

SAUGUS UNION SCHOOL DISTRICT



TECHNOLOGY PLAN

July 2006- June 2009

1. Plan Duration Criterion

July 2006 – June 2009

While technology has become more widely used in classrooms, the need for the technology to become highly integrated with curriculum has grown. Teachers need to be trained in the use of technology, but more importantly they need to weave this technology into their regular curriculum. Completion of the EdTech Profile assessment will provide trainers, teachers and site administrators with information to design trainings to fit individual needs. Post assessments will provide trainers, teachers and site administrators with feedback about the success in developing teacher productivity and proficiency.

The curriculum component is the heart of the technology plan. It outlines how technology will be used to enhance teaching and learning within the classroom. The plan considers the state standards as well as the district-adopted texts to insure alignment and prevent technology from being another layer of curriculum. The focus is on integrating technology into language arts, math, social studies, and science.

Over the next three years Saugus Union School District plans to continue grade level technology integration staff development to assist teachers in weaving the curriculum into their lessons. Also, the use of a data driven grading and reporting system will allow teachers and administrators to plan curriculum and intervention appropriately for students. Along with a focus on the curriculum, students will receive NETS aligned lessons on Internet safety. The i-SAFE program also includes parent outreach, law enforcement, and community outreach components.

These three programs will be the focus for the Saugus Union School District over the next three years.

2. Stakeholders

When considering the requirement of stakeholder participation in the development of the Saugus Union School District Technology Plan, various committees, already in place, made up the composition for input and feedback to the writing team. This technology plan was developed by site, district, and county stakeholders, who participated in meetings to discuss and share site and district needs based on the input. Members of the District Instructional Technology committee, comprised of teachers and administrators, served as the writing team. The Parent Advisory Committee (PAC) provided insights and input to both the student literacy, Internet safety and the adult literacy components of the plan.

The District Instructional Technology Committee consists of teacher representatives from all school in the District, and includes a principal representative and a district administrator. The PAC Committee consists of volunteer parents from all sites with feedback directly to the Superintendent.

The Technology Use Plan is submitted to the Saugus Union School Board of Trustees for approval.

Planning and Writing Committee

Arlene Anderson, *Educational Technology Curriculum Specialist*
Bonita DeAmicis, *Teacher*
Megan Heavens, *Teacher*
Chris Jones, *Los Angeles County Office of Education , CTAP Representative*
Jim Klein, *Director of Information Services*
Joan Lucid, *Assistant Superintendent of Instruction*
Joan Oxman, *STA President*
Kathleen Perdisatt, *Teacher*
Debbie Rocha, *Teacher*

District Instructional Technology Committee

Teachers:

David Lindsay	Margaret Yates	
Brenda Bixler	Donna Spencer	Matt DeVore
Bonita DeAmicis	Jennifer Way	Megan Heavens
Cecilia Loretta	Kathleen Perdisatt	Robert Desmond
Sharon Wagner	Katy Engbrecht	Robyn Regan
Craig Lowry	Larry Talmadge	

Teacher on Special Assignment:

Arlene Anderson

Administrative Representatives:

Dr. Joan Lucid, Assistant Superintendent of Curriculum and Instruction
Cory Pak, Principal

Parent Advisory Committee

School Site Council and Parent Teacher Organization representatives

Board of Trustees

Rose S. Diaz	Paul De La Cerda	Doug Bryce
Rose Koscielny	Judy Umeck	

District Overview

The Saugus Union School District is located in Santa Clarita Valley in Northern Los Angeles County. Currently there are approximately 11,000 students attending school at our fifteen K-6 campuses. The district is rapidly growing and anticipates adding one new campus within the next five (5) years. The newest campus, Tesoro del Valle, was added in the 2005-2006 school year. Of the fourteen other schools, all have been recognized as California Distinguished Schools, some of them more than once. In addition, five schools have been recognized as National Blue Ribbon Schools.

Academic Performance Index (API) scores have been consistently strong and continue to grow each year. All demographic areas of student performance continue to show improvement. Saugus Union School District has an active parent participation movement at all sites with Site Council membership and Parent Teacher Organizations supporting community and educational needs at each school. Representatives of these organizations join together to form the Parent Advisory Committee (PAC), to meet and share information under the leadership of the District Superintendent.

Vision

To select and use technology to support the achievement of the instructional goals of the District, and to support the preparation of students to live and work in the 21st century.

District Goal

The District will implement standards to provide for the appropriate technological proficiency for all students and district personnel. Students will support curricular knowledge through equitable access and utilization of computer assisted instruction, Internet integration, and multimedia access.

District Curricular Goals

The District has adopted the State Standards in Language Arts, Math, Science, Social Studies, and Visual and Performing Arts. The standards as well as ideas for implementation are contained in a document known as “The Red Book”. All teachers, including new inductees, receive training in the use of this resource as an integrated part of their curriculum. They also receive a copy for personal reference. In addition, the ISTE technology standards were considered as this plan was developed. Each school site has developed a Single School Plan for Student Achievement that addresses each curricular area, including technology as an integrated element to the curriculum.

3. Curriculum

3.a

Teachers, staff and students access technology in a variety of settings. Teachers use computers in classrooms daily for email, presentations, research, word processing and classroom management. They also use digital cameras and video technology on a regular basis to extend and expand student-learning opportunities. Teachers coordinate with media specialists in the computer labs to share lessons and curriculum requirements. Some teachers also schedule their own computer lab time to further integrate technology with curriculum. Teachers access the Internet from home and use district on-line resources to complete report cards and other forms. Most teachers identify with beginning to intermediate levels of expertise based on EdTech Profile proficiency levels.

Staff members use computers for student attendance, research, tracking programs, forms management, word processing and email. Media specialists provide standards-based lessons to students to facilitate student learning. All schools have the opportunity to broadcast within their sites using a digital media system. This system brings educational TV availability and preprogrammed video on demand to the new monitors in each classroom. Many teachers have websites updated regularly to keep student abreast of assignments and educational Internet sites linked to current curriculum.

Students use computers in the classroom on a daily basis and participate in computer labs on a weekly basis where possible. They also learn about and use digital and video cameras. The Library/Media Centers use the Follet Computer System with students able to access library information in classrooms and the Library/Media Center. Students also access the Internet in the Library/Media Center. The Internet is used for research, assessment and homework. After-school enrichment classes also extend opportunities for learning. Over 90% of SUSD students have computers at home.

Students with special needs access technology based on interest and needs. Some special education students use word processing devices (i.e., Alpha Smarts) to complete assignments and insure access to the core curriculum. GATE students develop PowerPoint presentations to extend a lesson and EL learners use stories and lesson on CD ROMs to develop English language development skills. All students have access to computers and grade-specific standards and projects are taught and produced.

3.b.

All teachers have a minimum of one computer in their classroom with Internet access. Some school sites have labs of 20-30 stations as well as classified staff who teach computer skills to students. All schools have automated library systems and all school offices and teaching staff track attendance using computer technology. All schools have digital still and video cameras available for teacher and student use. All teachers are able to access district e-mail and web forms remotely.

The curriculum component is the heart of the technology plan. It outlines how technology will be used to enhance teaching and learning within the classroom. The plan considers the state standards as well as the district-adopted texts to insure alignment and prevent technology from being another layer of curriculum. The focus is on integrating technology into language arts, math, social studies and science.

While technology has become more widely used in classrooms, the need for the technology to become highly integrated with curriculum has grown. Teachers need to be trained in the use of technology, but more importantly they need to weave this technology into their regular curriculum. Completion of the EdTech Profile assessment continues to provide trainers, teachers and site administrators with information to design trainings to fit individual needs. Post assessments provide trainers, teachers and site administrators with feedback about the success in developing teacher productivity and proficiency.

With the advent of data driven curriculum Saugus Union School District has purchased the Edusoft data and grading program. Teachers have easy access to annual assessment results and, when using the grading portion of the program, can effectively drive their curriculum to benefit students individually. With the use of the data provided by testing input, professional development planning can pinpoint areas of student weakness and strengths, helping teachers tailor their lessons as needed.

Microsoft Office continues to be a standard in the District, but there has been a move to Open Source software with the addition of Open Office. This use allows for multi-platform understanding by students and staff in addition to an overall cost saving expenditure for individual sites. As the Internet grows so do problems associated with use of the popular browsers. Most sites that once used Internet Explorer to comply with District needs are now gradually switching to Firefox with more security. There is less worry about pop-ups and with the addition of the District spam blocker, less worry about viruses. Within the district teachers have had to update programs to make use of online forms to keep in step with advances of technology. An example of this is the move to Adobe Reader 6.0 and higher.

Teachers have become more at ease with electronic grade books and the many uses they can provide, including progress reports. The time saving efficiency and timeliness of these grade books is appreciated by both teachers and parents.

The District has spearheaded the use of various writing software to match the District writing goals. Individual software choices are site based.

3.c.

The district's primary curricular focus is writing across the curriculum. Additionally, adoptions in Language Arts, Math and Science have provided teachers with resources for purposes of intervention, general instruction, as well as enrichment. Available are CD ROMs, videotapes, and Internet links to web pages developed by textbook publishers. Each of these resources aligns with State Standards and support instruction in the classroom. In addition, this Technology Plan follows the same alignment. Using the curricular goals and academic content standards for each grade level, this plan is aligned as a guide to enhance student use of technology. The ISTE standards also apply. The District is currently reviewing Social Studies textbooks for adoption that include similar resources for technology integration. Each site publishes a Single Plan for Student Achievement annually that helps to guide their direction for using the curriculum and technology to improve teaching and learning.

3.d. Goal: Use technology to improve teaching and learning by supporting District curricular goals and academic content standards

- **Objective: Students will learn writing skills using word processing programs to support writing across the curriculum: i.e. Language Arts, Social Studies, Science.**
 - **Benchmark: Students will use or be introduced to word processing programs to support writing across the curriculum.**

Timeline	% of students reaching proficiency*	Implementation Plan/Activities	Responsible Person (s)	Funding Source	Monitor/Evaluation **
06-07	35%	Grade K-1 students will be introduced to word processing programs; i.e. MS Word, Open Office, Kid Pix, Kidspiration, within curricular content standards	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey, Teacher observation, Completed word processing documents
07-08	65%				
08-09	85%				
06-07	35%	Grade 2-3 students develop <ul style="list-style-type: none"> ▪ sentences and paragraphs using word processing programs within curricular content standards 	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey, Teacher observation Completed word processing documents
07-08	65%				
08-09	85%				
06-07	35%	Grade 4-6 students will <ul style="list-style-type: none"> ▪ develop paragraphs, stories and reports within curricular content standards ▪ develop PowerPoint presentation as part of a report ▪ embed charts and graphs within writing assignments 	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey Teacher observation Graded report Completed word processing documents and PowerPoint presentations
07-08	65%				
08-09	85%				

* % of students reaching proficiency in writing skills across the curriculum with the use of word processing programs. Depending on grade level students will be writing in various and multiple curricular areas.

** The district uses an Annual Technology Survey to evaluate teacher use of technology within classrooms. This feedback is one component to monitor student proficiency. Teacher observation within a classroom, leading to graded progress reports of completed documents, is another evaluation toward proficiency.

3.e. Goal: Acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

- **Objective: Students will acquire skills necessary for technological proficiency.**
 - **Benchmark: Students will be introduced to or become proficient in basic computer proficiency, keyboarding, and multimedia tools.**

Timeline	% of students reaching proficiency	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	35%	Grade K-1 students will <ul style="list-style-type: none"> ▪ use keyboard to type name, use shift key, and space bar ▪ use mouse to draw with basic paint program 	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey Teacher observation Completed word processing and paint documents
07-08	65%				
08-09	85%				
06-07	35%	Grade 2-3 students will <ul style="list-style-type: none"> ▪ be aware of home row keys ▪ use keyboarding programs ▪ add graphics ▪ cut, copy , and paste ▪ open and save files 	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey Teacher observation Completed electronic documents
07-08	65%				
08-09	85%				
06-07	35%	Grade 4-6 students will <ul style="list-style-type: none"> ▪ Use scanner and digital camera to integrate text and graphics ▪ Explore video production ▪ 4th grade word process 5 to 7 words per minute ▪ 5th grade word process 7 to 15 words per minute ▪ 6th grade word process 12 to 20 words per minute ▪ Use spell check and thesaurus ▪ Use justification, margins and formatting 	Assistant Superintendent site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey Teacher observation Completed electronic documents and multimedia productions
07-08	65%				
08-09	85%				

Objective: All students will acquire information literacy skills to address Internet safety and evaluation of resources

- **Benchmark: All students will be introduced to the i-SAFE program, an Internet safety and resource evaluation curriculum.**

Timeline	Grade level Participation	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	Grades 4-6	Year one: Grades 4-6 will <ul style="list-style-type: none"> ▪ Be introduced to lessons from the i-SAFE curriculum 	Assistant Superintendent District Technology Ed Tech Specialist, Site administrators, classroom teachers	N/A	Annual District Technology Survey, Pre and post student assessment, Teacher Implementation Plans for i-SAFE lessons, Teacher observation
07-08	Grades K-6	Year two: Grades K-3 will <ul style="list-style-type: none"> ▪ Be introduced to lessons from the i- SAFE curriculum 			
08-09	GradesK-6	Year three: All grades will <ul style="list-style-type: none"> ▪ Be taught the i-SAFE curriculum 			

- **Benchmark: Grade 3-6 students will be taught how to use the Internet to acquire research resources for reports.**

Timeline	Grade level Participation	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	Grades 3-6	All Students will <ul style="list-style-type: none"> ▪ use the Internet for research ▪ determine accuracy, reliability and relevance of sources ▪ cite Internet resources where appropriate ▪ become familiar with copyright laws and intellectual property 	Assistant Superintendent District Technology Ed Tech Specialist, Site administrators, classroom teachers	Site Funds, Grants, PTA/ PTO	Annual District Technology Survey, Pre and post student assessment, Teacher observation, student completed reports
07-08	Grades 3-6				
08-09	Grades3-6				

3.f. Goal: Use technology to ensure appropriate access to all students.

- **Objective: Ensure appropriate Internet access for all students.**
 - **Benchmark: All K-6 classrooms will have a minimum of four Internet connections.**

Timeline	% of classrooms with 10:1 ratio	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	60%	All classrooms will have a minimum of four Internet connections.	District IT coordinator Site administrators	Bond and General Funds	Completed IT requests
07-08	80%				
08-09	100%				

- **Objective: Ensure appropriate technological media access for all students.**
 - **Benchmark: All K-6 classrooms will have access to the digital media retrieval system (closed circuit television and streaming media).**

Timeline	% of classrooms with digital media system	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	60%	<ul style="list-style-type: none"> • Students and teachers will be trained to use the digital media retrieval system, • Sites will develop media libraries for use in the digital media retrieval system. • System hardware will be regularly assessed and maintained. 	Assistant Superintendent District IT Director District Technology TSA Site administrators	Bond and General Funds	Completed IT requests Professional Development Sign in Sheets PO Requests District Technology Survey
07-08	80%				
08-09	100%				

- **Objective: Ensure appropriate Assistive Technologies available as needed for students.**
 - **Benchmark: All K-6 classrooms will consult with both the IT Department and Student Support Services (SSS) as to student need for Assistive Technologies.**

Timeline	% of students needing Assistive Technologies	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-09	100	Provide Assistive Technologies	SSS, IT Department	Special Ed, General Fund	Fulfillment of IEP requirements

3.g. Goal: Use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to differentiate learning .

- **Objective: Teachers and administrators will use technology tools for record keeping, grading, and to assist in data driven decision making to support the curriculum.**
 - **Benchmark: 4th-6th grade teachers will use an electronic grading program to maintain student records**

Timeline	% of educators utilizing tools	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	25%	4 th -6 th grade teachers will be trained to use an electronic grading program to maintain student records. Training will occur annually at local school sites.	Assistant Superintendent Site administrators, Classroom teachers	Site Funds	District Technology Survey Professional goal setting conferences
07-08	50%				
08-09	75%				

- **Benchmark: All teachers will complete progress reports on-line**

Timeline	% of educators utilizing tools	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	50%	All teachers will be trained to complete progress reports online using iSchool Software. Training will occur annually at local school sites.	Assistant Superintendent District IT Director Site administrators Classroom teachers	N/A	Completed progress reports
07-08	75%				
08-09	100%				

- **Benchmark: All administrators and grades 3-6 teachers will use on-line data analysis to make and support curricular decisions**

Timeline	% of educators utilizing tools	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	50%	All administrators and grades 3-6 teachers will be trained to use on-line data analysis (Edusoft) and make curricular decisions based upon the data provided.	Assistant Superintendent District IT Director Site administrators Classroom teachers	Site and General Funds	Staff meeting agendas District and site reports Staff development sign in sheets
07-08	75%				
08-09	100%				

3.h. Goal: Utilize technology to make teachers and administrators more accessible to parents and community.

- **Objective: Schools and classrooms will use a variety of tools to communicate with parents and the community**
 - **Benchmark: School sites will maintain Web site with current information**

Timeline	% of educators utilizing tools	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	33%	Schools will assign a webmaster at each site to maintain Web sites with current and updated information.	Assistant Superintendent District IT administrator Site administrators and webmasters	Site Funds	School Site parent surveys and District Technology Survey
07-08	66%				
08-09	100%				

- **Benchmark: District will use “Alert Now”, a telephone emergency notification system.**

Timeline	% of educators utilizing tools	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-09	All district	District will create and maintain a contract with the “Alert Now” corporation to assure emergency notification is available when needed.	Assistant Superintendent District IT administrator	General Fund	Contract on file.

3.i. Component Criteria: List of benchmarks and a timeline for implementing planned strategies and activities.

Benchmarks and timelines for implementation of the curriculum component have been imbedded within the above tables on pages 9 through 15.

3.j. Component Criteria: Describe the process that will be used to monitor the implementation.

Monitoring and evaluation for implementation of the curriculum component have been imbedded within the above tables on pages 9 through 15.

Surveys of both teachers and parents have proven very useful in the past to help in charting the prior and this current Tech Plan. They will continue to be used, being modified as needed to gather additional information during the 3 years of this Tech Plan. These surveys along with teacher input, based on their observations and completed documents and projects, help to support the information gathered and direction of this Tech plan in meeting the curricular goals.

Other monitoring documents such as contracts, meeting agendas, sign-in sheets, online forms, progress reports, and IEP forms are specifically designed to monitor implementation of curricular goals.

4. Professional Development

4.a.

The Saugus Union School District strives to offer a variety of professional development opportunities to keep its staff, administrators and teachers current in data retrieval, curriculum management, technology, differentiated learning, and classroom management. These areas are addressed through on site trainings, staff development days, pre-service orientations, and courses offered through outside resources.

The Saugus Union School District also trains new teachers through a one-week induction model that is followed up by peer coaching (BTSA, PAR). Part of this training includes a technology component to introduce new teachers to the various programs that are used throughout the District. Through this method, new teachers are familiarized with state standards and district curriculum.

Over the last three years, an annual internal district survey of technological skills, uses, and equipment has been administered to all school sites. In addition administrators and teachers have taken the EdTech Profile Technology Use Survey. This information has been used to determine our technological professional development needs. Based on the results of surveys we conducted staff development dedicated to very basic computer skills such as email use and word processing. Since those initial surveys we have found our teachers and administrators have reached basic proficiency and are now ready for additional training. This level of proficiency has been confirmed by our recent EdTech profile results.

Date of Report: 11/15/2005 04:19:49 PM PST Data as of: 11/14/2005 11:46:20 PM PST Technology Assessment Profile: Proficiency Analysis Report for Saugus Union Elementary District Assessment: Technology Assessment Profile Certificated (Classroom) School type: Public Elementary School Category: Computer Knowledge and Skills All subjects All grades														
Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	5	2%	5	2%	8	3%	3	1%	50	16%	49	16%	93	31%
Beginning	67	22%	113	37%	103	33%	48	16%	128	41%	152	50%	127	42%
Intermediate	178	57%	136	45%	120	38%	112	36%	70	23%	74	24%	68	22%
Proficient	60	19%	51	17%	82	26%	144	47%	61	20%	30	10%	16	5%
Total Responses	310	100%	305	100%	313	100%	307	100%	309	100%	305	100%	304	100%

In addition EETT funding has afforded specified grade level training for integrating the new digital media at each site into the curriculum.

All teachers will be provided professional development opportunities that include the following:

- PowerPoint as a teacher presentation tool for language arts, social studies and science
- Internet as a research tool for all curricular areas
- Microsoft Word and Open Office as a lesson-planning tool for teacher production
- Database for organizing student data for teacher productivity
- Excel as a graphing tool for mathematics and teacher productivity
- Edusoft for retrieving data to identify student needs in the curriculum
- Basic trouble shooting for hardware and software
- Site training expectations to include technology integration projects for language arts, math, social studies and science.

Specific trainings are scheduled based on the annual technology survey. Teachers are afforded the opportunity to attend grade level PowerPoint workshops, provided in house to assist with technology integration in their classrooms. Continued training in Edusoft and i-Safe are offered as needed by site. In addition teachers are given the opportunity to attend workshops and classes offered by CTAP Region 11 in Technology Proficiency. Individual sites also plan their own technology training based on specific need.

Using the District Technology Committee, made up of teachers representatives, requests and considerations for staff development in technology are considered annually.

Administrators will extend their knowledge base through the technology component required in AB75 and at trainings conducted at Administrator meetings in Edusoft, i-SAFE and use of the District's iSchool site.

All administrators will be provided professional development opportunities that include the following:

- Utilization of iSchool database evaluation tools and webforms
- Application of various pieces of software, such as Excel and Access, in the use of data collection
- Improving communication through e-mail and attachments
- Using the Internet to access statewide standardized testing results to adapt curriculum based on individual student needs
- Utilizing Edusoft to determine student needs for intervention
- Training in Internet safety to assist in implementation at individual sites
- Utilization of the digital media system through streaming video to broadcast information

4b. Goal: All teachers and administrators will be provided with sustained, ongoing professional development opportunities to improve technology proficiency and implementation skills.

- **Objective: All administrators will participate in AB75 training**
 - **Benchmark: Completion of AB 75 training and EdTech Profile**

Timeline	% of administrators trained	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	75%	<ul style="list-style-type: none"> ▪ Site administrators will attend AB 75 training which will be provided by Santa Barbara County Office of Education. All attendees will be required to attend 80 hours of training and complete an additional 80 practicum hours to complete the AB 75 requirements. 	District Administrators, Site administrators	AB 75	EdTech Profile self-assessment, completion of 160 hours of AB 75 training,
07-08	90%				
08-09	100%				

- **Objective: Administrators will implement previously learned technology skills**
 - **Benchmark: Planning summative reports will be published online**
 - **Benchmark: E-mail will be used to communicate with staff and community**

Timeline	% of administrators trained	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	25%	<ul style="list-style-type: none"> ▪ Site administrators will complete professional planning summative reports online ▪ Site administrators will communicate with staff and community through email ▪ Site administrators will make use of the digital media to communicate information and/or events with streaming video 	District Administrators, Site administrators, Ed Tech specialist	NA	EdTech Profile self-assessment, communication with staff and community via e-mail, completion of school accountability report card. Site streaming broadcast.
07-08	50%				
08-09	75%				

- **Objective: Administrators will become more proficient in using data to inform decision-making**
 - **Benchmark: Site administrators will make use of the Edusoft program to extract data to plan for intervention**

Timeline	% of administrators trained	Implementation Plan/Activities	Responsible Person(s)	Funding Source	Monitor/Evaluation
06-07	30%	Site administrators will be trained in the use of Edusoft, the adopted district data program. Training sessions will be conducted annually.	District Administrators, Site Administrators, Ed Tech Specialist, Edusoft Trainers	NA	Reports produced showing planning for intervention
07-08	75%				
08-09	90%				

Objective: Teachers will be provided the opportunity for ongoing training, resources, and support to effectively integrate technology into curriculum, assessment, and school management

- **Benchmark: The District will continue to train 4 teachers at 2 different grade levels in PowerPoint and word processing.**

Timeline	% of teachers trained	Implementation Plan/Activities	Responsible Person (s)	Funding Source	Monitor/Evaluation
06-07	15%	<ul style="list-style-type: none"> • Sites will be invited to send 2 teachers from 2 different grade levels to attend training funded through EETT. • Sites may request onsite training by the Ed Tech Specialist for any specific needs 	Site Administrator, Ed Tech Specialist, Outside training sources,	Measure E (Bond) EETT, Site Funds	EdTech Profile self-assessment, Administrator observations, Sharing of projects by teachers, posting of projects on the District website
07-08	30%	<ul style="list-style-type: none"> • Sites will be invited to send 2 teachers from 2 different grade levels to attend training funded through EETT. • Sites may request onsite training by the Ed Tech Specialist for any specific needs 	Site Administrator, Ed Tech Specialist, Outside training sources,	Measure E (Bond) EETT, Site Funds	EdTech Profile self-assessment, Administrator observations, Sharing of projects by teachers, posting of projects on the District website
08-09	45%	<ul style="list-style-type: none"> • Sites will be invited to send 2 teachers from 2 different grade levels to attend training funded through EETT. • Sites may request onsite training by the Ed Tech Specialist for any specific needs 	Site Administrator, Ed Tech Specialist, Outside training sources,	Measure E (Bond) EETT, Site Funds	EdTech Profile self-assessment, Administrator observations, Sharing of projects by teachers, posting of projects on the District website

- **Benchmark: Teachers will be encouraged to attend classes for i-SAFE certification, iSchool, Edusoft, and electronic gradebook training.**

Timeline	% of teachers trained	Implementation Plan/Activities	Responsible Person (s)	Funding Source	Monitor/Evaluation
06-07	25%	<ul style="list-style-type: none"> • Sites may request onsite training by the Ed Tech Specialist for any specific needs • Teachers will have time and help to work on technology integration projects at various workshops provided by the district and the County Office of Education • Edusoft and iSafe training will be conducted throughout the year by the district • iSchool and electronic gradebook training will be conducted by master teachers on individual school campuses 	Site Administrator, Ed Tech Specialist, Outside training sources,	Measure E (Bond) EETT, Site Funds	EdTech Profile self-assessment, Administrator observations, Sharing of projects by teachers, posting of projects on the District website, increased use of electronic gradebooks, iSchool, and Edusoft, use of iSafe curriculum in labs and classrooms
07-08	50%				
08-09	75%				

4.c. Component Criteria: List of benchmarks and timeline for implementation of planned strategies and activities.

Benchmarks and timelines for implementation of the Professional Development component have been imbedded within the above tables on pages 19 through 22.

4.d. Component Criteria: Process used to monitor professional development goals in accordance with benchmarks and timelines.

Monitoring and evaluation for implementation of the curriculum component have been imbedded within the above tables on pages 19 through 22.

The monitoring process for Professional Development covers many varied sources. The annual EdTech Profile provides easily accessed information at a personal and district level to assist in planning future training and inservices. Completion of the AB75 training for administrators helps to keep their level of technology informed and consistent with District technology advances. The availability of Edusoft and its data retrieval over time will assist teachers and administrators in planning intervention for students. Teachers will be able to show these needs in their annual Professional Development meetings with administrators and over this data can be analyzed to look for student improvement. I-SAFE training will help teachers provide an additional component to other safety programs already in place.

Through regular evaluations and surveys Professional Development will be adjusted as needed to fulfill the requirements of this Tech Plan.

5. Information Technology Infrastructure

In order to effectively provide effective technology based services to all students and employees throughout the District, our technology infrastructure must be carefully planned and strategically implemented. A successful technology infrastructure uses proven technology, offers high reliability, and is flexible enough to be reused as technology improves. The ultimate goal of this plan is to define a highly functional, well-supported technology system that supplies standards based, equal access to technology and resources.

Objectives

- To provide a standardized, high-performance, high-capacity, upgradeable infrastructure framework upon which any current and future technology can be implemented. This framework must facilitate upgrades as new technology becomes available, presumably without wholesale replacement of existing infrastructure and systems.
- To establish a minimum classroom standard (or baseline) to facilitate district-wide standardization of technology related staff development standardized lessons and activities that implement such technology, and standardized integration of technology into the base curriculum standards required by the state.
- To maximize the availability of state-of-the-art technology to teachers, staff, and students.
- To facilitate better communication and collaboration throughout the school district, as well as with parents and the community.
- To improve safety and security on our campuses.

Information Technology Visioneering

Planning for the future, beyond the broad and fixed goals of a plan such as this, is a critical issue if we are to remain at the cutting edge of technology in the education environment. Generally, fixed plans lack the vision and flexibility to adapt the ever-changing technology landscape. Great ideas are overlooked in the interest of selecting the “safest” means to an end, or simply because a vehicle for communicating such ideas has not been established. “Visioneering,” simply put, is a vehicle by which communication of ideas and forward thinking is established, fostered, and encouraged.

Since Visioneering impacts nearly all facets of the technology program, involvement from the leadership of each major IT group is essential.

5.a.

The last three years have provided our District with new systems and equipment. These systems and equipment ultimately support the District's Curriculum and Professional Development Components of both the previous and new Technology Use Plan. In order to make the best use of the equipment, additional resources need to be acquired to afford teachers the opportunity to integrate this equipment seamlessly into the curriculum, and allow students the opportunity to have enriched learning experiences.

Infrastructure, hardware, technical support, and software proposed to support the implementation of the District's Curriculum and Professional Development Components include both new and continuing support implemented during the last three years. Following is a list of areas and acquisitions planned for the next 3 years:

- Regular updating of the District website to include more information for parents to improve communication
- Streaming video access from each school site through the District website available to all visitors
- Additional equipment acquisition to support streaming video
- Maintaining the equipment standard at all new school sites and remodeled sites
- Building a Teacher Community with public access on the District Website to share lessons, best practices, and communication
- Update the teacher website builder
- Keeping a small stock of backup computers to support school sites in emergencies

Historical trends in technology suggest that the average usable life of a computer system is approximately three to four years. If that system has not failed within that time period, the likelihood of that systems technical specifications meeting the minimum system requirements of current technology offerings is minimal. Obsolete machines may, however, be useful in other areas, so the ultimate decision to dispose of such systems should be left in the hands of the administrator of the site.

We propose that the district adopt a four-year lifecycle for computers and related equipment, and therefore provide funding to replace twenty-five percent of such equipment annually. If a four to one computer to classroom standard is agreed upon, then one computer per classroom would be required. In addition, the computer lab or mobile laptop cart at each school should be replaced in its entirety once every four years. Since maintaining identical systems in a lab is critical to its proper maintenance and effectiveness, the replacement of its machines should not be gradual, but wholesale.

5.b.

In order for technology systems to be truly effective, a standard technology model must be implemented. Some of the benefits of this include:

- Faster, easier installation of infrastructure and systems.
- Standardized systems are easier to support from a central location.
- Training is simplified since one training program applies to all locations.
- Collaboration among users at different sites is more effective since all are using similar systems.

The following is a summary of what currently exists in the District based on guidelines that have been set and equipment that has been acquired to support Curriculum and Professional Development.

The basic school technology model is quite simple: each classroom will have a standardized technology setup, which will be interconnected by a Local Area Network (LAN) between each room and/or building at each school location. We will provide at least one network server for that LAN to centrally provide and control most network services, connect that LAN to the similar District Office LAN where centralized information resources and support are located, and connect the District Office LAN to the Internet, thus providing Internet access to all users across all LANs.

The three requirements for each school site network are as follows:

- Network Cabling - Each site must have appropriate network cabling installed before any interconnection of computers can take place.
- Network Router - Each site must have at least one network router installed, which will offer a link to the District Office LAN and ultimately the Internet.
- Network Server - Each site should have at least one central file server to facilitate network resource sharing among all LAN users.

If the district is to provide effective technical solutions, training, and support, it is essential that minimum technology standards be established. These standards must be enforced equally on a district-wide basis, with regard to operational and technical support; else the overall effectiveness of technical staff and solutions will be greatly reduced.

The benefits of such standards are obvious:

- Faster, easier deployment of new systems and software.
- Standardized systems are easier and less expensive to support.
- Training is simplified since one training program applies to all locations.
- Collaboration among users at multiple sites is more effective since all are using similar systems.
- Development of technology based resources for district-wide consumption is feasible.

Since the technology environment is ever-changing, these standards must be reviewed on an annual basis by a committee of appropriately selected members, which are representative of all of the key groups of technology users in the district.

New equipment and systems acquired over the last three years includes the following:

- A media distribution system including a mobile broadcast cart, TV's, Video On Demand Server, and a Smart Media retrieval system
- VoIP telephone system with voice messages access to improve communication
- Upgrading of all infrastructure including additional bandwidth and increased internet access speed
- Guidance for site purchases, providing oversight to comply with district standards

The following are the components of what will be referred to as *Classroom Standards, Site Standards, and Computer System Standards*. These standards represent our goals for a minimum classroom environment:

Classroom Standards:

- Phone with dial-out capability
- 6 Gigabit Ethernet Capable Network Drops
- 30+ inch TV w/ Monitor Ports
- TV Wall Mount or Cart
- Wired CATV jack
- 4 Network Capable Computers
- Scan Converter for attaching computers to TV (site purchase)
- Microsoft Office Licenses for all Computers/Open Office (site purchase)

Site Standards:

- Computer Lab Capable Room with 36 Network Drops or Laptop Cart (site option)
- Scanner (site purchase)
- Digital Camera (site purchase)
- Digital Video Camera
- Video/Data Projector (new and remodel schools)
- 2 File/Print/Application Servers
- 4 Telephone Lines for Classroom Use
- Voicemail for Teachers and Staff

Computer System Standards and Recommendations:

The following are *Minimum* System requirements for computers to be used on our networks. Keep in mind that these are *minimum* system requirements to function with SUSD applications and that greater specifications may be required for additional functionality. Systems that do not meet these minimums will not be supported.

Windows Based PC:

- 800Mhz Pentium or greater
- 128 Mb RAM
- 2 Gb Hard Drive
- 10baseT Network Card
- Windows 2000 or greater

Macintosh:

- PowerPC G3, G4, G5
- 256 Mb RAM
- 10 Gb Hard Drive
- 10baseT Network Card
- MacOS 10 or greater

Needs Assessment/Timeline

The above standards have recently been met at all school sites throughout the district with the exception of one, which is currently under remodel. Upon completion of this remodel next year all schools will possess an identical infrastructure, which is more than adequate to meet our technology curriculum needs for many years to come. We anticipate up to two additional schools to be constructed during the next three years, which will also be designed and implemented to meet district standards.

5.c. Benchmarks and timeline for obtaining hardware, infrastructure, learning resources and technical support to support technology plan (See table below)

Benchmark: Provide infrastructure, hardware, learning resources, and technical support to support the Technology Use Plan

Timeline	Obtaining* Hardware % replaced/purchased	Obtaining** Infrastructure % replaced/purchased	Learning** * Resources % purchased	Technical Support Positions	Responsible Person	Monitor/ Evaluation
06-07	20%	15%	100%	4 FTE IT, 1 FTE ETS****	Director of Information Services, Assistant Superintendent	IT requests, Complete Annual Survey, Purchase Orders, Complete Training (sign-in sheets)
07-08	20%	15%	100%	4 FTE IT, 1 FTE ETS****	Director of Information Services, Assistant Superintendent	IT requests, Complete Annual Survey, Purchase Orders, Complete Training (sign-in sheets)
008-09	20%	15%	100%	5 FTE IT, 1 FTE ETS****	Director of Information Services, Assistant Superintendent	IT requests, Complete Annual Survey, Purchase Orders, Complete Training (sign-in sheets)

* Obtaining Hardware: computers, peripherals

** Obtaining Infrastructure: servers, wiring

*** Learning Resources: The IT department will provide sites with Open Source software as a cost saving purchase.

**** ETS: Educational Technology Specialist

5.d. Description and monitoring of goals and benchmarks (See table above)

While the Saugus Union School District is a site based district and hardware purchases are the responsibility of each site and dependent on their budget, recommendations for long range planning on obtaining hardware falls under the umbrella of the Director of Information Services and the Assistant Superintendent. Without their monitoring and assistance schools could fall behind in the area of hardware.

All efforts are made to keep the District up to date with its infrastructure. To this end the Director of Information Services monitors trouble requests and schedules their completion in addition to updating systems as are necessary. Long range goals are adjusted as needed to comply with the above benchmark.

6. Funding and Budget

District budgets support four full time information technology personnel as well as all necessary infrastructures for school sites. The technicians provide technical support for the infrastructure and site hardware. Currently all sites are wired for the Internet and connected through a wide area network.

The District also has funded a full time teacher on special assignment as the Educational Technology Curriculum Specialist to assist school sites with integrating new equipment, programs and technology hardware into the curriculum.

6.a.Funding Resources

District

- General fund
- Grants
- Measure E Bond
- EETT

Sites

- Title I
- Donations
- Parent-Teacher Association
- School Improvement
- Grants

Other funding sources at the sites support local hardware and software purchases and extend the district professional development efforts. PTAs often provide additional funding for the purchase of computers and other peripherals. Site Councils determine priorities for site expenditures for technology improvements. The district general fund supports an Information Technology Department, contracts for assessing IT needs and the implementation of plans to upgrade and maintain networks and systems.

6.b. Estimated Annual Budget Technology (2006-09)

Estimated Implementation Costs for Hardware, Software, and Infrastructure.

The following chart breaks down estimated District and Site level costs associated with any needed hardware, infrastructure, upgrades, and/or electronic learning resources. Before any purchases are made, all cost saving options will be explored, including leasing. Budget reflects purchases made by each individual school site. **Please note that all of these costs are estimates and will only be expended when/if funding becomes available.**

Funding Item	2006-07	2007-08	2008-09
Additional Computer purchases <i>To achieve goal of 10:1 student to computer ratio per classroom in grades 4-12.</i>	\$4,000 per site	\$4,000 per site	\$5,000 per site
Desktop Computer Replacement <i>Note: Systems to be replaced prioritized by age, repair issues, etc.</i>	\$3,000 per site	\$3,000 per site	\$4,000 per site
Infrastructure (cabling, servers, routers, etc) <i>To keep up with District needs as improvements are needed Costs are incurred by the District through General Funds</i>	\$30,000	\$35,000	\$40,000
Software purchases <i>Electronic grading programs, MS Office, computer operating systems, anti-virus software.</i>	\$500 per site	\$1,000 per site	\$2,000 per site

Estimated Implementation Costs for Technical Support and Systems Maintenance

The following chart breaks down the estimated costs associated with district-level costs for technical support staff and systems maintenance. All of these costs will come from the District general funds and developer fees. **Please note that all of these costs are estimates and will only be expended when/if funding becomes available.**

Funding Item	2006-07	2007-08	2008-09
District Network Administrator	\$80,000	\$82,000	\$84,000
3 FTE District IT Technicians	\$137,000	\$140,000	\$143,000
District Teacher on Special Assignment .2FTE	\$10,000	\$10,500	\$11,000

Estimated Implementation Costs for Staff Development

The following chart breaks down the District level estimated costs associated with technology professional development. All of these costs will come from the District general funds, EETT, and bond funds. **Please note that all of these costs are estimates and will only be expended when/if funding becomes available.**

Funding Item	2006-07	2007-08	2008-09
Subs for Training Team (3 members, 2 days, 2 sessions) 12 sub days	\$1400	\$1400	\$1500
District Teacher on Special Assignment .8 FTE	\$40,000	\$40,500	\$41,000

6.c. Ongoing technical support

As the District has grown, the need for a liaison between the curriculum and the infrastructure has become evident. To bridge this gap an Educational Technology Curriculum Specialist position was created and filled by a teacher on special assignment. This assignment is to assist administrators and teaching staff in the integration of technology in the classroom. As a full time position working closely with both the IT Department and Curriculum Office this position allows for ongoing support at all fifteen school sites on current resources and new and new resources as they are acquired. This position also provides workshop setting training in PowerPoint, Edusoft, and is certified to provide training for i-SAFE. While this position is based on available annual funding, its tenure may be expanded should new resources become available.

# of Support Staff	Hours per day	Job Title	Job Description
4	8	District Network Administrator/IT Technicians	Maintains District web pages, technical support to sites and D.O. as needed, purchasing and inventory, technology maintenance, server maintenance, maintain and upgrade district data base
1	8	Teacher on Special Assignment	Coordinates with IT Staff to insure technology integration in the curricular areas

6.d. Obsolescence policy

While the District recognizes that equipment will need to be replaced, it is the individual sites who are responsible for establishing a policy for replacing their equipment. The guidelines for service to hardware are established by the IT Department in addition to recommendations for purchases of new hardware. Sites are encouraged to regularly evaluate their equipment and plan for replacement.

The district continually replaces older technology at an approximate rate of 15% per year (one terminal every 7 1/2 years). Appropriate software and operating systems are upgraded on an as needed basis, following district established minimum levels of technology. School Site Technology Committees are in charge of continually evaluating the viability of existing technologies as well as keeping a current inventory for each site and the District Office. These individuals establish where the need for replacement exists. This includes, but is not limited to: servers, switches, desktop and laptop computers, VCRs, televisions, digital cameras, printers, and software.

If a piece of equipment is beyond repair or it does not make economic sense to repair it, the equipment is stripped for all usable parts and discarded. The district recognizes that many parts, such as keyboards, mice, memory chips, etc. can be recycled from non-repairable equipment and used in currently viable technology.

6.e. Monitoring and Updating Funding

The estimated Budgets for infrastructure and training will be annually reviewed by the Curriculum Office, IT Department, and updated, and adopted by the Board according to current State and District funding sources and allocations. Using this feedback loop, the Assistant Superintendent will quarterly monitor available fund expenditures in training, and the Director of Information Services will do the same for Infrastructure expenditures.

7. Monitoring and Evaluation

7.a. Each section of this plan has thorough goals, objectives, benchmarks, implementation plans, timelines, funding sources, as well as monitoring and evaluation. The monitoring of the district's progress in comparison with its original timeline is an important step for updating, managing, and continually improving the plan. Monitoring the implementation of the plan is necessary to evaluate its effect. Monitoring also allows mid-year corrections if the implementation is not completed according to schedule. Through the evaluation the district discovers whether its efforts have produced the desired results and increased student achievement. Progress is shared with the Instructional Technology Committee every six weeks and revisions of the plan occur annually to reflect the evaluation results.

7.b. A large part of the evaluation piece will be the annual school technology survey. Other forms of monitoring and evaluation will include:

- Professional development sign-in sheets and evaluation forms after each training session
- Completed projects such as web sites, PowerPoint presentations, video and multimedia productions, word-processed documents reviewed on an ongoing basis
- Administrator and teacher observation of lessons integrating technology reviewed on an ongoing basis
- Reported use of the Edusoft program for data retrieval and grading
- Reported use of the Smart System digital media equipment for broadcasting and video use
- Completed multiple measures, goal setting and report card forms on line annually.
- Completed EdTech Profile assessments by all teachers and site administrators.

7.c. Evaluation data will be shared with site administrators, teachers, district technology committees and the board. The Assistant Superintendent of Instruction is responsible for the collection of data and coordination of meetings and presentations. Revisions to the plan will be based on the evaluation activities mentioned.

It is acknowledged that a Technology Plan is a living document that continually changes. The District Technology Committee will convene annually to review the Technology Plan and determine if changes and updates need to be made to this document.

8. Adult Literacy

8.a. Our elementary district contracts with the William S. Hart High School District's Golden Oak Adult School to coordinate and provide services for our Community-Based English Tutoring program. Parents learn English in an environment that includes technology access and support. City grant funds have also provided hand-held computer devices to extend learning to the home. This allows the parents to meet the requirements of the grant to work with their elementary-age students in the area of English language development.

Additionally, sites provide information to all parents about their instructional technology programs and encourage their participation in technology evenings and events. The district will explore the possibilities of creating opportunities, which will allow parents computer access and training on basic computer literacy skills. Open lab nights at various sites where students can share their technology interests with parents, and outreach programs in Internet safety will help to provide these skills.

The BTSA program in collaboration with local universities and districts will include a technology component to meet the new induction standards required in July 2003. This standard will provide even more direction and access to technology for teachers, which in turn will increase student access and achievement.

College of the Canyons offers Adult Computer Literacy courses open to adults in our community at its main campus and at a satellite center. Courses offered include PowerPoint, Beginning Word, Beginning Photoshop, Beginning Internet, Introduction to Macintosh and Introduction to PC Operating System. Hands-on experiences are available in the college computer lab.

9. Research-Based Methods and Strategies

Committee members shared a variety of research to guide and support the development of the technology plan. The International Society for Technology in Education (ISTE) standards provided the basis for correlating technology uses with the state curriculum content standards. (*National Educational Technology Standards for Students*, International Society for Technology in Education, 2000)

9.a. Strategies and Methods

Becker, J.H., and Riel, M.M. (2000). *Teacher Professional Engagement and Constructivist-Compatible Computer Use*, Center for Research on Information Technology and Organizations.
http://www.crito.uci.edu/tlc/findings/report_7/startpage.html Retrieved online 10/9/02.

The Study: This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. Professional engagement is defined as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. Professional engagement was measured by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at other schools, and (3) the breadth of involvement in specific peer leadership activities- mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

District specific analysis of how the research will be used: In the Saugus School District's Master Plan for technology, professional development is a primary focus. The master Plan for Technology is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce, practice, and review technology integrated learning activities. (2) Teachers are provided with the opportunity to attend a variety of professional development sessions each year that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

WestEd Regional Technology in Education Consortium. (June, 2002) *The Learning Return on Our Educational Technology Investment*. Retrieved online 10/8/02. <http://www.wested.org/cs/wew/view/rs/619>

The Study: This report seeks to answer the question “what do we need to do to maximize the return on our technology investment?” It offers suggestions related to issues such as professional development, access to technology, and long term planning. The study distinguishes between learning “from” computers and learning “with” computers. Crucial elements for successfully using technology are presented. The report ultimately concludes that perhaps a better question to be asked would be “Under what conditions does technology have the most benefit for students?”

District specific analysis of how the research will be used: These issues are addressed within the components of our District Master Plan for Technology, and we have intend to use this study’s findings as a guide for reviewing our progress towards increasing student access; professional development goals; and technology support. Clearly the study’s observations about pre-service and in-service training are useful as our district develops a comprehensive AB 2042 plan for its teachers.

9.b. Improving Student Achievement

The district technology plan was developed to focus the importance of technology in improving student achievement district wide. The student grade level objectives are based on the ISTE document, which correlates student technology standards to specific grade levels. The district expectation is that students will develop a strong foundation using technology as an educational tool to access information and apply knowledge.

CEO Forum. (2001, June). The CEO Forum School Technology and Readiness Report: *Key building blocks for student achievement in the 21st century*. Retrieved online 10/8/02. <http://www.ceoforum.org/downloads/report4.pdf>

The Study: This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

District specific analysis of how the research will be used: Consistent with this research, the Saugus School District will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the Saugus School District will continuously monitor its attainment of the goals and objectives of its Master Plan for Technology, and will report results annually to the superintendent, the school board, and the public.

Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

Heath, Marilyn, and Ravitz, Jason. *Teaching, Learning, and Computing: What Teachers Say*. (2001) Retrieved online 10/8/02. ERIC <http://www.eric.org/fulltext/IR021238.pdf>

The Study: This paper examines the results from the "Teaching, Learning and Computing" (TLC) survey (Becker, H.J. & Anderson, R.E., 1998) administered to the "Applying Technology to Restructuring and Learning" (ATRL) project participants. The ATRL project was a five-year project funded by the U.S. Department of Education, Office of Educational Research and Improvement, and carried out by the Southwest Educational Developmental Laboratory's Technology Assistance Program. The primary purposes of the project were to document how teachers and their teaching practices changed as they integrated technology in their classrooms and to document the role that technology played in that process. A major activity of this project was the design, development, and delivery of 72 hours of professional development that modeled constructivist learning environments supported by technology. The TLC results were examined to shed light on the benefits of the ATRL professional development intervention and also to help inform the three research questions under consideration in this study: (1) What do constructivist learning environments supported by technology look like in practice? (2) How can teachers be assisted in developing constructivist learning environments supported by technology? (3) How does technology facilitate the development of a constructivist learning environment?

District specific analysis of how the research will be used: The Saugus School District will use the findings and recommendations of this report as a guide in planning professional development activities that encourage constructivist, project-based student learning activities. Specifically, professional development sessions will encourage teachers to:

- Communicate electronically with others
- Present information to students and peers
- Use technology to collaborate

Professional development activities will model ways to integrate technology to assist teachers in learning both new instructional strategies while learning and using technology. The report's findings that technology curriculum-integration rather than technology skills training should be the primary focus of technology-centered staff development supports existing professional development goals of the Saugus School District's Master Plan for Technology.

9.c. Process for Development and Utilization of Strategies

Classroom teachers and students regularly use the Internet to access information and resources that are not readily available to our community. Fifth grade students may not be able to travel to each of the fifty states, but the Internet allows them to access information and take virtual tours of the various states of the U.S. Sixth grade students can explore the tombs of Egypt without leaving the classroom, and third grade students can find out more about their own community. Teachers and students are currently accessing websites, such as MarcoPolo, that focus on a variety of curricular areas that are also connected to state curriculum standards. The Internet is an invaluable resource for teachers to supplement their regular curriculum.

While the district is not currently involved in developing a formalized distance learning program, continued community growth and a potential lack of facilities may require further research into the use of distance learning as an educational alternative.

With the new availability of digital media and broadcast both teachers and students are exposed to real world experiences. All classrooms are equipped with TV's to receive and produce broadcasts. Material that is broadcast can cover any area of the curriculum. Teachers have access to digitized programs at varying skill levels to watch within one classroom, a grade level, or campus-wide. Teachers can hook up their computer with a scan converter and teach lessons. Students can do the same and present assignments. At this time limited time broadcasts can be streamed through the District website to share with parents and community. None of this can happen without well-planned Professional Development to support teachers who in turn will turn this training in to technology integrated curriculum.

As students participate in the broadcast process they experience working as a team, individual responsibility, and organizational skills. They use their writing skills to develop scripts, reports, and announcements. In addition, research skills are needed to access the broadcasted information. In order for students to take an active role in this they will be trained, and in turn, train each other.

While the distance may only be within a site, students are experiencing distance learning each time they view a broadcast. With the progression of use of the new digital media more rigorous academic curricula will be available for students to help support student achievement and specialized learning.

Appendix C – Criteria for EETT-Funded Education Technology Plans

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

- For corresponding EETT Requirements, see Appendix F.
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. The plan should guide the district’s use of education technology for the next three to five years.</i>	2	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)		Example of Adequately Addressed	Not Adequately Addressed
<i>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</i>	3-4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	8	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	9	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	10-11	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	12	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	13-14	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	15	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

i. List of benchmarks and a timeline for implementing planned strategies and activities.	9-15 16	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	9-15 16	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)		Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	17-18	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.

<p>b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.</p>	<p>19-22</p>	<p>The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>19-22</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.</p>	<p>19-22</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	Page in District Plan 23	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	24	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

<p>b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.</p>	<p>25-27</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	<p>28</p>	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>28</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. List of established and potential funding sources and cost savings, present and future.</p>	<p>29</p>	<p>The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.</p>	<p>Resources to implement the plan are not identified or are so general as to be useless.</p>

b. Estimate implementation costs for the term of the plan (three to five years).	30	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	31	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	32	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	32	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	33	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	33	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	33	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p>34</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.</p>	<p>35-36</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>

<p>b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.</p>	<p>36-37</p>	<p>The plan describes references to research literature that supports why or how the model improves student achievement.</p>	<p>No research is cited.</p>
<p>c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>38</p>	<p>The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.</p>	<p>There is no plan to utilize technology to extend or supplement the district's curriculum offerings</p>

Appendix I – Education Technology Plan Benchmark

Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:
CDS # <u>19-64998</u>
Applicant Name: Saugus Union School District

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

All K-6 teachers were asked to respond to a Fall Survey in each of the last three years (see attached Technology Use Survey Results-Fall 2005). Students in grades K-1 made the least progress toward goals necessitating a rethinking of the goals for the new plan. Grades 2-3 students made more progress than Grades K-1, but still did not achieve the benchmarks. Grades 4-6 students made the most progress and exceeded the benchmarks in all areas except multi-media use. All information was taken into account when developing the new technology plan.

2. Describe your district's progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

Teachers attended a variety of in-services designed to improve personal proficiency as well as curriculum integration, specifically in the area of PowerPoint as a Teaching Tool and as a part of a fourth grade report project. Most teachers (75%) reported that technology is important to their program. Teachers reported inconsistent use of district forms online mostly due to misunderstanding of software and browser upgrades. Teachers in grades 4-6 attended in-services on electronic grade books with 75% making use of them to maintain student records. Administrators reported that up-to-date-websites are still a challenge; however, 90% of them use online information to make and support curricular decisions. Again, survey information was considered when developing the new plan in order to address the areas of both strength and improvement.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation?

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Dr. Joan Lucid

PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent of Curriculum and Inst.

TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

DATE

**For CDE Use
Only**

Date Added:

Selected For Random Review:

Comments:

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19-64998

School Code (Direct funded charters only): _____

LEA Name: Saugus Union School District

*Salutation: Mr. Ms. Dr.

*First Name: Joan

*Last Name: Lucid

*Job Title: Asst. Superintendent of Instruction

*Address: 24930 Avenue Stanford

*City: Santa Clarita

*Zip Code: 91355

*Telephone: (661) 294-5300 Ext:140

Fax: 661-294-7560

*E-Mail: JLucid@saugus.k12.ca.us

Please provide backup contact information.

1st Backup Name: Arlene Anderson

1st Backup E-Mail: AAnderson@saugus.k12.ca.us

2nd Backup Name: Renee Trock

2nd Backup E-Mail: Rtrock@saugus.k12.ca.us

*Required information in the ETPRS
