachers also have access to a document camera, speakers, and screen in their classrooms. Equipment varies from site to site because technology purchases are determined by the site administrator, often with the help of a site technology committee. Each site has the responsibility and flexibility to provide access to technology to meet the needs of their teachers and students.

The District has tied specific technology professional development for different levels of teacher-access to technology tools to encourage full integration of technology into the learning environment. (See Section 3. Professional Development for more details.)

- Chromebook Orientation (1 hour) – for teachers who want access to shared carts of Chromebooks
- Teacher Tech Academy (12 hours) – for teachers who want a new laptop
- Project LEAN In (~25 hours paid training) – for teachers who want a dedicated cart of Chromebooks

Ultimately the goal is to equip each core curriculum classroom with dedicated mobile carts of age-appropriate devices, effective instructional technology set-ups, and professional development support to build technology leadership capacity at each site.

Funding future cohorts of Project LEAN In will be determined by the Budget Reduction Task Force and LCAP process. Other teachers will continue to have access to shared carts of mobile devices and can sign up for computer labs. The following table lists the number of dedicated carts at each elementary, middle, and high school site by June 2018. 243 of the 368 (66%) of core content teachers in grades 1 through 12 have dedicated carts.

Since providing classrooms with clear projection options was a high trending thought on the ThoughtExchange (February 2018), a count of HDTV monitors is also included in the list. Sites began replacing SmartBoards with HDTVs in June 2017, and began purchasing interactive HDTVs in December 2017. Since HDTVs are purchased with site funds, it will take several years for the numbers to balance out.

Site	# Classroom Teachers in Gr. 1 - 5	# Teachers with dedicated carts	% of teachers with dedicated carts	# classrooms with HDTV monitors	Comments
Bay Elementary	14	14	100%	5	Bay is wall-to-wall 1:1 in grades K-5
Colonial Acres Elementary	20	14	71%	34	In addition, Colonial has one TK and one K teacher in Project LEAN In
Corvallis Elementary	15	7	47%	5	In addition, two SDC teachers have dedicated carts
Dayton Elementary	14	10	71%	0	Dayton has mini-labs of Chromebooks in some of their K-5 classrooms
Del Rey Elementary	15	15	100%	1	By the June 2018, Del Rey should be wall-to-wall 1:1 in grades 1-5 and mini-labs for TK-K

Grant Elementary	13	7	54%	0	In addition, Grant has two K teachers and a music teacher in Project LEAN In
Hesperian Elementary	19	15	79%	19	In addition, Hesperian has two K teachers in Project LEAN In
Hillside Elementary	15	9	60%	4	
Lorenzo Manor Elementary	19	11	58%	21	In addition, Lorenzo Manor's music teacher is a Project LEAN In teacher

Site	# Core Content Teachers	# Teachers with dedicated carts	% of teachers with dedicated carts	# classrooms with HDTV monitors	Comments
Bohannon Middle School	28	28	100%	14	Bohannon is currently wall-to-wall 1:1; but some of the loaner carts are the original Samsung Chromebooks that need to be replaced soon
Edendale Middle School	28	28	100%	12	Edendale is currently wall-to-wall 1:1, but some of the loaner carts are incomplete due to damaged devices

Washington Manor Middle School	23	17	68%	13	In addition, WMMS's band teacher is a Project LEAN In teacher
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Site	# Core Content Teachers	# Teachers with dedicated carts	% of teachers with dedicated carts	# classes with HDTV monitors	Comments
Arroyo High School	69	25	36%	0	AHS has several loaner carts that were purchased through Measure O or Small Learning Communities (Perkins)
East Bay Arts and Royal Sunset	22	14	64%	0	It is difficult to separate EBA and RS because some teachers support both campuses
San Lorenzo High School	54	29	54%	0	SLZ has a few loaner carts that were purchased through Measure O which ended in 2016

## 2b. Students' Access to Instructional Technology

Improved student access to technology tools began in 2014 as each site prepared for online Common Core assessment known as California Assessment (CAASP). Every site had at least one testing venue, and many supplemented the labs with mobile labs that contained Chromebooks or student laptops.

Student access improved exponentially with the implementation of Project LEAN In and site purchases of Chromebook carts. The tables in the previous sections show the percent of classrooms (elementary) or core content classrooms (secondary) that have dedicated carts. As of May 2018, more

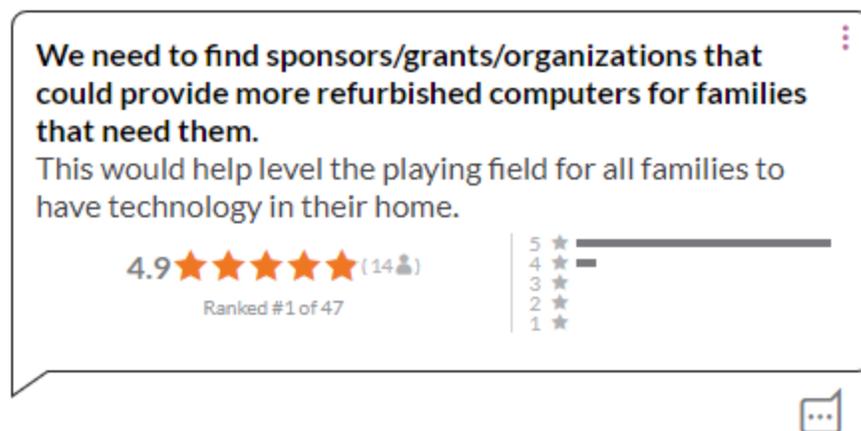
than 9,100 Chromebooks are available for student use (enrollment in October 2017 was 10,467.) There are now discussions of moderating student use of technology and limiting screen time. Students in every classroom or core content class should have the option to use technology and 24/7 access to technology resources.

In past technology plans, the District surveyed sites to ensure equitable student access to technology before and after school and during lunch because student access was limited to visiting computer labs or cycling through mini-labs in their classes. As technology integration became more prevalent, the focus shifted to student access to technology outside of the classroom. It was not reasonable for students to continue with their projects and assignments at the library or other places offering free wireless service.

Between January 2015 and November 2017, just over 200 families received refurbished computers (with monitors and keyboards) through the District's partnership with Oakland Technology Exchange (now Tech Exchange West). Families were invited to attend a two-part Tech Fair:

- Part One: Focus on Learning was a student-led tour of Google Classroom, Office 365, and other electronic learning resources such as Newsela, BrainPop, or Learn 360
- Part Two: Focus on Access was a quick lesson in computer basics and maintenance so families could set up and use their computers at home

The top trending idea out of 47 ideas in the ThoughtExchange suggests that the District needs to find more sponsors and opportunities to provide refurbished computers for families that need them.



**We need to find sponsors/grants/organizations that could provide more refurbished computers for families that need them.**  
This would help level the playing field for all families to have technology in their home.

4.9 ★★★★★ (14 👤)  
Ranked #1 of 47

5	★	████████████████████
4	★	██████████████████
3	★	████████████████
2	★	██████████████
1	★	██████████

⋮

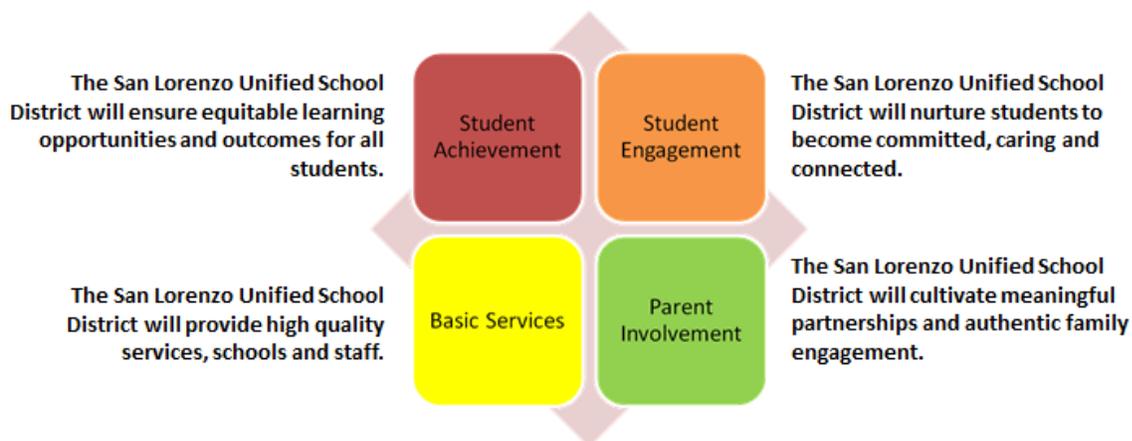
💬

## 2c. Using Technology to Improve Teaching and Learning

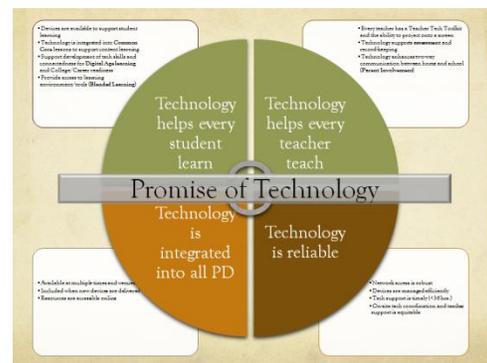
The following describes San Lorenzo Unified School Districts' goals and implementation plan, with annual activities, for using technology to improve teaching and learning. This section explains how these goals align to the District's curricular goals that are supported by the Local Control and Accountability Plan (LCAP) and other future funding proposals or partnerships that will be needed in order to successfully implement this technology plan.

Technology is a tool for helping teachers, staff and students achieve the District's strategic goals. The District's curricular goals, as stated in the LCAP Plans starting in 2014-15, combine the eight essential conditions for learning as outlined by the California Department of Education (CDE) into four goals:

The District Goals that drive the work are:



The foundation for success starts with equity for all through culture and climate, restorative practices, and basic services. Equity stimulates student engagement, family involvement, and professional learning. The District is systemically improving its curriculum by implementing the Common Core State Standards (CCSS). In addition to the 4Cs (collaboration, communication, creativity, and critical thinking skills), Common Core instruction is characterized by reading and writing across the curriculum, research, media and technology integration. The CCSS is designed to prepare students for college and career readiness and integrates technology skills for deeper understanding of content and developing collaborative, problem solving-based learning.



The vision of Technology Integration Services, as stated in its “Promise of Technology,” are aligned to the District’s commitment to equity. The Promise of Technology can be realized when (1) technology helps ALL students learn, (2) technology helps ALL teachers teach, (3) technology is reliable, and (4) technology is integrated into all professional development.

Additional top trending ideas in the ThoughtExchange communicate a need for (1) staff professional development (see Section 3), (2) exposing students to new technologies, (3) access to technology with keyboards, and (4) parents’ needs for technology and training.

**Additional training may be needed for some staff.**  
Some staff are not technologically literate.

4.7 ★★★★★ (10)

Ranked #2 of 47

5 ★ ██████████  
4 ★ ████████  
3 ★ ██████  
2 ★ █████  
1 ★ █████



**Take advantage of ACoE 3D printer offers**  
Expose students use new technology

4.7 ★★★★★ (10)

Ranked #3 of 47

5 ★ ██████████  
4 ★ ████████  
3 ★ ██████  
2 ★ █████  
1 ★ █████



**Provide skilled programming/engineering teachers**  
It saves time and money - instead of paying teachers to learn what they need to teach, while they are teaching it.  
We are cheating our students.

4.6 ★★★★★ (8)

Ranked #4 of 47

5 ★ ██████████  
4 ★ ████████  
3 ★ ██████  
2 ★ █████  
1 ★ █████



**Computer Programming Classes**  
 expose students to coding

4.5 ★★★★★ (15 👤)  
 Ranked #5 of 47

5 ★ ██████████  
 4 ★ ████████  
 3 ★ ██████  
 2 ★ █████  
 1 ★ █████



**chromebooks**  
 students need to learn how to use devices with keyboards  
 and how to navigate computers, internet, and technology

4.4 ★★★★★ (14 👤)  
 Ranked #6 of 47

5 ★ ██████████  
 4 ★ ████████  
 3 ★ ██████  
 2 ★ █████  
 1 ★ █████



**Access to technology for all students and staff.**  
 Students need to be prepared to use technology in the  
 future for employment.

4.4 ★★★★★ (10 👤)  
 Ranked #7 of 47

5 ★ ██████████  
 4 ★ ████████  
 3 ★ ██████  
 2 ★ █████  
 1 ★ █████



**Provide translations for all parents**  
 Help parents stay involved and connected

4.4 ★★★★★ (10 👤)  
 Ranked #8 of 47

5 ★ ██████████  
 4 ★ ████████  
 3 ★ ██████  
 2 ★ █████  
 1 ★ █████



**Coding for Students**  
 There are thousands of computer science and coding jobs going unfilled today.

4.3 ★★★★★ (15 👤)  
 Ranked #9 of 47

5 ★	████████████████████
4 ★	██████████████████
3 ★	██████████████
2 ★	██████████
1 ★	██████



**Engineering courses**  
 exposure to new careers

4.3 ★★★★★ (15 👤)  
 Ranked #10 of 47

5 ★	████████████████████
4 ★	██████████████████
3 ★	██████████████
2 ★	██████████
1 ★	██████



**One-to-one at home and school WOULD be great**  
 But how can we as a district have any effect on home access?

4.3 ★★★★★ (15 👤)  
 Ranked #11 of 47

5 ★	████████████████████
4 ★	██████████████████
3 ★	██████████████
2 ★	██████████
1 ★	██████



**exposure to what careers use computers for**  
 help prepare students

4.3 ★★★★★ (15 👤)  
 Ranked #12 of 47

5 ★	████████████████████
4 ★	██████████████████
3 ★	██████████████
2 ★	██████████
1 ★	██████



Teachers and administrators recognize the value of technology-rich lessons and projects to engage students, support different learning styles, and encourage collaboration, innovation, and problem solving. The following goals will guide the use of technology to support our district's student achievement of Common Core content standards, and college and career readiness.

Digital Equity means that all students and teachers have access to technology at all times, as outlined in the National Educational Technology Plan. The District's wireless network was upgraded in Summer 2014 to support full time access for all students and teachers. However, until all teachers have dedicated carts of devices for their students, so students are not visiting technology in computer labs, technology will not be fully integrated into the curriculum. The goals in section 2c are separated into two categories: (1) goals for technology in the classroom and (2) goals for continuous learning through technology.

### **Goals for Technology in the Classroom**

There are two primary goals for technology in the classroom: (1) to be one-to-one, wall-to-wall across the District in core curriculum classrooms in grades one through 12; and (2) expand student access to new technologies such as coding and programming.

#### Universal Access to Technology

All TK-12 students need to have access to technology in order to have equitable access to robust learning environments. In TK-K, students do best with small group instruction, so the dedicated cart model has changed to smaller carts like the Carrier 10 with between 7-10 flip Chromebooks that work like a Chromebook with a keyboard and touchscreen or an Android Tablet. First grade carts include a class set of flip Chromebooks at a 1:1 ratio. Dedicated carts in grades 2-12 include a class set of Chromebooks with keyboards.

Goal 2c.1 Provide universal access to technology to ALL students in an age-appropriate manner.

Objective 2c.1 100% of core content classrooms in grades 1-12 will have dedicated carts of one-to-one computing devices to provide all students with technology-rich learning environments that advance authentic knowledge, skills and attributes.

#### Benchmarks:

- Year 1: 70% of core content classrooms in grades 1-12 will have dedicated carts of one-to-one computing devices to provide all students with technology-rich learning environments that advance authentic knowledge, skills and attributes.
- Year 2: 85% of core content classrooms in grades 1-12 will have dedicated carts of one-to-one computing devices to provide all

students with technology-rich learning environments that advance authentic knowledge, skills and attributes.

- Year 3: 100% of core content classrooms in grades 1-12 will have dedicated carts of one-to-one computing devices to provide all students with technology-rich learning environments that advance authentic knowledge, skills and attributes.

### Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Encourage core curriculum teachers to apply for and fully participate in Project LEAN In	Summer and Winter 2018, ongoing as funding permits	Director of Technology Integration Services, District and site administrators, TSAs, Project LEAN In alumni	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology integration to support the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results. Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	Number of completed applications
Teachers who successfully apply for Project LEAN In will receive professional development to help them manage their devices, integrate technology on a regular basis, and measure the impact of their instructional strategies	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs		Workshop materials, badges, blogs
Teachers who inherit	Fall 2018, ongoing	Director of Technology		Workshop materials,

dedicated carts of devices will receive professional development like Project LEAN In teachers to help them manage devices, integrate technology on a regular basis, and measure the impact of their instructional strategies		Integration Services, District and site administrators, TSAs		badges, blogs
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*Coding and Programming*

The shortage of computer scientists and programmers is well-documented. The United States grants the highest number of visas to skilled technology workers. School districts across the country have begun to include computer science as a graduation requirement.

Students’ experience and exposure to coding and programming has been hit or miss at best so they are not being exposed to these vital skills that could bolster their current and future achievement. An hour of code, participating in summer or after school enrichment programs, or exposure to robots in the Wonder Lab is a good start but not enough. Students should not have to wait until high school to enroll in robotics, programming, or coding classes. The District website includes a page titled “Coding Is Cool” that provides links and descriptions of resources such as code.org, Litebot, Spritebox, and Tynker.

Goal 2c.2 Provide universal access to coding and computer science to ALL students in an age-appropriate manner.

Objective 2c.2 50% of students in grades 2-12 will have at least 10 hours of coding or programming experience each year.

Benchmarks:

- Year 1: 20% of students in grades 2-12 will have at least 10 hours of coding or programming experience each year.
- Year 2: 35% of students in grades 2-12 will have at least 10 hours of coding or programming experience each year.
- Year 3: 50% of students in grades 2-12 will have at least 10 hours of coding or programming experience each year.

### Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify and plan ways to include coding and computer science in grades 2-12	Fall 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs, Administrators, Teachers	The Director of Technology Integration Services is responsible for facilitating the integration of coding and computer science into the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results. Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	Usage data, course offerings at secondary, requests for PD support, anecdotal evidence
Provide resources to expand access and encourage exploration	Fall 2018, ongoing			

## **Goals for Continuous Learning through Technology**

There are three primary goals for enhancing continuous learning through technology: (1) provide 24/7 access to curriculum, enrichment activities, and skill building resources; (2) establishing robust communication with families and the community; and (3) expanding technology-rich opportunities for families.

This goal supports both the Family Involvement and Basic Services goals and is necessary to fully realize the impact of technology on student achievement and engagement.

### **24/7 Access to Curriculum, Enrichment Activities, and Skill Building Resources**

The seeds of intrinsically motivated lifelong learning are planted when learning continues beyond the classroom and school hours. The District provides online resources that are accessible in the classroom, at home, at the library, anywhere Internet is available -- for continuous learning. 24/7 access means students have the option to engage using technology, and does not suggest that they should be in front of the screen all the time.

Because of the District's high needs status, it is a significant challenge to provide equitable 24/7 access to curriculum, enrichment, and skill-building resources in that not all families have computers and/or Internet access at home. (See goal 2c.3.) This plan seeks to increase access and opportunities rather than limit them because of the current access gap.

- Curriculum
  - When teachers organize their curriculum through Learning Management Systems (LMS), such as Google Classroom, they expand access to curriculum beyond the classroom and school hours.
    - Google Classroom is available to all students and staff in the District, and is now fully integrated with the Aeries Gradebook and Student Information System.
    - Technology integration fully supports the tenets of Universal Design for Learning (UDL) because it provides opportunities for multiple means of representation of information, multiple means of expression, and multiple means of engagement.
    - Features within Google Classroom make it possible for support providers and parent-guardians to receive daily or weekly digests of classroom activities, missing assignments, and to communicate with teachers through email.

- **Enrichment Activities**  
Technology expands access for students to online and face-to-face enrichment activities.
  - Online enrichment activities include, but are not limited to, gaming and virtual reality sites, forums, coding, puzzle making, and virtual field trips. As with any online activity, care and caution should be exercised to ensure safe and appropriate participation. Filters are in place, but they are not fail safe.
  - Face-to-face enrichment opportunities can include single events or multiple sessions offered through afterschool, summer or community organizations.
  - Students are often so engaged in what they study in school that they want to continue on their own. Students often become interested in creating their own websites, games, presentations, videos, and animations after making one in school.
  
- **Skill-Building Resources**  
Skill-building can be fun, especially when they are self-paced and broaden students' interest.
  - Technology allows personal choice, personalization, and access to content that extends the curriculum.
  - The District provides access to Google apps and its hundreds of apps that help students improve basic skills such as reading, writing, solving math problems, and keyboarding.
  - The District also provides subscriptions to electronic learning resources, such as BrainPop, NewsELA, and Learn 360 that help students keep current with world and national events while developing standards-based skills.

### *Robust Communication*

Continuous learning can only occur when a robust communication system is in place. Effective school to home communication is necessary to partner with families to encourage learning, ensure safety, and provide for future opportunities. Communication tools need to be user-friendly, inclusive, and forward thinking to truly engage families.

- **School to Home Communication Tools**  
The Board of Trustees approved the purchase of a new communication management system (CMS) that provides website hosting, an interactive community app, and messaging/alerts in a consolidated manner. The District initiated online registration in 2017 through the Aeries Family Portal, which has expedited communication of

attendance and grading. Electronic flyers through Peachjar has cut the cost of printing.

- Website

The new website will utilize responsive technology to make the pages more mobile friendly and content will be reorganized from a user's perspective. Additionally, sites will be able to collect money online.

- App

The interactive community app will require parent-guardians to login to access content, making all communication through the app password-protected and more secure. Teachers will be able to post events that have reminder, sign up, payment, and signature features built in to them, as well as creating conference sign ups. Two-way messaging through the app will also be more secure.

- Messaging and Alerts

The District had relied on a phone messaging service and mail to communicate with families. However, with the prevalence of email, text, and the use of cell phones, making "robocalls" became ineffective. In fact, parent-guardians began screening all calls from the school and/or district, including calls from the school nurse or principal.

When the new CMS is initiated on July 1, 2018, the District will utilize a tiered alert/messaging system. Emergency messages will be sent through all channels—phone, text, email, and banner on the website. Normal communication will occur through daily digests of email. Parent-guardians can opt in to continue receiving messages by phone, if they choose. Language options should also become available in July 2018.

- Aeries Student Information System and Gradebook

The District is encouraging students and parent-guardians to stay on top of attendance and grade information through the Aeries Family Portal (website or app). The District implemented online registration in 2017 to update student information more expeditiously and to reduce cost. As a result of online registration, 89% of students have at least one parent-guardian email on file.

- Peachjar Electronic Flyers

San Lorenzo Unified School District uses a new electronic flyer

communication tool called "Peachjar." Electronic flyers are more interactive. With just one click, parent-guardians can contact organizers, register for the event, save items to their wish list, or make details handy on any device. This "green" initiative can save schools tons of paper and reduce copy costs by thousands of dollars. On top of that, posting school flyers in this electronic backpack removes a significant administrative burden from teachers, office staff, and volunteers.

- Home to School Communication Tools  
Effective communication has to go both ways. Traditional home to school communication includes calling on the phone, sending an email, completing surveys, scheduling conferences or visiting the school. Digital communication has expanded the reach and the number of options.
  - In-App Email  
Aeries Family Portal, Google Classroom, and the website all include an in-app email option.
  - Electronic Surveys  
Parent-guardians and students are invited to participate in several district and state surveys including the LCAP survey, California Healthy Kids Survey, and technology surveys.
  - Family Engagement Events  
Regularly scheduled meetings and events occur on the District and site level. Examples include DELAC, principal's coffee clubs, Parent Project, and special services parent club.
  - Committees  
Parent-guardians are encouraged to participate in all committees, such as the site council, Budget Reduction Task Force, LCAP, Technology Plan.

### *Family Technology*

Continuous learning through technology can only happen by providing support to families in the form of access to computing devices, software and apps, and hands-on learning opportunities.

- Access to Computing Devices  
Over 200 families received refurbished desktop computers through a partnership with Technology Exchange West (formerly known as OTX). Families were expected to subscribe to low-cost Internet (approximately \$10/month) and to attend two sessions of the family

tech fair. Part one featured a focus on learning and part two had a focus on access.

- The need for computing devices with keyboards is still great in the District. New sources of refurbished computers are needed, as well as outside-of-the-box thinking. Grants, education foundation funding, and build-a-laptop projects are starting points for supporting families. Chromebooks are also an economical option.
  - Many homes are without Internet service. Awareness campaigns for low cost services should be included in all family tech fairs and outreach projects.
- Software and Apps  
Once families are able to access computing devices, they will be able to take advantage of students' Office 365 download privileges (currently available to students in grades 2-12). All online subscriptions are available to students 24/7 through the Chrome browser. Students also have access to the Google Apps Store and can supplement the Google-recommended apps that the District pushes out to them.
  - Hands-on Learning Opportunities  
Demand for hands-on technology learning opportunities has increased tremendously with the rise of 1:1 computing in classrooms and the District's implementation of online registration and communication. Three ways to potentially meet the need include: technology fairs and workshops, technology spotlights in regularly scheduled meetings that are already in place, and offering technology basics at the Adult School.
    - Technology Fairs and Workshops  
Technology fairs were part of the distribution of refurbished computers. Students at Del Rey Elementary led a technology fair an hour before their Open House, and the success of this event suggests it can and should be replicated at other sites. Feedback from parent-guardians also indicates that District technology fairs would be well-attended.
    - Technology Spotlights  
There is great potential to increase the number of technology spotlights at existing regularly scheduled meetings, such as DELAC, principal's coffee clubs, Parent Project, and special services parent club. Organizers have expressed interest in hands-on features on Aeries Family Portal, district-provided subscriptions, and communication tools. Parent-guardians

want to be more fluent with technology so they can better support their students.

- Adult School  
Most of the classes at the San Lorenzo Adult School focus on English Learners. It is a possibility to work with the Adult School to offer more computer classes to meet adult students' interest.

Goal 2c.3 Support continuous learning through technology for ALL students in an age-appropriate manner.

Objective 2c.3 50% of families will participate in the continuous learning project to increase access to computing devices, software and/or apps, or hands-on technology fairs.

Benchmarks:

- Year 1: 20% of families will participate in the continuous learning project to increase access to computing devices, software and/or apps, or hands-on technology fairs.
- Year 2: 35% of families will participate in the continuous learning project to increase access to computing devices, software and/or apps, or hands-on technology fairs.
- Year 3: 50% of families will participate in the continuous learning project to increase access to computing devices, software and/or apps, or hands-on technology fairs.

### Implementation Plan

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Continue to provide online curriculum, enrichment, and skill building resources	Fall 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology integration to	Usage reports, Board statements, invoices
Build awareness	Fall 2018, ongoing	Director of Technology	technology integration to	Meeting agendas,

with families regarding the 24/7 availability of these curriculum, enrichment, and skill building resources		Integration Services, District and site administrators, TSAs, teachers	support the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results. Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	communication to families, usage reports
Provide robust communication tools to enhance two-way communication	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs		Meeting agendas, communication to families, usage reports
Pursue opportunities to provide increased access for families to computing devices	Fall 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs, grants, community partners		Meeting agendas, communication to families, sign in sheets, records of donations to families
Support family technology through increased access to software and apps	Fall 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs, teachers		Meeting agendas, communication to families, sign in sheets, usage reports
Support family technology through hands-on learning opportunities	Fall 2018, ongoing	Director of Technology Integration Services, District and site		Meeting agendas, communication to families, sign in sheets

		administrators, TSAs, teachers, students		
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## Funding

**LCAP Supplemental and Concentration Funds:** Since more than 70% of the District’s students fall into the unduplicated student count, the District receives Supplemental and Concentration funds. Technology-related LCAP Initiatives totaled close to \$1.3 million that were paid for with a combination of LCAP funds and other one-time monies. The LCAP funding process requires annual adjustments of the plan based on community input. With so many competing priorities, it is difficult to predict if Project LEAN In and funding for professional development will continue to be available in subsequent years.

**Bond Measures:** In March 2018, the Board of Trustees voted to go after a facilities bond measure. Technology purchases were included in the Facilities Master plan and would be supported through the new bond measure.

**E-rate:** The District will continue to apply for the FCC E-Rate telecommunications fund through USAC to offset the cost of Internet access and related infrastructure.

**Grant Opportunities and Reimbursement Programs:** The District will continue to apply for appropriate grants that support classroom technology, staff development and infrastructure needs and upgrades.

## **2d. Acquisition of Technology Skills and Information Literacy Skills Needed for College and Career Readiness**

The following section describes the San Lorenzo Unified School District's goals and implementation plan including annual activities for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

Global competition and rising workforce requirements make digital literacy skills essential for success in the new millennium. Technology skills are necessary for understand and meeting the goals of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Not only must our students be able to read and write, they must also analyze data, solve problems and communicate through technology. Effective teachers use technology to teach content identified in the CCSS and NGSS to make learning more accessible, engaging, and academically rigorous. Students will use a variety of devices and applications to work on cross curricular projects that demonstrate higher order thinking skills and understanding of the content standards.

San Lorenzo has a Board adopted [Technology Integration Matrices](#) for K-5 ELA standards that outlines what technology skills and corresponding project ideas to ensure that students technology skills build on one another from year to year. According to the National Education Technology Standards for Students (NETS-S) # 5 Technology research tools Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. Since Information Literacy Skills are a part of the International Society for Technology in Education (ISTE) they will be integrated in the projects and rubrics that are created in the duration of this plan. Section 2d was written in collaboration and conjunction with the District Library Plan Committee.

ISTE has outlined in the National Educational Technology Standards (NETS), the technology skills that students, teachers, and administrators should possess. The ISTE standards "are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world" (ISTE, 2013). It identifies six domains: (1) creativity and innovation, (2) communication and collaboration, (3) research and information fluency, (4) critical thinking, problem solving, and decision making, (5) digital citizenship, and (6) technical operations and concepts" (2013. Standards for Students - ISTE. Retrieved May 28, 2015, from <http://www.iste.org/standards/standards-for-students>).

In order for students to meet these standards, teachers need to be aware of the ISTE-NETS for students and teachers to effectively integrate technology into the curriculum and prepare students for college and/or careers. According to ISTE, "Our students are at the center of everything we do. As educators, our foremost goal is to prepare them for their future. The ISTE Standards describe the skills and knowledge they need to learn effectively and live productively in an increasingly global and digital society." (ISTE, 2015).

Goal 2d.1: All students will develop the technology and information literacy skills needed to be college and career ready.

Objective 2d.1: 100% of K-12 students will demonstrate grade-level-appropriate technology and information literacy skills, as identified and integrated in the Common Core State Standards (CCSS).

Benchmarks:

- Year 1: 60% of K-12 students will demonstrate grade-level-appropriate technology and information literacy skills, as identified and integrated in the Common Core State Standards (CCSS).
- Year 2: 80% of K-12 students will demonstrate grade-level-appropriate technology and information literacy skills, as identified and integrated in the Common Core State Standards (CCSS).
- Year 3: 100% of K-12 students will demonstrate grade-level-appropriate technology and information literacy skills, as identified and integrated in the Common Core State Standards (CCSS).

#### Implementation Plan

<b>Activity</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Evaluation Instrument</b>
Teachers will become familiar with the CCSS and Model Schools Library Standards (MSLS)	Summer 2018, ongoing	District and site administrators, TIS and Library Services, teachers	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology	Workshop materials, evaluations from PD workshops

information literacy and technology integration components.			integration to support the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results. Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	
Train teachers on use of technology and information literacy	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TIS TSA and Library Services, teachers		Workshop materials, evaluations from PD workshops
Teachers will develop strategies for introducing, integrating and evaluating appropriate grade level technology and information literacy skills into the CCSS	Summer 2018, ongoing	Teachers, teacher librarians, site administrators, Director of Technology Integration Services, district librarian, TIS TSA		Lesson plans, student projects
Develop rubrics for evaluating students' information literacy and	Fall 2018, ongoing	Teachers, teacher librarians, site administrators, Director of Technology		Pilot use of rubrics, evaluate, revise as needed

technology skills		Integration Services, district librarian, TIS TSA		
Share collaborative lesson plans and support documents on Technology Integration and Library Services websites	Summer 2018, ongoing	Director of Technology Integration Services, TIS TSA and district librarian, site administrators, teachers		Lesson plans and support documentation on website
Implement lessons and use rubrics to evaluate students' proficiency with information literacy and technology skills	Fall 2018, ongoing	Teachers and site administrators		Student work samples, rubrics, and data analysis

## **2e. Internet Safety and Ethical Use of Technology**

The following sections describe the San Lorenzo Unified School District's goals and implementation plan to address data privacy, Internet safety and the appropriate and ethical use of technology, including AB 307 and Children's Internet Protection Act (CIPA) compliance, in the classroom. Beginning in April 2016, rules regarding Children's Online Privacy Protection Act (COPPA) require school districts to include policies regarding deletion of student accounts in a timely manner after they leave the district. Changes in technology and improved technology integration within the District warrant revisions in the Student Responsible Use Agreement.

With the rapid changes in technology and the ever-present demands on educators in the Digital Age, San Lorenzo teachers need support to continue to facilitate and inspire students by modeling digital-age work and learning, and by promoting positive digital citizenship, safe and ethical use of information and technology. In order for teachers to meet these demands, rigorous and timely professional development and focused technology leadership at the school sites, are both priorities.

### **Internet Safety**

All Internet content through the District is filtered per CIPA. Students and staff agree to follow the acceptable use policy (see appendix) and Internet safety is part of the digital citizenship curriculum.

Digital Citizenship lessons will be integrated into instruction at all grade levels since it is already embedded throughout the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Model School Library Standards for California Public Schools (MSLS). For example, lessons will include topics on but not limited to: creating a positive digital footprint, identity safety, preventing cyber bullying, preventing plagiarism, using copyright friendly images, citing sources, and learning about copyright laws and fair use principles. These topics will be integrated into grade level curriculum content.

With a district-wide team, led by Technology Integration Services (TIS) and Library Services, Digital Citizenship Curriculum will be reviewed (such as Common Sense Media, Netzsmartz, etc.), in order to provide all teachers with lesson plans and resources to be taught at each grade level, every year, integrated into curriculum content and project based learning activities that are utilizing the use of technology as a learning tool and teaching information literacy skills. Rubrics will be developed for these projects that

assess competency in Digital Citizenship principles as well as information literacy and technology skills.

Currently there is no formal instruction for teachers on copyright and fair use policies. Student policies are discussed at faculty meetings, team meetings and when an issue arises. One of our objectives to support goal #1 will be a more formalized training on copyright and fair use for teachers.

Digital citizenship is addressed in the NETS-S and National Educational Technology Standards – Teachers (NETS-T) and thus will be included in the rubrics developed for all project based learning activities. Specifically students and staff will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior while using information and technology. Learning how to be good digital citizens will develop leadership so students and staff can not only practice safe, legal, and responsible use of information and technology, but also be advocates. Students and staff will exhibit positive attitudes toward using technology that supports collaboration, learning and productivity.

## **Ethical Use of Technology**

With the rapid changes in technology and the ever-present demands on educators in the Digital Age, San Lorenzo teachers need support to continue to facilitate and inspire students by modeling digital-age work and learning, and by promoting positive digital citizenship, safe and ethical use of information and technology. In order for teachers to meet these demands, rigorous and timely professional development and focused technology leadership at the school sites, are both priorities.

Digital Citizenship lessons will be integrated into instruction at all grade levels since it is already embedded throughout the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Model School Library Standards for California Public Schools (MSLS). For example, lessons will include topics on but not limited to: creating a positive digital footprint, identity safety, preventing cyber bullying, preventing plagiarism, using copyright friendly images, citing sources, and learning about copyright laws and fair use principles. These topics will be integrated into grade level curriculum content.

With a district-wide team, led by Technology Integration Services (TIS) and Library Services, Digital Citizenship Curriculum will be reviewed (such as Common Sense Media, Netzsmartz, etc.), in order to provide all teachers with lesson plans and resources to be taught at each grade level, every year, integrated into curriculum content and project based learning activities that

are utilizing the use of technology as a learning tool and teaching information literacy skills. Rubrics will be developed for these projects that assess competency in Digital Citizenship principles as well as information literacy and technology skills.

## **Data privacy**

Data and files created by students and staff are stored on the secure District network or in the cloud through Office 365 and the Google domain.

District policy BP/AR 6163.4 states that student data will be deleted 90 days after a student leaves from the District. (By law, student records in the SIS must be kept, and the District complies with this policy.)

Since the District is a heavy user of Google products it is prudent to note here that Google is a secure platform that complies with COPPA and FERPA laws. The District and schools maintain ownership of its data, and Google does not share student information with third party providers. All scanning that occurs in Gmail is done by machines for performance purposes only, not for content. There are no ads in G Suite, but there may be ads on extensions and apps that users add on their own. For more information and assurances, visit [https://edu.google.com/k-12-solutions/privacy-security/?modal\\_active=none](https://edu.google.com/k-12-solutions/privacy-security/?modal_active=none).

Goal 2e: All K-12 students will receive specific training on being a positive Digital Citizen and will include lesson on the ethical and legal use of information and technology as is reflected in Common Core State Standards (CCSS) and Model School Library Standards for California Public Schools (MSLS).

Objective: 100% of K-12 students will demonstrate grade-level-appropriate understanding and application of Digital Citizenship principles, as identified and integrated in the Common Core State Standards (CCSS) and Model School Library Standards for California Public Schools (MSLS).

Benchmarks:

- Year 1: 60% of K 12 students will demonstrate grade-level-appropriate understanding and application of Digital Citizenship principles, as identified and integrated in the CCSS and Model School Library Standards.
- Year 2: 80% of K 12 students will demonstrate grade-level-appropriate understanding and application of Digital Citizenship principles, as

identified and integrated in the CCSS and Model School Library Standards.

- Year 3: 100% of K 12 students will demonstrate grade-level-appropriate understanding and application of Digital Citizenship principles, as identified and integrated in the CCSS Model School Library Standards.

### Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Review and provide recommendations for updating the Employee and Student Acceptable Use Policies to ensure they are up to date and clearly state the expectations for students and employees around positive digital citizenship including ethical and legal use of information and technology (plagiarism, policy, copyright and fair use).	2018-19	District and site administrators, TIS and Library Services, teachers	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology integration to support the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results.	New Acceptable Use Policies
Review Digital Citizenship curriculums such as Common Sense	Summer 2018, ongoing	District and site administrators, TIS and Library Services, teachers	Recommendations are reported Semi-annually to the Superintendent	Notes from review meetings. Stated curriculum recommendation

Media, NetSmartz, and others. Make recommendations for appropriate grade level lessons to be integrated into CCSS/NGSS/MSLS for all students at every grade, each year.			and the Board of Trustees.	ns for TK - 12th grades.
Work collaboratively on the district Digital Citizenship web pages in order to curate lesson plans and resources for teachers.	Summer 2018, ongoing	District and site administrators, TIS and Library Services.		Digital Citizenship website, student curriculum
Provide teachers with professional development regarding Digital Citizenship, ethical use of technology, including copyright and fair use.	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TIS TSA and Library Services, teachers		Workshop materials, teacher evaluations of workshops, technology survey results
Develop rubrics for evaluating students' digital citizenship (e.g., citing sources, paraphrasing	Fall 2018, ongoing	Teachers, teacher librarians, site administrators, Director of Technology Integration		Pilot use of rubrics, evaluate, revise as needed

<p>correctly to avoid plagiarism; using copyright friendly images, following fair use guidelines, positive and collaborative online communication, etc.) in addition to information literacy and technology skills.</p>		<p>Services,  district librarian, TIS TSA</p>		
<p>Using a cycle of inquiry, teachers will:</p> <ul style="list-style-type: none"> <li>• Implement and integrate appropriate grade level Digital Citizenship lessons and rubrics into the CCSS/NGSS/MSLS</li> <li>• Assess success and challenges</li> <li>• Review and modify lessons and integration into projects as needed</li> <li>• Share collaborative</li> </ul>	<p>Summer 2018, ongoing</p>	<p>Teachers, teacher librarians, site administrators, Director of Technology Integration Services, district librarian, TIS TSA</p>		<p>Review lesson plans, rubrics, and data analysis of outcomes of students projects</p>

<p>lesson plans and support documents.</p>				
<p>The Digital Citizenship web pages will be updated with the modified lesson plans, rubrics, and resources to reflect the findings from teachers' cycle of inquiry.</p>	<p>Summer 2018, Annually</p>	<p>District Librarian, TSA Technology Integration Services, Library, Library Media Specialists, technology teachers, Director of Technology Integration Services.</p>		<p>Digital Citizenship web pages, evaluation notes and teacher surveys</p>

### **3. Professional Development**

San Lorenzo Unified School District has professional development strategies that ensure staff understands how to use new technologies in order to improve educational services. Past practice focused on skill-based learning and professional development, so proficiency surveys worked well to measure the effectiveness of teacher professional development. However, in today's technology-saturated world, the focus has shifted from proficiency and skills to technology integration and enhancing students' ability to think and work collaboratively, creatively, to communicate well. Students also need to be critical thinkers and problem-solvers.

#### **3a. Current Access and Integration**

The District has switched to a more integrated, scaffolded approach to help teachers model and teach these skills. The core components of District-provided technology professional development is tied to different levels of teacher-access to technology tools to encourage full integration of technology into the learning environment.

- **Chromebook Orientation (1 hour) – for teachers who want access to shared carts of Chromebooks**

Any teacher that wants to use Chromebooks needs to have basic knowledge of how to use and manage them responsibly. Chromebook Orientations are often provided at the beginning of the year for new staff, at staff meetings, or for small groups. In addition to the technical aspects of Chromebooks, teachers are introduced to Google Classroom basics and encouraged to participate in the Teacher Tech Academy and Project LEAN In.

- **Teacher Tech Academy (12 hours) – for teachers who want a new laptop**

Starting in Summer 2014, teachers who attended a Teacher Tech Academy received a Teacher Tech Toolkit, which consisted of a 3.3 pound Acer laptop with HDMI and VGA outputs, a headset with microphone, CD/DVD burner, flash drive, and other components to aid in implementing Common Core instruction. Teachers are immersed in the 1:1 environment and participate in lessons that model and enhance collaboration, communication using all media, creativity, and critical thinking. Completion of the Teacher Tech Academy is a pre-requisite for participating in the Project LEAN In Kickoff.

As of December 2017, 385 current teachers had completed the Teacher Tech Academy.

- 149 of 220 (68%) Elementary school teachers
- 68 of 101 (67%) Middle school teachers
- 94 of 170 (55%) High school teachers

- **Project LEAN In (~25 hours paid training) – for teachers who want a dedicated cart of Chromebooks**

Teachers need ongoing support to fully transition to a one-to-one learning environment. They benefit from understanding the technical aspects (maintaining and managing their carts) and the pedagogical implications. As of January 2018, 221 current teachers are currently in or previously participated in Project LEAN In.

Teachers can apply for Project LEAN In starting in late March through April. One cohort kicks off in August and a second cohort of teachers who need PD only kicks off in January. Teachers of both cohorts have until June 10 to attend three follow up workshops and complete their cycle of inquiry work. Teachers receive up to \$1,000 in extra hours pay.

### **3b. Technology Professional Development Opportunities**

One of the four goals in the "Promise of Technology" is that technology is integrated into all PD. Actions to implement that goal include:

- Making technology integration PD available at multiple times and venues;
- Including orientation training part of the delivery process of new devices; and
- Making resources accessible online.

The District has implemented Google Apps for Education, Google Classroom and Office 365 for use by staff and students. Teachers and administrators have been introduced to these tools which will allow integration of the SAMR model (Substitution, Augmentation, Modification and Redefinition) with their students. Coding and programming support is also available.

In line with continuous learning and improving communication with families, the District has selected a new communication management system (CMS). Technology professional development to support this initiative is critical to its success, so workshops, tutorials, and community outreach is being planned.

Teachers can choose from a variety of technology PD in addition to the orientations, tech academies, and cohorts of Project LEAN In.

- **Workshops:** The bulk of technology professional development opportunities occur in the summer to maximize teacher contact with their students, avoid the shortage of substitute teachers. TSAs also offer monthly voluntary workshops called Tech Thursdays with timely topics such as Google Classroom, Multimedia Resources, Coding, Aeries Gradebook, and Presentation tools.
- **Onsite PD:** Two Teachers on Special Assignment (TSAs) are also available to customize workshops for faculty meetings, CPT time, or small group sessions.
- **Online webinars, tutorials:** Teachers and administrators are encouraged to participate in online webinars and tutorials that are offered through wide variety of organizations, including our subscription service providers, YouTube and Vimeo, and conference follow ups.
- **Social Media:** Teachers and administrators can also learn a lot by following peers and presenters through Twitter and other social media.
- **Self-paced Learning:** All materials that are created for District professional learning are also available on the District website [www.slzUSD.org/Technology Professional Development](http://www.slzUSD.org/Technology_Professional_Development).

Goal 3b.1 Provide professional development opportunities integrating Common Core and technology skills to help all teachers use technology to teach, and consequently all students to use technology to learn.

Objective 3b.1 90% of core content teachers in grades 1-12 will complete technology professional development that models one-to-one computing for teachers or students that develops collaboration, communication using all media, critical thinking, and creativity.

Benchmarks:

- Year 1: 70% of TK-12 teachers will experience at least one professional development opportunity that models 1:1 computing for teachers or students that develops collaboration, communication using all media, critical thinking, and creativity.
- Year 2: 80% of core content teachers in grades 1-12 will complete technology professional development that models one-to-one computing for teachers or students that develops collaboration, communication using all media, critical thinking, and creativity.
- Year 3: 90% of core content teachers in grades 1-12 will complete technology professional development that models one-to-one

computing for teachers or students that develops collaboration, communication using all media, critical thinking, and creativity.

### Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Teachers will become familiar with 1:1 computing by attending a technology academy and receiving a teacher tech toolkit	Summer and Fall 2018, ongoing as funding permits	Director of Technology Integration Services, District and site administrators, TSAs	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology integration to support the	Workshop materials, evaluations from PD workshops, teacher toolkits
Teachers who successfully apply for Project LEAN In will receive professional development to help them manage their devices, integrate technology on a regular basis, and measure the impact of their instructional strategies	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs	District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results. Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	Workshop materials, evaluations from PD workshops
Teachers who inherit dedicated carts of	Fall 2018, ongoing	Director of Technology Integration Services,		Workshop materials, evaluations from PD

<p>devices will receive professional development like Project LEAN In teachers to help them manage devices, integrate technology on a regular basis, and measure the impact of their instructional strategies</p>		<p>District and site administrators, TSAs</p>		<p>workshops</p>
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Objective 3b.2 80% of TK-12 teachers will experience at least one professional development opportunity that improves continuous learning and communicating with families.

Benchmarks:

- Year 1: 40% of TK-12 teachers will experience at least one professional development opportunity that improves continuous learning and communicating with families.
- Year 2: 60% of TK-12 teachers will experience at least one professional development opportunity that improves continuous learning and communicating with families.
- Year 3: 80% of TK-12 teachers will experience at least one professional development opportunity that improves continuous learning and communicating with families.

## Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Offer a variety of technology-related PD opportunities during the summer based on survey results, feedback from ETAC, and conference attendance	Summer 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs	The Director of Technology Integration Services is responsible for facilitating the designing and implementation of technology integration to support the District's curricular goals and Strategic Priorities. Administrators, teachers, and the Ed Tech Advisory Committee analyze and evaluate results.	Workshop materials, evaluations from PD workshops, teacher toolkits
Advertise online and face-to-face tech PD opportunities in the area	Fall 2018, ongoing	Director of Technology Integration Services, District and site administrators, TSAs, Members of Ed Tech Advisory Committee	Recommendations are reported Semi-annually to the Superintendent and the Board of Trustees.	Workshop materials, evaluations from PD workshops

## **4. Infrastructure, Hardware, Technical Support, Software, and Asset Management**

This part of the plan includes an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

### **4a. Current Technology Resources in Place to Support Curriculum and Professional Development**

As stated in the "Promise of Technology," technology must be reliable in order for it to be useful for teaching, learning, and technology professional development. Section 4a provides a baseline for current technology resources, and 4b describes the resources that are needed to implement this plan.

#### **Existing Hardware: Infrastructure**

IDF Switches are Cisco 3560-E series switches  
MDF Switches at the District Office C6800 series switches, San Lorenzo High, and Arroyo High are Cisco 4500 series switches  
MDF Switches at all other sites are Cisco 3560-E-12D-E switches  
IDF switches are connected to the MDF through a 1 Gbps fiber connection  
Each school site has 1 physical server with up to 4 Hyper-V virtual servers

#### **Teacher-Student Use**

School sites have a variety of end user devices available to them which include

1. Dell/ASUS laptops
2. Dell Desktops
3. Samsung/Acer Chromebooks
4. ASUS/Google Tablets
5. Apple iPads

Firewall - The district has implemented Palo Alto Networks Firewall (PAN). The PAN will also provide URL filtering using the PAN DB Database.

Backup – The District is currently backing up network data using Dell's Netvault Backup Solution.

#### **Internet Access**

##### **WAN**

The district has a WAN that connects all the school sites back to the district office for network resources.

Some of the resources provided are  
File Shares

SIS (student information system)  
Email  
VoIP (voice over IP)

The connection is provided by AT&T with their ASE NOD product and there is a 10 Gbps collector circuit at the district office with the following connections to sites.  
Elementary sites 500 Mbps  
Middle School sites 1 Gbps  
High School sites 1 Gbps (exception below)  
Royal Sunset/East Bay Arts 500 Mbps

### **Internet**

The district has a 1 Gbps internet connection to their service provider. The transport is handled by AT&T with their ASE product.

### **Wireless**

Wireless access points have been installed throughout the district utilizing IEEE 802.11a/b/g/n/ac standard. The District is utilizing the wireless LAN for student and staff use through wireless laptops, Chromebooks, and tablets, to connect to both the intranet and internet.

### **Communications**

The district has Cisco Unified Communications and Office 365 Exchange for VoIP, Voice Mail, and email. All staff has the ability to get an email account and a voicemail account.

### **Technical Support**

District TIS staff provides technical support for laptops, desktops, Chromebooks, and tablets. In terms of support personnel, the District supports staff through senior network analysts and technician, IT technicians, Computer Media Specialists (CMS), and Teachers on Special Assignment (TSAs).

- Senior Network Analyst and Technicians – The Senior Network Analyst works with contracted services and supervises IT support to manage hardware, software, wireless, and communications issues. The Senior Network technician supports the Senior Network Analyst in all aspects of his work.
- IT Technicians - There are currently seven technicians: 5 site technicians to handle 3 High School sites, 3 Middle School sites, 9 Elementary School sites, and 1 Adult School; one Tech 3; and one Tech 4 (contractor).
- Computer Media Specialists (CMS) - There are 9 CMS that are assigned to sites who provide rudimentary tech support, help teachers submit HelpStar help tickets for issues that require more than ten minutes of their time, and provide in-class assistance to teachers. CMSs essentially serve as liaisons between classrooms and IT.

- Teachers on Special Assignment (TSAs) – There are currently two full-time District TSAs. The TSA by Committee have been building capacity from the middle by providing workshops and support on a District level.

### **Asset Management**

Desktop inventory is kept by the purchasing department through Escape Online 5 and portable devices are kept in Destiny.

## **4b. Technology Resources Needed to Support Curriculum and Professional Development Components**

This section describes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the District's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

### **Hardware Upgrades Needed:**

In order to improve access to hardware for instructional purposes, the District needs to maintain the following hardware:

#### **Computing Devices:**

- Dedicated carts of mobile devices to increase the number classrooms with consistent access to technology
- Mobile devices for teachers so all teachers can integrate technology while they work in PLCs, teach, and prepare their lessons

#### **Network Hardware:**

- License 10 Gbps on all switches (in place)
- Upgrade fiber between IDF and MDF to support 10 Gbps (E-RATE Priority 2 funds are being used to help with costs – in process)
- Upgrade Site servers at High Schools to support more local storage
- Upgrade router for Internet Access to support 10 Gbps (in process)

### **Electronic Learning Resources Needed:**

To fully implement this technology plan, the District needs to maintain current electronic learning resources for instruction, record keeping, data analysis, and productivity, as well as new resources as appropriate.

District-wide Applications:

- Student Information System (currently using Aeries)
- Assessment and data analysis tool (currently using Illuminate)

- Productivity suite (currently using Microsoft Office Suite, Google Apps for Education)
- Public Access Library Catalog (currently using Follett)
- Communication Management System – website, app, messaging/alerts (moving to Edlio)
- Learning Management System (TBD)
- Grade-appropriate multimedia content (currently using Newsela, BrainPop, Learn 360, Gale databases)

### **Networking and Telecommunications Infrastructure Needed:**

The District is working to increase scalability of its network infrastructure by implementing wireless communications for all computers at all sites. Services and equipment needed include:

- WAN - As bandwidth requirements increase the district will need to add another 10 Gbps collector circuit at the district office to support the demand. This would require that the current 500 Mbps and 1 Gbps connections to sites be increased as well.
- Internet - The current 1 Gbps internet connection will need to be increased based on usage and the district ISP is monitoring usage with Solarwinds and sending the district a weekly report.(E-RATE would be used to help fund the bandwidth needs of the district)
- Wireless - Additional Wireless Access Points will be added based on increased density of portable devices in classrooms. As new standards for wireless comes out the district will be investigating their viability in the district. This would include upgrading/replacing access points, upgrading/replacing controllers, as well as upgrading wiring. (E-RATE Priority 2 might pay for some of these network upgrades.)
- Uninterrupted Power Supply – Regular maintenance of UPS requires replacement of batteries (approximately every three years) and replacement of the UPS hardware (approximately every 6 years)

### **Physical Plant Modifications Needed:**

No physical plant modifications are needed at this time. District sites have sufficient electrical capacity to support the hardware and infrastructure planned for each site, which is evaluated annually with the plan to upgrade as necessary. District Office UPS (uninterrupted power supply) installation is in process.

### **Technical Support Needed:**

The District needs to continue to provide technical support at multiple levels: system administrators, IT Technicians, onsite computer media specialists (CMS), and Teachers on Special Assignment as described in 4a. Thanks to funding from the LCAP process, the level of technical support as of Spring 2018 is adequate to ensure that hardware, network, and peripherals function adequately. Technical

support should be increased to keep pace with the additional devices that are needed to improve student and teacher access to technology. For example, approximately 9,200 Chromebooks have been introduced into the network, and staffing for technical support was reduced. In order to successfully meet the objectives stated in the Curriculum and Professional Development sections, technical support staffing needs to be monitored.

The District is using ServicePRO Help Desk Software (HelpSTAR) so end users can report any technology issues they are having; analyzing response and completion times on HelpSTAR will be useful to monitoring the adequacy of technical support staffing.

## **5. Monitoring and Evaluation**

San Lorenzo Unified School District understands that technology changes rapidly and it is crucial to monitor and evaluate this plan on a continuous basis. It is important to have a clear process to invite feedback and make adjustments as part of this living document. Multiple methods are used to determine the impact of technology on student learning.

### **5a. Evaluation Process**

The San Lorenzo Unified School District Technology Plan is meant to be a “living” document that will guide district decision making over the three-year duration of the plan. It will be monitored, evaluated, and revised by the Technology Committee as needed. Any revisions to the Plan will be presented to the Board of Trustees annually. The Technology Committee members are the San Lorenzo Unified School District’s Education Technology Advisory Committee (ETAC). Each site has a member on ETAC, and all monthly ETAC meetings are open to anyone who is interested in attending.

The ETAC will provide overall coordination and oversight of the technology planning process. Coordination will include the implementation of goals and objectives set forth in this Plan to integrate technology to meet core curriculum goals. ETAC members will provide the committee with updates on Technology Plan implementation and needs at their site; site based training support; input on efforts, outcomes and needs to support implementation of the Plan to meet District curricular goals. Selected ETAC members will have students present their technology based projects to the School Board in the Spring.

To measure the integration of technology in the classroom the Teachers on Special Assignment will report back data for each school site. This data will include information as to which teachers have completed the Tech Academy, as well as Project LEAN In. As a district we will also report back to ETAC how many staff members are using Google Classroom, which is a Learning Management System (LMS) that lets educators create classes, distribute assignments, send feedback, all in one place.

The San Lorenzo Unified School District wants to increase communication for students as well as families. After the deployment of Edlio and Sangha the district will be able to email, call and text families. The district will provide ETAC as well as the board updates as to how many messages are being sent out, as well as the amount of active teacher pages. Another data point will be the amount of Peachjar flyers being uploaded to the school websites.

With the integration of technology it is important to evaluate and assess student learning and achievement. While students are required to take NWEA, CAASPP, teachers have been provided professional development in

using technology to create formative assessments for students. Teachers will be asked to complete a survey as to how they are measuring their students' level of mastery while integrating technology. Items on the survey will include:

- How do you assess student work?
  - Pre and Post Assessment
  - Rubrics
  - Standards Based Grading
- Use of district provided subscriptions to assess students.
  - NewsELA
  - BrainPop

### **5b.Schedule for Evaluating the Effectiveness and Implementation of the Plan**

The Director of Technology Integration Services will provide information and oversight to guide the Curriculum, Professional Development, and Infrastructure components of this Plan based on an annual survey taken by all staff. This survey will include questions based on the teacher's skill level, participation in PD, what technology is being used as well as how often technology is being used in the classroom.

The District's Educational Technology Advisory Committee will also evaluate the plan on a yearly basis, in the Spring, to determine if Professional Development is being successfully implemented. They will report their findings and recommendations to the Board of Trustees on an annual basis. Feedback from multiple stakeholders will include:

- Teachers who complete an evaluation at the end of each PD session.
- Teachers on Special Assignment (TSA) will review all teacher professional development evaluations to see if any improvements need to be made or if any personalized follow up should take place.
- To evaluate if we are meeting our goals for 1:1 technology we will annually look at the active number of teachers participating in Project Lean In.
- Teacher on Special Assignment for Technology Integration will monitor Project LEAN In teacher blogs, and websites to see how frequently teachers are incorporating technology into their lessons.

The ETAC committee will update the Technology Plan based on the recommendations made in the annual report.