

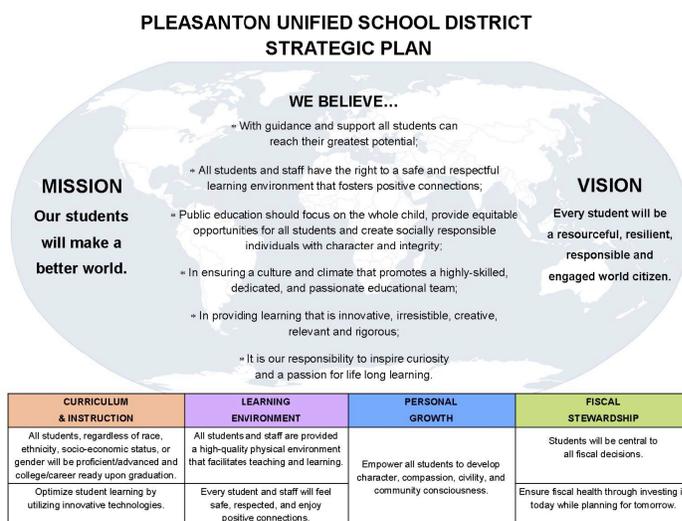
# District Technology Use Plan Pleasanton Unified School District 2014-2017

## District Profile

Pleasanton Unified School District is a Transitional Kindergarten to grade twelve school district of 14,864 students in an upper-middle class suburban community in Eastern Alameda County. There are nine elementary schools, three middle schools, two comprehensive high schools and an alternative education site serving students with a continuation high school, a regional school-age parenting program, an independent study program and a one year old virtual academy which serves students from both the alternative education programs and the comprehensive high schools

The student population is increasingly diverse with over 45 languages spoken in our student's homes. In the past two years, the number of Free and Reduced Price Meals Program (FRPM) students has doubled from 3% to 6%. There are three Title 1 schools in the District; one elementary school, one middle school and the continuation high school program.

Technology at schools and the district level has not been well funded, nor is there a standardized plan for expansion. For several years, district funds were used to match site funding for technology purchases. That practice ended several years ago with the state budget crisis. Since that time, most student and teacher hardware purchases have been done through parent-group (PTA, PFC) fundraising efforts. This has exacerbated the inconsistent acquisition of equipment for both students and teachers.



During the 2010-11 school year, the Board of Trustees, Superintendent and Cabinet embarked on the work of leading the development of a new strategic plan. Over 30 staff, parent and community meetings were held to gather input. From that work, the Board adopted the new strategic plan in the Spring of 2011.

Our mission is that students will create a better world. Our vision is that every student will be a resourceful, resilient, responsible and engaged world citizen. One goal, which leads to the development of this technology plan, is to “optimize student learning by utilizing

innovative technologies.”

With the new Common Core State Standards and the new, technology-dependent assessments based on these standards, this plan and the work done in its development is a road map for our District and schools to lead the way for all of our students to be college and career ready upon high school graduation.

## 1. Plan Duration

July 1, 2014 – June 30, 2017

## 2. Stakeholders

Pleasanton Unified School District has a history of broad-based, inclusive planning processes. The development of this Technology Plan is no different. The process began with a Listening Campaign where we invited representatives from several constituencies to provide input on how we are effectively using technology to support curriculum today and ways in which we could improve its use throughout our teaching and learning.

Specifically, we held the following meetings to gather feedback and input:

- Student meetings at both of our comprehensive high schools, and a combined middle school meeting, which included students from across grade, demographic and socioeconomic clusters.
- A Board Workshop to clarify our Trustees' goals and vision for the use of technology in our schools.
- A small cadre of invited technology leaders from the Pleasanton community.
- Three meetings where we invited the staff and parent community to come together to provide input.

Once these meetings were held, our writing team (made up of teacher-leaders and administrators and led by a consultant/facilitator) met to craft a draft of the curricular goals, objectives and benchmarks for our plan. With these developed, we went back to our constituents and asked them to confirm that the plan we were designing met the interests and goals they had expressed to us through the Listening Campaign.

## 3. Curriculum

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

- All schools have at least one computer lab
- Secondary schools have multiple labs
- Most teachers have a laptop; all have a desktop
- Students are generally rotated through the lab weekly at the elementary schools
- Students at the secondary schools have access to labs before and after school and at lunch
- All middle schools have laptop programs with about one third of students participating
- Many students have computers and Internet access in their homes

- Most students, if asked, could bring a device to school for classroom use
- 6% of the students in the district are currently qualified for the Free or Reduced Price Meals program
- Little has been done as a district to identify and support students who lack access in their homes; however there is a great deal of awareness and concern about this issue and how to systematically solve it
- There is limited consistency of the software tools that teachers use
- Attendance is taken by teachers on line at every school
- Secondary teachers have the option of using Gradebook as an online tool; most do
- This is the second year that elementary teachers will be doing their standards-based report cards online
- This is the fourth year that teachers and administrators have access to Online Access and Reporting System (OARS), a student data and test development system
- Seven schools have portable device carts that are moved between classrooms
- All campuses have a modicum of wireless access available on campus
- Many classrooms have LCD projectors (either mounted or on carts)
- All school libraries have database subscriptions of vetted data sources; these resources are available to students and all staff

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

- Communication - email, websites, blogs
- Planning- web resources to plan, web tools to design, Google Apps for Education (GAFE) for collaboration and creating learning tools for students
- Teaching-
  - Personal computer with document cameras, projectors, some (Apple TV/reflector) for direct instruction.
  - Use of collaborative web apps such as Nearpod, Padlet, Socrative, Today'sMeet for student interactive learning during direct instruction
  - Curating content for student learning
    - video- YouTube channels,
    - web resources- Thinglink, Blendspace, Symbaloo
- Learning-
  - Web tools for building schema and understanding (consuming technology)
    - YouTube videos
    - Content specific websites
    - Digital, teacher-created materials
  - Use of GAFE to allow for inquiry based learning- explore and apply (application of technology)
    - Accomplished in a 1:1 lab setting, limited mobile devices per classroom, limited Bring Your Own Device (BYOD)
    - Project based learning- combing low-tech methods with devices based on activity needs.
    - Teacher created digital reading experiences combined with digital writing using Google Docs and web publishing tools

- Authentic purpose to learning- collaboration with others outside of the classroom, district, state, country. Mystery Skype, Edmodo book clubs, digital writing partners
  - Digital projects
    - Video projects- using iMovie, mobile apps, YouTube, screencasting
    - Digital Portfolios - Google Sites to share student work
    - ‘Show what you know’- Glogster, Prezi, Google Presentations, Power point, websites, StoryBird publishing, pod casts, image manipulation using Skitch,
- Assessment-
  - OARS
  - Scripts such as Flubaroo, Doctopus, Goobric
- Textbook adoptions: the technology resources of all future adoptions will be carefully vetted prior to decisions and recommendations
- Software programs have been adopted for use with intervention programs. These include CAHSEE prep, credit recovery for seniors, and summer school interventions and during the school day interventions. These programs include: Aventa K12, Revolution Prep, ALEKS, Mathwizz, and Read 180, Razkids, Tumblr,

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

- The District’s curricular goals are for all students to achieve at the highest levels and graduate career and college ready. To that end, administration and staff are constantly looking for opportunities to increase student learning as well as to develop a wide range of skills in order to be successful students and life-long learners. Technology plays in important role in the expansion of program opportunities. Project Lead the Way, which is currently offered at the two comprehensive high schools and all three middle schools, is an example of our focus on the necessary skills for career and college readiness.
- In 2011 the District undertook the work of full implementation of the California State adopted Common Core State Standards (CCSS) in English and Mathematics. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn know and be able to do, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Our District has committed over \$3,000,000 to support the implementation of CCSS. The work includes a District Implementation Team; two large cohort groups made up of teacher/administrator teams from all schools; elementary grade level and middle/high school subject area groups representing all schools, grades and subjects; eight instructional coach positions and additional support from the Curriculum Department.
- In 2006, the Board of Trustees adopted the International Society for Technology Education (ISTE) National Educational Technology Standards (NETS). There has been very limited follow up on the implementation of these standards. Throughout this technology plan, goals have been set to fully implement the current version of these standards. It is critical that all teachers, parents, administrators, staff and students understand the critical links between the use of technology and full attainment and understanding of the Common Core State Standards.

- One of the key components of the District’s Strategic Plan is Innovative Technology. Specifically, one of the two goals under the area of Curriculum and Instruction is that students will “optimize student learning by utilizing innovative technologies.”
- There is awareness across the organization of the importance that technology plays in teaching and learning. All schools have committed resources to acquire technology for presentations; school labs and carts; and professional development for certificated and classified employees.

Below is information from the ISTE website regarding the implementation of Common Core State Standards and use of technology in order to support all students and educators.

ISTE believes digital learning plays a central and substantive role in ensuring all students graduate college and career ready. Technology, used effectively, can help all students meet and exceed the rigorous learning goals embedded in the Common Core State Standards by providing access to tools and resources that personalize instruction and creating rich, engaging and relevant learning environments.

As U.S. states and school districts implement the new Common Core State Standards, they have an unprecedented opportunity to collaborate and share best practices across geographic borders to ensure their students attain these new rigorous learning goals. With the advent of the 2014–2015 Common Core Online Assessments it is imperative that students’ learning takes place in a robust digital learning environment in order for them to be successful on these new higher-order thinking assessments. Schools will have to make significant investments in infrastructure and hardware which will provide an extraordinary opportunity for extending and leveraging the use of technology to transform teaching and learning.

[ISTE’s Standards](https://www.iste.org/standards/common-core) for learning, teaching and leading in the digital age set the standard for excellence and best practices. The ISTE Standards help educators build a firm foundation for teaching with technology and further the development of many of the same 21st century skills set forth by the Common Core State Standards, such as problem solving, critical thinking, creativity and collaboration skills. In addition, the ISTE Standards focus on the development of the digital skills that are requisite for success in workplace. Rather than being a set of content standards requiring stand-alone learning activities, the ISTE Standards include knowledge and skills that span the curriculum providing a firm foundation for the effective use of technology in any content area and, particularly, in support of the Common Core.

<https://www.iste.org/standards/common-core>

**3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**

**Goal 3d:**

Fully implement the ISTE National Educational Technology Standards 1, 2, and 4 for Students in grades TK-12.

<b>Objective 3d.1:</b>
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**NETS-S Standard 1: Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**

1. Apply existing knowledge to generate new ideas, products, or processes
2. Create original works as a means of personal or group expression
3. Use models and simulations to explore complex systems and issues
4. Identify trends and forecast possibilities

**Year 1 Benchmark:**

**Quarterly, students (*all ability groups and course levels*) will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**

**Year 2 Benchmark:**

**Monthly, students (*all ability groups and course levels*) will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**

**Year 3 Benchmark:**

**Weekly, students (*all ability groups and course levels*) will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.**

**Objective 3d.2:**

**NETS-S Standard 2: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
3. Develop cultural understanding and global awareness by engaging with learners of other cultures
4. Contribute to project teams to produce original works or solve problems

**Year 1 Benchmark:**

**Quarterly, students (*all ability groups and course levels*) use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

**Year 2 Benchmark:**

**Monthly, students (*all ability groups and course levels*) use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

**Year 3 Benchmark:**

**Weekly, students (*all ability groups and course levels*) use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

**Objective 3d.3:**

**NETS-S Standard 4: Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

1. Identify and define authentic problems and significant questions for investigation
2. Plan and manage activities to develop a solution or complete a project
3. Collect and analyze data to identify solutions and/or make informed decisions
4. Use multiple processes and diverse perspectives to explore alternative solutions

**Year 1 Benchmark:**

**Quarterly, students (*all ability groups and course levels*) will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

**Year 2 Benchmark:**

**Monthly, students (*all ability groups and course levels*) will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

**Year 3 Benchmark:**

**Weekly, students (*all ability groups and course levels*) will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.**

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Review and identify <b>curriculum</b> to be used district wide to target instruction of these adopted standards.	2014-15	Director of Curriculum with Instructional Coaches and Site Administrators	Pacing guides will be revised to include activities that reflect the ISTE NETS-S Profile Indicators. Agendas of curriculum work collected.
Provide <b>information and training</b> to teachers, staff and community regarding the ISTE standards 1, 2 and 4.	2014-16	Director of Curriculum with Director of Technology, Instructional Coaches, Teacher	Notices of trainings Sign-in sheets for trainings

		Librarians and Library Assistants	
Provide <b>ongoing support</b> to teachers and staff on these adopted standards.	2014-17	Director of Curriculum and Instructional Coaches, Teacher Librarians and Technology Specialists	Calendars of Instructional Coaches RT Ticket System
<b>Students</b> will be provided opportunities to <b>learn and practice</b> the skills of these standards	2015-17	Site Administrators with Teachers	Lesson Plans, Student Work
Students will be provided a wide variety of opportunities to <b>demonstrate their knowledge and understanding</b> of these standards.	2015-17	Teachers	Portfolios, student work

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

**Goal 3e: based on ISTE NETS-S Standard 3 Research and Information Fluency and ISTE NETS-S Standard 6 Technology operation and Concepts**

- **Effectively use search tools to locate appropriate and relevant information for the task at hand.**
- **Increase students' ability to determine veracity and quality of information discovered online.**
- **Use and effectively apply online databases provided by the school or district.**

**Objective 3e.1:**

**Students will apply digital tools to gather, evaluate, and use information.**

1. Plan strategies to guide inquiry
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
4. Process data and report results

**Year 1 Benchmark:**

**Quarterly, students (*all ability groups and course levels*) will apply digital tools to gather, evaluate, and use information.**

<p><b>Year 2 Benchmark:</b>  Monthly, students (<i>all ability groups and course levels</i>) will apply digital tools to gather, evaluate, and use information.</p>
<p><b>Year 3 Benchmark:</b>  Weekly, students (all ability groups and course levels) will apply digital tools to gather, evaluate, and use information.</p>

<p><b>Objective 3e.2:</b>  <b>Students will demonstrate a sound understanding of technology concepts, systems, and operations.</b></p> <ol style="list-style-type: none"> <li>1. Understand and use technology systems</li> <li>2. Select and use applications effectively and productively</li> <li>3. Troubleshoot systems and applications</li> <li>4. Transfer current knowledge to learning of new technologies</li> </ol>
<p><b>Year 1 Benchmark:</b>  Quarterly, students (all ability groups and course levels) will demonstrate a sound understanding of technology concepts, systems, and operations.</p>
<p><b>Year 2 Benchmark:</b>  Monthly, students (all ability groups and course levels) will demonstrate a sound understanding of technology concepts, systems, and operations.</p>
<p><b>Year 3 Benchmark:</b>  Weekly, students (all ability groups and course levels) will demonstrate a sound understanding of technology concepts, systems, and operations.</p>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Review and identify curriculum to be used district wide to target instruction of these adopted standards.	2014-15	Director of Curriculum with Instructional Coaches and Site Administrators	Pacing guides will be revised to include activities that reflect the ISTE NETS-S Profile Indicators. Review of student work Survey of tools staff and students use to evaluate websites and online information
Provide information and training to teachers, staff and community regarding the ISTE Standard 3	2014-16	Director of Curriculum with Director of	Agendas, Meeting notes, Collaborate in developing common tools for implementing the

		Technology, Instructional Coaches, Teacher Librarians and Library Assistants	standards
Provide ongoing support to teachers and staff on these adopted standards.	2014-17	Director of Curriculum and Instructional Coaches, Teacher Librarians and Technology Specialists	Periodic review of the effectiveness of the tools in meeting student and teacher needs; Calendar of relevant PD Schedule of coaching support
Students will be provided opportunities to learn and practice the skills of these standards	2015-17	Site Administrators with Teachers	Lesson plans Examples of homework assignments Survey of student asking which resources they use to assist their leaning
Students will be provided a wide variety of opportunities to demonstrate their knowledge and understanding of these standards.	2015-17	Teachers	Review of student work-- patterns of student projects and reports for ability to incorporate appropriate information resources Monitor usage of databases from home and/or school

**3f. List of goals and an implementation plan (of training for staff and students) that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307) (ISTE NETS-S Standard 5)**

**Goals: 3f:** Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<p><b>Objective 3f.1:</b> Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ol style="list-style-type: none"> <li>1. Advocate and practice safe, legal, and responsible use of information and technology</li> <li>2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</li> <li>3. Demonstrate personal responsibility for lifelong learning</li> </ol>
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4. Exhibit leadership for digital citizenship
<b>Year 1 Benchmark:</b> Students (all ability groups and course levels) will begin to use tools and curriculum (like Common Sense Media) to gain awareness of digital citizenship. Students (all ability groups and course levels) will practice digital citizenship across multiple curricular areas.
<b>Year 2 Benchmark:</b> <b>Students will</b> Students (all ability groups and course levels) will continue to practice digital citizenship across multiple curricular areas. Students (all ability groups and course levels) will demonstrate self-monitoring capabilities with regards to digital citizenship.
<b>Year 3 Benchmark:</b> Students (all ability groups and course levels) will continue to demonstrate self-monitoring capabilities with regards to digital citizenship.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Embed digital citizenship resources from Common Sense Media into District pacing guides.	2014-15	Director of Curriculum with Instructional Coaches and Site Administrators, subject specific curriculum committees	Pacing guides will be revised to include activities that reflect the ISTE NETS-S Profile Indicators.  Online training will be available to students in these topics.  Agendas of curriculum committees
Provide <b>information and training</b> to teachers, staff and community regarding the Common Sense Media Curriculum.	2014-15	Director of Curriculum with Director of Technology, Instructional Coaches, Teacher Librarians and Library Assistants	Notices of trainings  Sign-in sheets for trainings  Feedback from training surveys
Provide <b>ongoing support</b> to teachers and staff on the human, cultural, and	2014-17	Director of Curriculum	Calendars of Instructional Coaches

societal issues related to technology and practice legal and ethical behavior.		and Instructional Coaches, Teacher Librarians	
<b>Students</b> will be provided opportunities to <b>learn and practice</b> the skills of understanding the human, cultural, and societal issues related to technology and practice legal and ethical behavior.	2015-17	Site Administrator s with Teachers	Lesson plans, Student work including videos, portfolios
Students will be provided a wide variety of opportunities to <b>demonstrate their knowledge and understanding</b> of the human, cultural, and societal issues related to technology and practice legal and ethical behavior.	2015-17	Teachers	Portfolios, student work

**3g. List of goals and an implementation plan (of training for staff and students) that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307) (ISTE NETS-S Standard 5)**

**Goals 3g:** Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<p><b>Objective 3g.1:</b>  <b>Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <ol style="list-style-type: none"> <li>1. Advocate and practice safe, legal, and responsible use of information and technology</li> <li>2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity</li> <li>3. Demonstrate personal responsibility for lifelong learning</li> <li>4. Exhibit leadership for digital citizenship</li> </ol>
<p><b>Year 1 Benchmark:</b>  Students will demonstrate awareness that there are human, cultural, and societal issues related to technology. Students will be able to express their own understanding of the human, cultural, and societal issues related to technology.</p>
<p><b>Year 2 Benchmark:</b>  Students will continue to be able to express their own understanding of the human, cultural, and societal issues related to technology.</p>
<p><b>Year 3 Benchmark:</b>  Students will be able to fully express their own understanding of the human, cultural, and societal issues related to technology, and their responsibility within a larger digital community.</p>



<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Embed digital citizenship resources from Common Sense Media into District pacing guides.	2014-15	Director of Curriculum with Instructional Coaches and Site Administrators, subject specific curriculum committees	Pacing guides will be revised to include activities that reflect the ISTE NETS-S Profile Indicators.  Pacing guides will be revised to include digital citizenship resources. Agendas of curriculum committees
Provide <b>information and training</b> to teachers, staff and community regarding the Common Sense Media Curriculum.	2014-15	Director of Curriculum with Director of Technology, Instructional Coaches, Teacher Librarians and Library Assistants	Notices of trainings  Sign-in sheets for trainings/community meetings  Feedback from training surveys
Provide <b>ongoing support</b> to teachers and staff on the human, cultural, and societal issues related to technology and practice legal and ethical behavior.	2014-17	Director of Curriculum and Instructional Coaches, Teacher Librarians	Calendars of Instructional Coaches
<b>Students</b> will be provided opportunities to <b>learn and practice</b> the skills of understanding the human, cultural, and societal issues related to technology and practice legal and ethical behavior.	2015-17	Site Administrators with Teachers	Lesson plans  Student work including videos, portfolios

Students will be provided a wide variety of opportunities to <b>demonstrate their knowledge and understanding</b> of the human, cultural, and societal issues related to technology and practice legal and ethical behavior.	2015-17	Teachers	Portfolios, student work
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**3h. Description of the district policy or practices that ensure equitable technology access for all students.**

**Goal 3h.**

<b>Objective 3h.1:</b> All students will have access to appropriate technology devices, Internet access and instruction regardless of their socioeconomic status.
<b>Year 1 Benchmark:</b> 100% of students identified as being in need are provided with a technology device and access to the Internet both in and out of school.
<b>Year 2 Benchmark:</b> 100% of students identified as being in need are provided with a technology device and access to the Internet both in and out of school.
<b>Year 3 Benchmark:</b> 100% of students identified as being in need are provided with a technology device and access to the Internet both in and out of school.

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Identify students who do not currently have internet access in their home.	2014-17	Director of Technology	A list of all students in need will be collected
Purchase and distribute devices and secure Internet access for students	2014-17	Director of Technology	Check-out rosters of students with District-provided devices.
Provide parent/family education opportunities to help with troubleshooting, creative and proper usage	2014-17	Director of Technology, Instructional Coaches	Copies of announcements, Sign-in sheets, Google form registrations

**3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.**

**Goal 3i:**

**The District’s online assessment reporting system (OARS) will be used to assess, score, and report on District-wide, common core aligned benchmark assessments to improve individual instruction.**

<p><b>Objective 3i.1:</b> Teachers will use the data from benchmark assessments to inform instruction.</p>
<p><b>Year 1 Benchmark:</b> All subject areas will have Common Core aligned benchmark assessments.</p>
<p><b>Year 2 Benchmark:</b> All teachers will review benchmark data from OARS on a trimester (K-5) or quarterly (6-12) basis.</p>
<p><b>Year 3 Benchmark:</b> Data driven collaboration work demonstrates evidence of informed instruction (notes, small group instruction, site inquiry focus, etc)</p>

<p><b>Objective 3i.2:</b> Teachers will use OARS to create formative and summative assessments.</p>
<p><b>Year 1 Benchmark:</b> Teachers will understand appropriate use of formative and summative assessments.</p>
<p><b>Year 2 Benchmark:</b> Teachers will use OARS to create at least one formative and one summative assessment.</p>
<p><b>Year 3 Benchmark:</b> Teachers will use OARS to create formative and summative assessments for each unit taught.</p>

<p><b>Objective 3i.3:</b> Teachers will use data found in OARS to identify academically at-risk students in order to help target student needs.</p>
<p><b>Year 1 Benchmark:</b> Teachers will use OARS data to create at least one intervention group of at-risk student.</p>
<p><b>Year 2 Benchmark:</b> Teachers will use data from OARS to implement appropriate interventions.</p>
<p><b>Year 3 Benchmark:</b> Teachers will input post-data into OARS to demonstrate intervention effectiveness.</p>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Identify teacher leaders who can serve as OARS Experts	2014-15	Coordinator of Assessment and site administration	List of trainers

Provide information and training to teachers and staff regarding how to use targeted OARS functions: running reports, creating intervention groups, creating online assessments.	2014-16	Coordinator of Assessment and OARS teacher trainers	Agendas, assessments created in OARS, frequency of usage reports
Provide ongoing support to teachers and staff on using OARS.	2015-17	Coordinator of Assessment with OARS teacher trainers and technology specialists	Agendas, assessments created in OARS, frequency of usage reports
Creating a library of formative assessments for all subjects and all grades	2016-17	Coordinator of Assessment, OARS teacher trainers, teachers	The presence of formative assessments stored in OARS.
Establish a naming system for formative assessments in OARS	2014-15	Coordinator of Assessment and OARS teacher trainers	Formative assessments will be named per the naming system.

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

**Goal 3j: Technology will be an effective means of communication between home and school.**

<p><b>Objective 3j.1:</b> We will ensure that all teachers and principals have the ability to easily send and receive e-mail to and from parents and students via the Student Information System.</p>
<p><b>Year 1 Benchmark:</b> 100% of teachers and principals will have access to a Student Information System in order to easily send and receive e-mail to and from students and parents.</p>
<p><b>Year 2 Benchmark:</b> 100% of teachers and principals will have utilize a Student Information System in order to send and receive e-mail to and from students and parents.</p>
<p><b>Year 3 Benchmark:</b> 100% of teachers and principals will use the Student Information System as an effective communication tool.</p>

<p><b>Objective 3j.2:</b> All teachers will maintain current websites with information for students and parents.</p>
<p><b>Year 1 Benchmark:</b> The district will develop user-friendly tools and templates for website development and provide training and coaching.</p>
<p><b>Year 2 Benchmark:</b> All teachers will be provided training and support to allow them to maintain current websites.</p>
<p><b>Year 3 Benchmark:</b> Teachers will be invited to contribute to and participate in “share fairs” to learn from, support one another, and assess what additional tech support is needed.</p>

<p><b>Objective 3j.3:</b> All schools will maintain current and relevant websites with information for students, parents and the greater community.</p>
<p><b>Year 1 Benchmark:</b> 100% of the school sites will maintain current and relevant websites.</p>
<p><b>Year 2 Benchmark:</b> 100% of the school sites will maintain current and relevant websites.</p>
<p><b>Year 3 Benchmark:</b> 100% of the school sites will maintain current and relevant websites.</p>

<b>Implementation Plan:</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Review and identify resources to be used district wide for school/home communication.	2014-17	Director of Curriculum with Director of Tech, and Instructional Tech Coach	Communication system and website template/tools will be selected
Provide <b>information and training</b> to teachers, staff and community regarding communication systems and websites.	2014-17	Director of Curriculum with Director of Technology, Instructional Coaches and	Notices of trainings Sign-in sheets for trainings Evidence of school and teacher website

		site administrators	production.
Provide <b>ongoing support</b> to teachers and staff on these adopted communication systems/websites.	2014-17	Director of Curriculum and Instructional Coaches, Site administrators	Check calendars of Instructional Coaches  Evidence of school and teacher website
Teachers and schools will <b>maintain</b> current and effective communication systems.	2015-17	Site administrators , teachers	School websites, teacher websites, email communication system  Survey parents about the effectiveness of communication

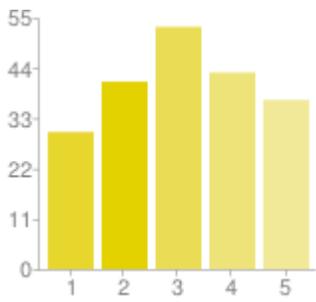
**3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.**

Ongoing monitoring of the Technology Plan will take place on an annual basis. Documentation will be gathered, reviewed and decisions made to update the plan as needed. The Director of Technology will hold ultimate responsibility for the monitoring of the plan, but will rely on the Person/Team Responsible listed in Section 3 to assist with the process. A yearly report will be shared with the District Leadership Team and Board of Education and posted on the district Web site for access by other parties.

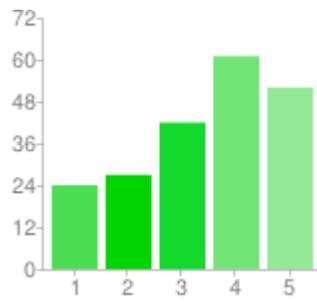
## 4. Professional Development

**4a. Summary of teachers’ and administrators’ current technology skills and needs for professional development.**

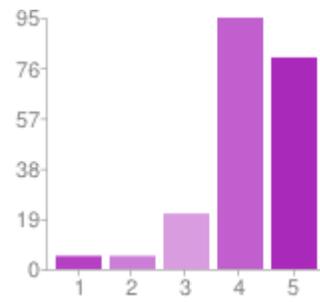
Teachers and Administrators were recently surveyed about their own capacity to use technology in their work and the ethical and social issues around them. Over 200 teachers and administrators responded. Here is a summary of the results. Scales for all questions were 1 to 5, with 1 ranked as “Beginning” and 5 being “Advanced (Willing to Train Others)”.



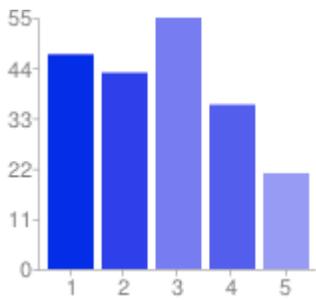
Basic Operations



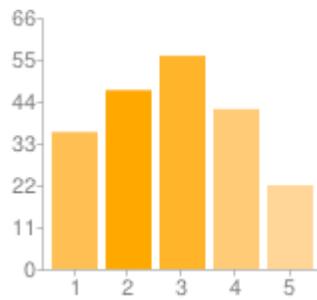
Basic Troubleshooting



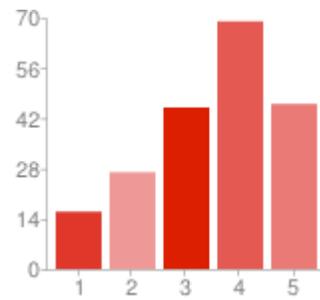
Word Processing and Desktop Publishing



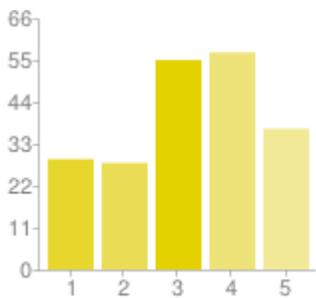
Database



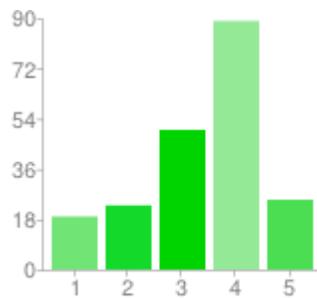
Spreadsheets (Tables, Charts and Graphs)



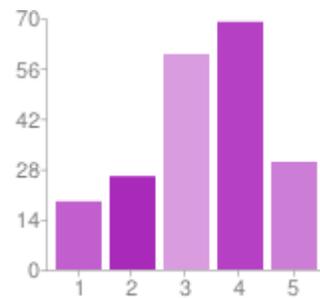
Internet, Networking and Online Communication



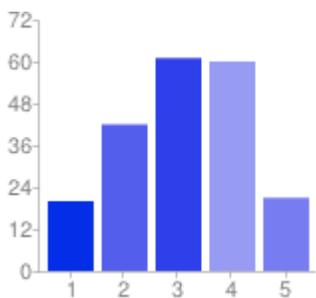
Multimedia and Presentation Skills



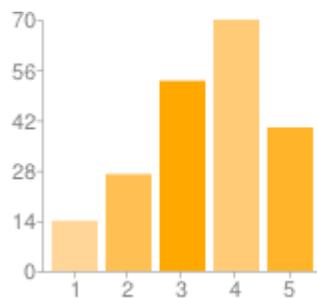
Ethics



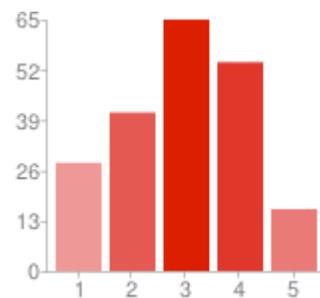
Classroom and Society



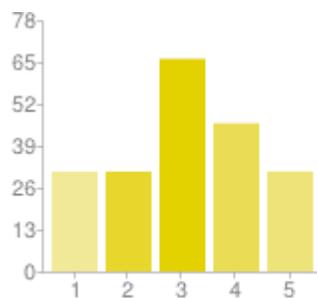
Health and Safety



Research (Gathering and Using Information)



Problem Solving



Communication and  
Collaboration

**4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.**

**Goal 4b:**

Teachers will receive the Professional Development necessary to successfully implement the goals described in Section 3 of this Plan.

**Objective 4b.1:**

**Section 3d Component**

Fully implement the ISTE National Educational Technology Standards 1, 2, and 4 for Students in grades TK-12.

**Year 1 Benchmark:**

Teachers and Administrators will be offered training to use basic aspects Google Drive and all the related Google Apps: doc, spreadsheet, presentation, form. Specifically, teachers and administrators will learn how to use Google Apps to create a document that is then collaboratively edited by multiple people. This training will occur during SDR-approved workshops and during the Summer Institute sessions in June and August. The district technology coach will also meet with individual teachers and small groups.

**Year 2 Benchmark:**

Ongoing training on the basics of Google Drive and Google Apps will continue this year. An additional focus will be on training teachers to apply these technologies in the classroom with students. Also, teachers and administrators will be trained to create digital media in a variety of formats to effectively communicate.

**Year 3 Benchmark:**

Teachers and administrators will be provided ongoing training for how to incorporate digital tools into student projects. In particular, professional development will focus on using digital tools to conduct research, manage projects, collect and analyze data, and make informed decisions.

**Objective 4b.2:**

**Section 3e Component**

Students will apply digital tools to gather, evaluate, and use information.

**Year 1 Benchmark:** Teacher leaders will be trained to identify common approaches in evaluating, synthesizing and citing sources found from web searches. These leaders will also be familiar with utilizing established electronic resources like the district's academic databases.

<b>Year 2 Benchmark:</b> Teachers will be trained to identify common approaches in evaluating, synthesizing and citing sources found from web searches; integrating these skills into curriculum to challenges students to think critically about the information found online and be able to cite it using a consistent format and style guide (e.g., MLA, APA or Chicago). Teachers will also be familiar with utilizing established electronic resources like the district’s academic databases.
<b>Year 3 Benchmark:</b> Teachers will revisit the information outlined above and share best practices on integrating it into classroom instruction.

<b>Objective 4b.3:</b> Teachers will be able to effectively address issues of Digital Citizenship in their ongoing lessons.
<b>Year 1 Benchmark:</b> Core teachers will be trained in the delivery of the Common Sense Media E-Rate Toolkit Curriculum.
<b>Year 2 Benchmark:</b> All teachers will be trained to engage students in conversations around Digital Citizenship.
<b>Year 3 Benchmark:</b> All teachers will be trained to engage students in conversations around Digital Citizenship.

<b>Objective 4b.4:</b> <purposely left blank>
<b>Year 1 Benchmark:</b>
<b>Year 2 Benchmark:</b>
<b>Year 3 Benchmark:</b>

<b>Objective 4b.5:</b> Teachers will be trained to help identify students in need of additional technology resources and in the process to acquire it for them.
<b>Year 1 Benchmark:</b> 100% of teachers will be made aware of the District provided opportunities for students in need to have access to appropriate technology devices and Internet access.
<b>Year 2 Benchmark:</b> 100% of teachers will be made aware of the District provided opportunities for students in need to have access to appropriate technology devices and Internet access.
<b>Year 3 Benchmark:</b>

100% of teachers will be made aware of the District provided opportunities for students in need to have access to appropriate technology devices and Internet access.

**Objective 4b.6:**

The District's online assessment reporting system (OARS) will be used to assess, score, and report on District wide, common core aligned benchmark assessments to improve individual instruction.

**Year 1 Benchmark:**

Core teachers will be trained to use OARS to create formative and summative assessments, to analyze the data to inform instruction, and to use OARS to identify academically at-risk students in order to target their needs.

**Year 2 Benchmark:**

All teachers will be trained to use OARS to create assessments, to analyze collected assessment data to inform instruction, and to identify academically at-risk students.

**Year 3 Benchmark:**

All teachers will be trained to use OARS to create assessments, to analyze collected assessment data to inform instruction, and to identify academically at-risk students.

**Objective 4b.7: Technology will be an effective means of communication between home and school.**

**Component for 3j**

We will ensure that all teachers and principals have the ability to easily send and receive e-mail to and from parents and students via the Student Information System.

All teachers will maintain current websites with information for students and parents.

All schools will maintain current and relevant websites with information for students, parents and the greater community.

**Year 1 Benchmark:**

Principals and teachers will be identified who need support in setting up email and/or a website for home-to-school use, and professional training will be provided. Teachers new to PUSD will be trained on how to use the Student Information System.

**Year 2 Benchmark:**

Principals and teachers will be trained on any updates available to email and websites for home-school use, and also for the Student Information System.

**Year 3 Benchmark:**

All teachers will be supported in the effective use of classroom email and a classroom website for home-school use, through ongoing trainings in best online communication practices. Continued support will be available for school staff and faculty on any changes with the Student Information System.

**Implementation Plan:**

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<b>Activities</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Monitoring &amp; Evaluation</b>
Model innovative technology practices at site and district staff development	2014-17	Instructional Coaches	
4b.3: Teachers will be trained in the Common Sense Media E-Rate Toolkit as a Curriculum for addressing Digital Citizenship and Online Safety.	2014-15	Director of Curriculum with Instructional Coaches and Site Administrators	Agendas and Sign-In Sheets
4b.3: Teachers will develop additional materials and model lessons that embed Digital Citizenship and Online Safety into traditional curriculum.	2014-17	Director of Curriculum with Instructional Coaches and Site Administrators	Model Lesson Plans, Resource Web Pages
4b.5: Fliers, e-mail announcements, and videos will be created and regularly distributed to staff to inform them of the opportunities for students in need to get access to appropriate technology devices and Internet access.	2014-17	Director of Technology with Instructional Coaches	
4b.7 Teachers and principals will be regularly trained and supported in how to effectively use the Student Information System.	2014-17	Director of Technology with Technology Coach and Site Administrators	Check to see how often Information System is accessed  Parent survey of “effective communication”
4b.7 Teachers who do not currently have a website will be trained in how to set one up.	2014-15	Director of Curriculum with Technology coach	Teacher websites District-wide
4b.7 Teachers and school sites will receive support in how to maintain and update classroom and school site websites.	2014-17	Director of Curriculum, with Instructional Coaches, site administrator	Websites updated, parents’ accessing websites, website content and structure may change

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

Ongoing monitoring of the Technology Plan will take place on an annual basis. Documentation will be gathered, reviewed and decisions made to update the plan as needed. The Director of Technology will hold ultimate responsibility for the monitoring of the plan, but will rely on the Person/Team Responsible listed in Section 4b to assist with the process. A yearly report will be shared with the District Leadership Team and Board of Education and posted on the district Web site for access by other parties.

## **5. Infrastructure, Hardware, Technical Support, and Software**

**5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.**

**Existing Hardware:**

Our sites provide a heterogeneous mix of technology resources to staff and students. Technologies available at our sites vary from building to building and classroom to classroom. All of these technologies are present at one or more of our campuses:

- Desktop Computers (Mac and Windows)
- Laptop Computers (Mac and Windows)
- Chromebooks
- iPads
- iPod Touches
- LCD Projectors (on carts and ceiling-mounted)
- Large, flat-panel LCD Televisions
- Apple TVs
- Interactive Whiteboards
- Interactive Response Systems
- Document Cameras
- Audio Reinforcement Systems (few)
- Mobile Carts with laptops, iPads, or Chromebooks

**Existing Internet Access:**

Schools are connected to the District Office via AT&T's Opt-E-Man metro-ethernet product. Speeds are 50 Mbps at our elementary schools, 100 Mbps at our middle schools, and 250 Mbps at our comprehensive high schools. Our continuation school shares its LAN with the District Office. The District Office is connected to Alameda County Office of Education at 1 Gbps.

Usage on all WAN circuits is continuously monitored and upgrades planned based on forecasted demand.

Networks at each campus are built from a variety of vendors' products and range from 100Mbps backbones to 1 Gbps. All buildings have 100 Mbps ports for edge access. Cabling at our schools varies from communication cable (< CAT3) at Pleasanton Middle School to a mix of CAT-5 and CAT-5e at the rest of our campuses.

Wireless LAN coverage at our schools is a patchwork quilt of seven different vendors' products across our campuses. Distribution of the access points provides coverage across most of our campuses but does not support the existing density of devices well, let alone future expected growth.

### **Existing Electronic Learning Resources:**

- Web tools for building schema, understanding- (consuming tech)
  - YouTube videos
  - Website content that is part of instructional materials adoptions
  - Content specific websites
  - Digital, teacher-created materials
- Academic databases that support curriculum
  - World Book Web-online encyclopedia
  - GALE's Student Resources in context-online reference site
  - SIRS Knowledge Sources-online reference for persuasive writing
  - ProQuest-online newspaper and magazine database
  - JSTOR-university level database of academic journal articles
  - CultureGrams-online reference of the United States and other countries
- Use of Google Apps for Education (GAPE) to allow for inquiry based learning-explore and apply (application of technology)
  - Accomplished in a 1:1 lab setting, limited mobile devices per classroom, limited Bring Your Own Device (BYOD)
  - Project-based learning- combing low technology methods with devices based on activity needs.
  - Teacher created digital reading experiences combined with digital writing using Google Docs and web publishing tools
  - Authentic purpose to learning- collaboration with others outside of the classroom, district, state, country. Mystery Skype, Edmodo book clubs, digital writing partners
- Use of collaborative web apps such as Nearpod, Padlet, Socrative, Today'sMeet for student interactive learning during direct instruction
- Curating content for student learning
  - video- YouTube channels
  - web resources- Thinglink, Blendspace, Symbaloo, LibGuides
- Digital projects
  - video projects- using iMovie, mobile apps, YouTube, screencasting
  - Digital Portfolios - Google Sites to share student work

- ‘Show what you know’ - Glogster, Prezi, Google Presentations, Power point, websites, StoryBird publishing, pod casts, image manipulation using Skitch,
- Software programs have been adopted for use with intervention programs. These include
  - Aventa K12
  - Revolution Prep
  - ALEKS
  - Mathwizz
  - Read 180
  - Razkids

### **Existing Technical Support:**

Each of our K-8 schools has a part-time technician that provides service to the site for 10.5 months per year, starting approximately two weeks before school begins and ending one week after school is out. The comprehensive high schools have full-time technicians that also work 10.5 months per year.

These local site technicians are supported by two network technicians that provide second tier support when necessary and perform basic maintenance of school networks. The network technicians are also 10.5 month employees.

A full-time Lead Support Services Specialist/Trainer provides support to the site technicians, application training for all staff, and first level support to the District Office campus.

Support for administrative systems is provided by our Data Processing Department, which manages the student information system and provides support for integration of that data with other systems, such as OARS.

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

#### **Hardware Needed:**

For Teachers and Administrators, this plan expects the distribution of new laptop computers for use by teachers and administrators across the District. The District has established a five year refresh cycle and as such the budget reflects the replacement of 60% of these devices in our schools.

Our buildings will continue to use wired labs of desktop computers (“physical labs”) to support student learning and testing requirements. The District has established a standard of one physical lab per elementary campus and our alternative education campus, two each at our three middle schools, and five each at our high schools.

In addition to physical labs, and to provide support while the labs are reserved for mandatory testing windows, the District approved standard provides for mobile device labs (using netbook, laptop or tablet devices as appropriate).

In order to support learning in our classrooms, we propose the following general requirements on a per-academic classroom basis.

- 3:1 ratio of devices to students with an 80/20 mix of low-end/high-end. Examples of low-end devices are Chromebooks or netbooks. Examples of high-end devices are Windows or Mac OSX laptops or desktops as appropriate for a given instructional need.

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

To support the District's instructional goals, the following electronic resources will need to be selected, acquired and managed:

- Resources on the California Learning Resources Network [www.clrn.org](http://www.clrn.org) website. This site contains a significant number of educational learning resources (ELR), online course resources (OCR), open educational resources (OER) and electronic learning assessment resources (ELAR)
- Online Learning Management System (tool to deliver an online classroom, for example Moodle or Edmodo)
- Additional Open Educational Resources (OER) Content and lesson plans for all subjects grades TK-12
- Integration tools to enhance the use of Google Apps for Education across our campuses
- Asset management and tracking tools to support the distribution, use and storage of all portable computing devices

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

All of our campuses are in need of refreshed switching and wireless equipment. Several campuses lack appropriate wiring necessary to provide gigabit connections to desktop devices and wireless access points. A comprehensive five year plan to refresh all sites, starting with the schools with greatest need, has been developed and is reflected in the budget assumptions in section 6.

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

In addition to the upgraded networks, we believe there is a minimum level of technology infrastructure that should be expected in every classroom. This includes a mounted LCD projector (or equivalent) for display of teacher and student devices (including a reflector device such as an Apple TV, Chromecast, or similar); an audio reinforcement system to support English Learners, students with disabilities, and classroom management; and a networked laser printer.

### **Technical Support Needed:**

A consistently expressed need among our teaching staff and administrators is that regular, immediate technical support be available to support teachers when incidents occur. To support this need, we propose that Site Technology Specialists have their hours extended to full-time at

all campuses, and that their work-year be extended to 12 months. This allows for coverage of the entire student day to provide immediate support to teachers, along with time before and/or after school to work on projects and non-immediate needs. Coverage during the summer will allow for project work to be completed and extend the availability of labs and carts through the entire school year.

**5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.**

<p><b>Year 1 Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● <b>RFP for Network Phase 1 issued and vendor selected for work during Summer 2015</b></li> <li>● <b>Learning Management System (LMS) selected for implementation Summer 2015</b></li> <li>● <b>Network Technicians and High School Site Technicians increased to 12-month status</b></li> <li>● <b>As part of Math Curriculum Adoption, electronic resources (including Open Electronic Resources) will be evaluated.</b></li> </ul>		
<p><b>Recommended Actions/Activities</b> Process for selection of Learning Management System developed and approved by Superintendent.</p>	<p><b>Timeline</b> December 2014</p>	<p><b>Person(s) Responsible</b> Director of Technology</p>
<p>Learning Management System selected and implementation begun.</p>	<p>Summer 2015</p>	<p>Director of Technology with Director of Curriculum</p>
<p>RFP Issued and vendor selected for Phase 1 of Network Upgrades</p>	<p>March 2015</p>	<p>Director of Technology</p>
<p>Position change requests submitted to HR to increase Network Techs and High School Site Technicians to 12 months</p>	<p>March 2015</p>	<p>Director of Technology</p>
<p>Electronic resources identified for the Math Curriculum adoption will be sourced and impact on this plan evaluated.</p>	<p>April 2015</p>	<p>Director of Curriculum</p>

<p><b>Year 2 Benchmark:</b></p> <ul style="list-style-type: none"> <li>● <b>RFP for Network Phase 2 issued and vendor selected for work during Summer 2016</b></li> <li>● <b>As part of ELA Curriculum Adoption, electronic resources (including Open Electronic Resources) will be evaluated.</b></li> </ul>		
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<ul style="list-style-type: none"> <li>• <b>All Site Technology Specialists increased to eight hours and 12 months</b></li> <li>• <b>All Math Curriculum loaded into LMS</b></li> </ul>		
<b>Recommended Actions/Activities</b> Position change requests submitted to HR to increase remaining School Site Technicians to 12 months and 8 hours.	<b>Timeline</b> March 2016	<b>Person(s) Responsible</b> Director of Technology
RFP Issued and vendor selected for Phase 2 of Network Upgrades	March 2016	Director of Technology
Electronic resources identified for the ELA Curriculum adoption will be sourced and impact on this plan evaluated.	April 2016	Director of Curriculum
All math electronic resources are loaded into Learning Management System (LMS).	August 2015	Director of Technology

<b>Year 3 Benchmark:</b> <ul style="list-style-type: none"> <li>• <b>RFP for Network Phase 3 issued and vendor selected for work during Summer 2017</b></li> <li>• <b>As part of Science Curriculum Adoption, electronic resources (including Open Electronic Resources) will be evaluated.</b></li> <li>• <b>All ELA Electronic Resources loaded into LMS</b></li> </ul>		
<b>Recommended Actions/Activities</b> RFP Issued and vendor selected for Phase 3 of Network Upgrades	<b>Timeline</b> March 2017	<b>Person(s) Responsible</b> Director of Technology
All math electronic resources are loaded into LMS.	August 2016	Director of Technology
Electronic resources identified for the Science Curriculum adoption will be sourced and impact on this plan evaluated.	April 2017	Director of Curriculum

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

Annual reports to the Board of Trustees and regular updates to Cabinet will be used to track progress on the activities identified.

## 6. Funding and Budget

**6a. List of established and potential funding sources.**

**Established Funding Sources:**

Funding sources currently used to support technology purchases and support include:

- District General Fund
- District Common Core Dollars (Chromebooks and Access for SED students)
- Pleasanton Partners in Education (PPIE, a foundation that supports the District)
- School-based organizations (PFC, PTA, etc.)
- Direct donations

**Potential Funding Sources:**

Potential additional funding sources include:

- Sycamore Fund
- Future voter-approved initiatives such as a General Obligation Bond
- LCFE funds that would be identified for textbook adoptions and purchases

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

<b>Budget Category</b>	<b>Item Descriptions</b>	<b>Est. Year 1 Cost</b>	<b>Est. Year 2 Cost</b>	<b>Est. Year 3 Cost</b>	<b>E-rate Eligible Amount</b>
1000-1999 Certificated Salaries	<i>3 optional training days as SDR<sup>1</sup></i> <i>3 mandatory staff development days<sup>1</sup></i>	<i>829,000<sup>1</sup></i> <i>972,000<sup>1</sup></i>	<i>510,000<sup>1</sup></i> <i>972,000<sup>1</sup></i>	<i>510,000<sup>1</sup></i> <i>972,000<sup>1</sup></i>	0
2000-2999 Classified Salaries	<i>Network Technicians and Site Technology Specialists<sup>2</sup></i>	<i>542,000<sup>2</sup></i>	<i>580,000<sup>2</sup></i>	<i>772,000<sup>2</sup></i>	0
3000-3999 Employee Benefits	<i>Cert PD Days<sup>1</sup></i> <i>Classified Staff<sup>2</sup></i>	<i>198,000<sup>1</sup></i> <i>238,000<sup>2</sup></i>	<i>163,000<sup>1</sup></i> <i>248,000<sup>2</sup></i>	<i>163,000<sup>1</sup></i> <i>309,000<sup>2</sup></i>	0
4000-4999 Materials & Supplies	Chromebooks in Classrooms Laptops in Classrooms Chromebooks for Socio-Economically Disadvantaged (~600 students)	175,000	400,000 400,000	1,000,000 1,000,000	0
5000-5999 Other Services & Operating Expenses	Internet Access for Socio-Economically Disadvantaged (~600 students) <i>WAN Circuits<sup>3</sup></i>	250,000 <i>171,888<sup>3</sup></i>	250,000 <i>171,888<sup>3</sup></i>	250,000 <i>171,888<sup>3</sup></i>	0 <i>171,888<sup>3</sup></i>
6000-6999 Equipment	Network Upgrades Computer Lab Refreshes Mobile Lab Carts Classroom Infrastructure	2,000,000 168,000 233,000 655,000	2,000,000 168,000 166,000 611,000	2,000,000 217,000 166,000 853,000	0
<b>Totals</b>		\$6,431,888	\$6,639,888	\$8,383,888	

<sup>1</sup> Certificated SDR and Staff Development days are contracted, ongoing costs, not new expense.

<sup>2</sup> Approximately \$400K/year currently budgeted.

<sup>3</sup> Currently budgeted expense. E-Rate and California Teleconnect Discounts reduce this to a cost of \$32,659.

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

The District intends to create a catalog of appropriate equipment purchases across multiple categories and operating systems. As part of that catalog, an expected lifetime for each device will be determined and published so that stakeholders can plan appropriately for replacement of those devices at the end of their useful life.

**6d. Describe the process that will be used to monitor Educational Technology funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**

Annual reports to the District Technology Committee, District Leadership and the Board of Trustees will be used to monitor spending for the implementation of this Technology Plan.

## 7. Monitoring and Evaluation

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

One of the key components of a well-written technology plan is that it include descriptions and plans to adequately address the areas of monitoring and evaluation. One important question to be asked is who will do the evaluation. In a review of some work in the field of district technology plan evaluation, some districts establish internal systems for formative evaluation and then work with external program evaluators for the summative evaluation.

Once a district begins implementation, there must be structures in place to address issues and challenges that arise. This needs to be an on the ground structure that provides for staff to be available to support teachers and administrators who are working to implement the plan with students.

The Pleasanton Unified School District will establish a District Technology Committee, made up of teachers, administrators, technology department staff, instructional coaches, trainers and parents to oversee the implementation of our technology plan. They will set up processes, working with other departments, to communicate their activities, and be the first point of contact for feedback on implementation issues and successes.

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

The District Technology Committee (DTC) will meet at least quarterly. It will set up a year-long schedule of its meetings for itself. It will also have members attend meetings of other groups, including curriculum committees, site and district leadership teams and other groups in our District where feedback on the implementation of the technology plan can be gathered.

In addition to a year long schedule of meeting with stakeholder groups, the DTC will identify a timeline of reporting progress on each of the goals in the District Technology Plan. For example, goals for this plan include ensuring that all students have access to appropriate tools of technology, that teachers are able to address issues of digital citizenship, all schools will maintain

current and relevant website. The early work of the DTC is to identify plans for summative and formative assessment of all of the technology plan goals and develop and gather feedback on the schedule for evaluation.

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

A formal update of the progress of the implementation of the District Technology Plan will be provided annually to the Board of Trustees.

The Technology Committee will set up structures for communication that may include newsletters, demonstrations of work and websites. Feedback from stakeholders will need to be gathered early as to the kinds of information they want and the best strategies for communicating the information.

## 8. Collaborative Strategies with Adult Literacy Providers

**If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)**

We have a Computer Workshop offered in the beginning of the school year in four to six sessions, covering topics such as: word processing, email basics, how to use Google Search and Google Translate. During registration/enrollment, the PTA helps to identify families who are without email accounts. With that list and teachers recommendations we invite them to our workshops. The computer lab is opened so the parents can come to practice/work and have access to Internet.

Our Family Reading Club it is a program based on providing bilingual books, art and writing projects that are focused on the needs of the Latino children. It is designed to meet once a week, for 1.5 hours over a six to nine week period. During each session we encourage critical reflection, and dialogue through reading. Some of the goals include: establishing and supporting a family reading routine, improving English language skills (ESL section), improving Spanish Literacy skills, strengthen parent/child interactions, and build a sense of community.

Here is a [video](#)<sup>4</sup> that highlights the Family Reading Club.

## 9. Effective, Researched-Based Methods and Strategies

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

Pleasanton Unified School District is committed to providing quality 21st century learning for all students, incorporating the use of technology. Research shows that technology can be an important tool towards achieving this goal when it is embedded within the content of the curriculum.

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<sup>4</sup> <https://www.youtube.com/watch?v=7KYyQY33bso>

Professionals in our society today utilize technology routinely in most of what they do. From doctors, to law enforcement, to mechanics, it has become an expectation that these professionals are up to date and using the latest technology to perform their duties. The same is true for education. “It is time to shift our mindsets away from the notion that technology provides a supplemental teaching tool and assume, as with other professions, that technology is essential to successful performance outcomes (i.e., student learning). To put it simply, effective teaching requires effective technology use.” (Hew, Khe, Foon, and Thomas Brush, 2007)

Pleasanton Unified School District has taken this notion, along with the research that backs up the efficacy of technology use in the classroom, to create a comprehensive technology plan. The factors necessary for an effective plan include: universal access to equipment, technology and information literacy skills integrated into curriculum, extensive professional development, and adequate technical support.

It is important that the issues of equity in the use of technology are clearly addressed and planned for. “Those without timely access to digital learning resources will fall further behind, or worse, they will be entirely left out of meaningful economic and social development efforts with the potential for serious social and political consequences.” (Microsoft, 2011) In an effort to ensure no students are left behind, Pleasanton Unified School District will work to provide access to Internet enabled devices with a 1:3 ratio in school and that all students will have access to the Internet and a device at home. “Integrate, don’t isolate computers” (Davis & Shade, 1994) captures the current perspective on where and how to use computers in schools. Proponents of this view (Davis & Shade, 1994; Federico, 1995; Fowler, 1990; Junaid, 1996; Watson, 1990) argue that the use of computers within classroom settings is superior to computer labs in promoting an integrated curriculum and maximizing the benefits of computer usage to improve learning.” (Rule, Audrey C et al, 2002)

Whether a school site utilizes a computer lab, coordinates the use of devices on a portable cart, or distributes devices per classroom, the overall effectiveness depends on the way in which they are used. Pleasanton Unified School District has adopted the National Educational Technology Standards for Teachers (NETS\*T) as a framework for effective technology integration. The district believes that the Essential Conditions, as outlined by International Society for Technology in Education (ISTE), must be in place to effectively leverage technology for learning. This includes inquiry-based learning, project-based learning, student centered activities which foster authentic purpose and outcomes as a result. Technology is not a subject to be taught in isolation, it is something that needs to integrate seamlessly into authentic learning experiences.

When used effectively, “technology becomes a tool of transformation, which promises, simply by its presence and capabilities, to cause changes in how teachers teach, how schools are organized, and how students work together and learn.” (Culp, McMillan, Honey, and Mandinach, 2005)

Pleasanton Unified School District believes that in order to maximize learning with technology, teachers and staff must engage regularly in staff development training. “Effective professional development for technology integration requires a focus on content that includes (a) technology knowledge and skills, (b) technology-supported pedagogical knowledge and skills, and (c) technology-related classroom management knowledge and skills. In a paper discussing the cost, utility, and value of technology, Wahl (2000) suggests that organizations should spend 30 percent of their budget on equipment and 70 percent on the “human infrastructure ” to support ongoing training and technical assistance. The most important feature of a professional development program is a strong focus on helping teachers understand how students learn specific content, and how specific instructional practices and tools can support student learning outcomes.” (Hew, Khe Foon, and Brush, 2007) Professional development is an ongoing process that needs to have variety of learning options in order to reach all levels of learners. Through instructional coaches, workshops, team collaboration, online and blended learning, and one on one instruction Pleasanton teachers will have access to the latest, up to date methodology and best practices for integrating technology into the curriculum.

Instrumental to effective use of technology in the classroom is the technical support available at school sites and at a district level. Many teachers may be effective at instruction yet not equipped or trained to handle trouble shooting issues that go along with the use of technology. Time constraints can also hinder quick solutions and if there is not adequate support, even the best of instructors will not be able to utilize the technology for positive learning outcomes. In a study titled Technology Support: Its Depth, Breadth and Impact in America’s Schools, the research showed that: ”Teachers in schools with high-quality technology support use technology more frequently with students, and in a wider variety of ways professionally, than do teachers in schools with inadequate technology support programs. The quality of support influences teachers to increase their use of technology over time.” (Ronkvist, Amy M,Dexter, and Anderson, 2000)

Chris Lehmann, a world renowned educational technology specialists states "Technology in the classroom should be like oxygen: ubiquitous, necessary and invisible." With the rapid pace at which technology is developing and changing we can not focus solely on the software, the bandwidth, and infrastructure when developing a long range plan. It is about the teaching of when and where and how we use technology to improve the learning in our classrooms. We believe that

the best use of technology comes not by focusing on the platform, device, or duration of use, but on the effectiveness of the pedagogy the instructor implements. When we create a vision for the future of technology use in Pleasanton schools, we need to focus on establishing ways to enhance creativity, critical thinking, communication, and collaboration for all students so that they can be “knowledgeable, and ethical participants in our globally connected society.” We believe this technology plan has the vision, the tenacity, and the insight to help all students grow as 21st century learners.

**9b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.**

This technology plan recommends the District’s rigorous academic curriculum to all students. An important part of developing this plan has been to evaluate how technology is a part of the curriculum at all levels in the district. We have assessed the basic infrastructure needs which are reflected in our recommendations in section 6b. More importantly, however, our plan reflects our district’s pursuit to embrace the Common Core curriculum. Technology is a tool that will facilitate student learning and achievement in a diverse, academic landscape.

Pleasanton Unified will continue its exploration and expansion of distance learning opportunities through:

- Online courses for advanced curriculum access
  - Online courses for academic intervention and credit recovery
  - Online courses for independent study
  - Online courses for home schooling
  - Videoconferencing as a tool for access to curriculum otherwise not available
  - Virtual field trips and/or access to experts in the field
  - Access to physical classrooms through video conferencing for students unable to attend class
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# Glossary

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- ❖ **Common Core State Standards (CCSS):** an education initiative in the United States that details what K-12 students should know in English, language arts, and mathematics at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent education standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or enter the workforce ([source](#)).
- ❖ **Free and Reduced Price Meals Program (FRPM):** A US Government program that reimburses schools for the cost of student meals.
- ❖ **International Society for Technology in Education (ISTE):** A nonprofit organization serving educators and education leaders committed to empowering connected learners in a connected world ([source](#)). ISTE has developed the ISTE Standards for Students, Teachers, Administrators and Coaches ([source](#)).
- ❖ **Learning Management System (LMS):** a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs ([source](#)).
- ❖ **Online Accountability and Reporting System (OARS):** The data management system used to collect, analyze and report student performance information.
- ❖ **Open Educational Resources (OER):** freely accessible, openly licensed documents and media that are useful for teaching, learning, educational, assessment and research purposes ([source](#)).
- ❖ **Students that are Socio-Economically Disadvantaged (SED):** Students are considered socio-economically disadvantaged if one or both of the following is true:
  - Student's family qualifies for the Free or Reduced Price Meals under the National School Lunch Program
  - Student's parents' highest level of education attained is less than high school graduation

## Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p><b>The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</b></p>		<p>The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable).</p> <p>Specific start and end dates are recorded (7/1/xx to 6/30/xx).</p>	<p>The plan is less than three years or more than five years in length.</p> <p>Plan duration is 2008-11.</p>
<p><b>2. STAKEHOLDERS CRITERION</b></p> <p><b>Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>
<p><b>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b></p>		<p>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.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

3.CURRICULUM COMPONENT CRITERIA	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			
<b>a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</b>		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>b. Description of the district's current use of hardware and software to support teaching and learning.</b>		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.
<b>c. Summary of the district's curricular goals that are supported by this tech plan.</b>		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
<b>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</b>		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to</b>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<b>succeed in the classroom and the workplace.</b>			
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<b>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</b>		The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
<b>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</b>		The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
<b>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</b>		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know

		support accomplishing the plan's goals.	what action needs to be taken to accomplish the goals.
<b>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</b>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</b>		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
<b>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
<b>a. Summary of the</b>		The plan provides a clear	Description of current level

<p><b>teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</b></p>		<p>summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</p>	<p>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>
<p><b>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</b></p>		<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</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><b>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</b></p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p><b>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>			

<p><b>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 &amp; 4) of the plan.</b></p>		<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p><b>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</b></p>		<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p><b>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</b></p>		<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p><b>d. Describe the process that will be used to monitor Section 5b &amp; the annual benchmarks</b></p>		<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

and timeline of activities including roles and responsibilities.			
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<b>6.FUNDING AND BUDGET COMPONENT CRITERIA</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
Corresponding EETT Requirement(s): 7 & 13, (Appendix D)			
<b>a.List established and potential funding sources.</b>		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
<b>b.Estimate annual implementation costs for the term of the plan.</b>		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
<b>c.Describe the district’s replacement policy for obsolete equipment.</b>		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.
<b>d.Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</b>		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b>  Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</b>		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<b>b. Schedule for evaluating the effect of plan implementation.</b>		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.
<b>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</b>		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b>  Corresponding EETT Requirement(s): 11 (Appendix D).	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
<b>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process)</b>		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	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.

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

# Appendix J – Technology Plan Contact Information

## Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 0 1 - 7 5 1 0 1

School Code (Direct funded charters only): \_ \_ \_ \_ \_

LEA Name: Pleasanton Unified School District

\*Salutation: Mr.

\*First Name: Chris

\*Last Name: Hobbs

\*Job Title: Director, Technology Services

\*Address: 4663-A Bernal Ave

\*City: Pleasanton

\*Zip Code: 94566

\*Telephone: (925) 426-4430 Ext: \_\_\_\_\_

Fax: 925-846-6730

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Please provide backup contact information.

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1<sup>st</sup> Backup E-Mail: gmckie@pleasantonusd.net

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\*Required information in the ETPRS