

Technology District Advisory Committee

Membership List 2002

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Brady, Pam	Board Member Representative
Brownley, Julia	Board Member Representative
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Coursey, Pierre	Elementary School Representative
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Di Leo, Greg	Lincoln Middle School Representative
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Martinez, Santiago	Edison Elementary School Representative
McCloud, Shane	Community Member
McKechnie, Ann	Librarian Santa Monica High School
McKeown, Kevin	Information Services Representative
Paul, Eric	Roosevelt Elementary School Representative
Peterson, Suzanne	K-5 Library Coordinator

Phillips, Nick	McKinley Elementary School Representative
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Stevens, Lori	Webster Elementary School Representative
Szabo , Sandy	Information Services Representative
Thacker, Bill	Malibu Middle School Representative
Timmerman, Carol	Grant Elementary School Representative
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I. EXECUTIVE SUMMARY.

The SMMUSD Vision for Technology states that the SMMUSD will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer, and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success. To support the vision, a set of goals has been developed. The goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are 6 technology standards from which student outcomes are derived. The standards encompass (1) basic operations and concepts, (2) social, ethical, and human issues, (3) technology productivity tools, (4) technology communications tools, (5) technology research tools, and (6) technology problem solving and decision making tools.

There are specific technology outcomes for elementary, middle, and high schools. Elementary School outcomes require that students learn basic word processing and research skills. Middle School outcomes require that the elementary skills be built upon and that students incorporate technology skills into at least one comprehensive project. High School outcomes require that technology skills continue to be used and integrated into at least one project.

The District shall provide professional staff development opportunities and training in instructional technology, maintain and expand the local and wide area network (site LANs and district WAN), provide Internet Access, coordinate and assist with purchasing new hardware and software, and maintain district hardware and software.

The District Advisory Committee for Instructional Technology is responsible for reviewing Site Technology Plans and evaluating conformance of plans with the District Technology Use Plan. These findings shall be summarized and reported to the Board of Education annually. Each school will have a Site Technology Committee that shall develop and keep current a Site Technology Plan. The Site Technology Plan shall include school and department goals for technology at all grade levels (how will technology meet curricular needs), identified needs for technology (teacher and staff training, curriculum integration, equipment and other resources), and an implementation schedule (when equipment, software, training and staff are required). The site technology plan shall provide for the achievement of the district technology outcomes. The site technology plan shall be consistent with the district technology plan.

Each school will have a site technology that will provide on the spot service for installation, minor hardware and software problems, and communicate needs (beyond minor repair) to appropriate district personnel. Site Technology Teams are responsible for

completing the Elementary Site Technology Plan Evaluation Sheet annually.

Board Policies BP6164, "Telecommunications-User Agreement" and BP6205, "Use of Copyrighted Materials - Software Copyright" are incorporated into this plan by reference.

II. INTRODUCTION AND BACKGROUND.

In 1984, the Board of Education created the District Advisory Committee on Computer Applications. The Committee was formed to see that "all students and teachers ... will be provided the opportunity to become computer literate." In 1990, the Committee was charged to "assist the District in assessing and implementing use of technology in the instructional curriculum and in the workplace." The Committee was to review and assess the use of technology in instructional programs, the curriculum, and district operations. In 1992, the District Advisory Committee for Instructional Technology Committee was established by the Board of Education. The Instructional Technology Committee's charge was similar to that established in 1990. Additionally the Committee was to develop a District Vision for Technology and present its first findings and recommendations to the Board in 1993.

In 1993 the Instructional Technology Committee wrote a vision statement and developed a four-year technology plan including elementary and secondary school outcomes. The elementary plan targeted fourth and fifth grade students by providing equipment and training in keyboarding and word processing. A district level technology position (Program Facilitator - Instructional Technology) was created to support this program. In accordance with the elementary plan some hardware has been provided for each of the ten elementary schools. Assessment of the elementary plan is in progress.

The Technology Use Plan was revised in 1996 and 2000. This revision (2003) aligns with the new California Department of Education legislation for technology use plan organization and certifies SMMUSD's TUP. Pursuant to Education Code Section 51871.5(a), after January 1, 2002, a school district must have the School District Education Technology Plan Certification Form and Addendum completed and on file with the California Department of Education (CDE), Education Technology Office, or have a current approved E-Rate District Plan in order to be eligible to receive any education technology grant.

This revision of the district's Technology Use Plan (2002 - 2005) incorporated a variety of stakeholders from within the school district and community at large. The District Advisory Committee in January 2002, established the Inquiry TUP subcommittee to guide the revision process. This inquiry subcommittee included the following members:

Eddy Jacobs, jacobs@smmusd.org, John Adams Lab Teacher
Bill Thacker, thacker@smmusd.org, Malibu MS Social Teacher
Peter Zrinzo, zrinzo@smmusd.org, Ed Services, IT Coordinator
Lori Stevens, lstevens@smmusd.org, Webster Elem, Teacher
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Judy Abdo, abdo@smmusd.org, CDS, Administrator
Carol Timmerman, timmerman@smmusd.org, Grant Elem, Teacher
Nicholas Phillips, phillips@smmusd.org, SAMOHI Student
Anita Circenis, anita@franklin.smmusd.org, Franklin Tech Support
Suzanne Peterson, speterson@library.smmusd.org, K-5 Library Coordinator
Shane McCloud, Community Member
Sandy Szabo, szabo@smmusd.org, Info Services
Pierre Coursey coursey@smmusd.org, Pt Dume Tech

The revision of the TUP was sent to the District Advisory Committee, site principals, and the community at large for review. Upon final revision, the TUP was submitted to the Board of Education for adoption. The following is an outline of the process used to adopt the Technology Use Plan:

- Advisory Committee appoints subcommittee to guide plan revision
- Subcommittee reviews and communicates input on the plan by section
- Plan is presented to the whole committee for review (public meeting)
- Plan is submitted to principals, teachers, and community at large
- Plan is revised and sent back to full committee
- Plan is submitted to Board of Education for adoption

This revision of the District Technology Use Plan provided guidelines for the district to achieve its vision for technology and fulfills SMMUSD's technology plan certification requirements for the California Department of Education.

III. VISION FOR TECHNOLOGY.

The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.

Students and Teachers will:

- Be effective users of ideas and information through the integration of technology into the curriculum.
- Have extensive and equitable access to information and ideas through technology.
- Explore new and future technologies.
- Use technology to function as a citizen, worker, and consumer in our society and prepare for successful competition in the workplace.

The District will:

- Take a leadership role in developing and implementing educational strategies across the curriculum and throughout the workplace.
- Implement policies and budgets guaranteeing ongoing funding for technology.
- Allocate resources to ensure staff and teachers are effective users of technology.
- Create partnerships with business community, educational and research institutions, and parents in implementing technology strategies.
- Periodically evaluate and modify the District Technology Use Plan.

IV. GOALS.

- Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
- All students will have access to technology.
- Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
- Technology will be integrated into all curricular areas.
- Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
- Students, teachers, administrators and staff will practice positive, ethical attitudes about technology.
- Students, teachers, administrators and staff will practice appropriate and safe use of technology.

V. CURRICULUM.**A. Description of teachers' and students' current access to technology tools both during the school day and outside of school.**

The Santa Monica-Malibu Unified School District provides every classroom, library, and office with internet access and at least 1 multimedia computer connected to the Internet. All sixteen school sites in the district (5 secondary, 11 elementary) have access to computer labs or mobile computer labs that teachers use daily to integrate technology into the curriculum. Every library in the district

also has between 5 and 20 computer workstations.

In 1996, the Board of Education approved \$186,000 for extended access to technology at the sixteen school sites. Schools have access to technology before school begins, after school ends, and/or on Saturday. All sites have hired a classified and/or certificated employees to supervise technology access for all students.

The school district has also issued over 250 laptops to its teachers for remote network access. Fifty teachers each year are part of a K-8 technology mentoring program where they receive a full day inservice and a laptop computer. This program provides ongoing support and professional staff development.

B. Description of the district's current use of hardware and software to support teaching and learning.

All teachers in the district are required to integrate technology into their curriculum. The district provided standards and outcomes that all teachers are expected to teach and all students are expected to achieve. The district's libraries and computer labs are integral to all students' access to technology. All teachers schedule the use of libraries/labs for daily classroom instruction.

The district has many software applications available online for all SMMUSD employees. Software is online at www.tech.smmusd.org. Teachers use a variety of applications at all grade levels to achieve the district approved outcomes. Word processing, presentation software, web page design, online research libraries, online encyclopedias, spreadsheet integration, textbook software, and keyboard programs are examples of the many programs used at each grade level. Remote access to online databases is offered to all SMMUSD students and staff.

C. Summary of the district's curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.

The Board of Education adopted the California State Content Standards for all subject areas. In addition to this adoption, SMMUSD has established a set of technology standards and outcomes for all students. The following 6 adopted standards are based on the International Society for Technology Education:

Technology Standards K-12:

Standard 1 – Basic operations and concepts.

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students use technological tools for learning, communications, and productivity.

Students manage and maintain technology tools.

Students use local and world-wide networks.

Standard 2 – Social, ethical, and human issues.

Students understand the related ethical, cultural, and societal issues.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, safety, and productivity.

Students will integrate the use of technology into daily living; and recognize the implications of emerging technologies.

Standard 3 – Technology productivity tools.

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology enhanced models, preparing publications, and producing other creative works.

Students choose sources of information from a variety of media and select relevant information by applying accepted research methods.

Standard 4 – Technology communications tools.

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Standard 5 – Technology research tools.

Students use technology to collect and evaluate information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Standard 6 – Technology problem solving and decision making tools.

Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

These 6 standards are the basis for the following K-12 outcomes. All teachers are expected to teach the six standards and have their students evaluated on the age appropriate outcomes.

TECHNOLOGY OUTCOMES

All Technology outcomes have been linked to the 6 basic standards (listed above). The number(s) to the right of the outcome correlates to the standard(s). These outcomes are general in scope. It is expected that Site Committees will develop specific implementation schemes.

GRADES K - 2:

Students will use technology throughout elementary school. Technology proficiencies will be included on the report cards. Upon completion of the second grade, students will:

- *Identify and use input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer) to successfully and safely operate computers and other technologies. (1)
- *Use a variety of technology resources for directed and independent learning activities. (1, 3)
- *Communicate about technology using developmentally appropriate terminology. (1)
- *Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
- *Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- *Demonstrate positive social and ethical behaviors when using technology. (2)
- *Practice responsible use of technology systems and software. (2)
- *Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
- *Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- *Gather information and communicate with others using telecommunications, with support from teachers, family members, or student

partners. (4)

GRADES 3 - 5:

Building upon elementary school K-2 technology outcomes, students will continue to use technology throughout elementary school. Technology proficiencies will be included on the report cards. Upon completion of the fifth grade, students will:

- *Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
- *Develop correct keyboarding skills safely with fingers in the home row position. (1)
- *Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
- *Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
- *Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- *Use technology tools (multimedia authoring, presentation, Web tools, digital equipment) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
- *Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
- *Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
- *Use technology resources (e.g., calculators, data collection probes, videos, software) for problem solving, self directed learning, and extended learning activities. (5, 6)
- *Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
- *Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)
- *Complete projects incorporating print and electronic resources. (3, 4, 5,)

GRADES 6 - 8:

Building upon elementary school technology outcomes, students will continue to use technology throughout middle school. Technology proficiencies will be reflected on report cards. Upon completion of the eighth grade, students will:

- *Develop and demonstrate correct and safe keyboarding skills with fingers in the home row position. (1)
- *Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
- *Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
- *Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
- *Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- *Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
- *Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
- *Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
- *Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
- *Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
- *Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems. (2, 5, 6)
- *Complete projects incorporating print and electronic resources. (3, 4, 5)

GRADES 9 - 12:

Building upon middle school technology outcomes, students will continue to use technology throughout high school. Technology proficiencies will be reflected on report cards. Upon completion of the twelfth grade, students will:

- *Develop and demonstrate correct and safe keyboarding skills with fingers in the home row position. (1)
- *Develop skills using common input and output devices, including adaptive technology, effectively and safely. (1, 3, 4)
- *Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
- *Make informed choices among technology systems, resources, and services. (1,2)
- *Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole. (2)
- *Demonstrate and advocate the legal and ethical use of technology and information. (2)
- *Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
- *Evaluate technology based options, including distance and distributed education, for lifelong learning. (5)
- *Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
- *Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
- *Investigate and apply expert systems, intelligent agents, and simulations in real world situations. (3, 5, 6)
- *Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)
- *Complete projects incorporating print and electronic resources. (3, 4, 5)

D. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

Goal statement for curriculum and integration to improve teaching and learning:

The Santa Monica-Malibu Unified School District supports the use of technology in all areas of the curriculum as a tool for student achievement. Therefore, it is essential that teachers require students to incorporate technology into all subject areas to advance student achievement.

Objective:

1.1 By June 2005, technology will be integrated into the curriculum in 70% of all classrooms to support student achievement with the California State content standards.

Benchmarks:

1.1a -- By 2003, technology will be integrated into the curriculum in 30% of all classrooms to support teaching the California State content standards in all subject areas.

1.1b -- By 2004, technology will be integrated into the curriculum in 50% of all classrooms to support teaching the California State content standards in all subject areas.

1.1c -- By 2005, technology will be integrated into the curriculum in 70% of all classrooms to support teaching the California State content standards in all subject areas.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
1.1a	Provide Staff Dev. for Teachers	IT Coordinator Site Mentor Staff	Begin 6/'02 ongoing	CTAP, O1 Cat. 03	Review Agendas, Sign in sheets, sample lessons
1.1a	Provide Staff Dev. Content Standards	Dir. Prof. Development	Begin 6/'03 ongoing	CTAP, O1 Cat. 03	Review Agendas, Sign in sheets, sample lessons
1.1b	Provide Plan and share opportunities	Dir. Prof. Development	Begin 6/'04 ongoing	CTAP, O1 Cat. 03	Observe Activities, classroom visit
1.1c	Perform CTAP2 Assessment at 1 school site annually	Principal It Coordinator	Begin 6/'05	NA	Use CTAP2 results to monitor & Eval

E. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to success in the classroom and the workplace.

Goal statement for student acquisition of technological and informational literacy skills:

The Santa Monica-Malibu Unified School District vision statement supports the acquisition of technology and information literacy skills for all students in all areas of the curriculum to improve student achievement. Therefore it is essential that all teachers require students to incorporate technology in their daily lives and promote information literacy skills.

Objective:

1.2 By June 2005, 70% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

Benchmarks:

1.2a -- By 2003, 30% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

1.2b -- By 2004, 50% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

1.2c -- By 2005, 70% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
1.2a	Provide opportunities for Students to share projects	IT Coordinator Site Mentor Staff Teacher	Begin 6/'02 ongoing	01 Cat. 03	Review Agendas, Sign in sheets, sample lessons
1.2a	Provide opportunities for Students to demo multimedia projects	Dir. Prof. Development Teacher	Begin 6/'03 ongoing	01 Cat. 03	Review Agendas, Sign in sheets, sample lessons
1.2b	Assist teachers with opportunities in their classroom	Dir. Prof. Development Teacher	Begin 6/'04 ongoing	01 Cat. 03	Observe Activities, classroom visit
1.2c	Use Mentor Teachers to Coach Activities	Dir. Prof. Development Teacher	Begin 6/'05	01 Cat. 03	Review log of activities

F. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.

Goal statement for utilization of technology to ensure appropriate access for students:

The Santa Monica-Malibu Unified School District believes that all students, including special education, GATE, and English Language Learners, should have access to technology during school and after regular school hours to promote equitable opportunities.

Objective:

1.3 -- By June 2005, 100% of all K- 12 students will have access to SMMUSD's district technology resources during school and after regular school hours.

Benchmarks:

1.3a -- By 2003, 50% of all K- 12 students will have access to SMMUSD’s district technology resources during school and after regular school hours.

1.3b -- By 2004, 70% of all K- 12 students will have access to SMMUSD’s district technology resources during school and after regular school hours.

1.3c -- By 2005, 100% of all K- 12 students will have access to SMMUSD’s district technology resources during school and after regular school hours.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
1.3a	Coordinate Library usage hours at sites	IT Coordinator Principal	Begin 6/'02 ongoing	01	Site visit, check sign in sheet
1.3b	Coordinate Library usage hours at sites	IT Coordinator Principal	Begin 6/'03 ongoing	01	Site visit, check sign in sheet
1.3c	Coordinate Computer lab usage hours at sites	IT Coordinator Principal	Begin 6/'04 ongoing	01	Observe Activities, library visits
1.3c	Visit each site Meet with site access coordinator	IT Coordinator	6/'05	NA	Monitor & Evaluate site usage

G. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.

Goal statement for utilization of technology to make student record keeping and assessment more efficient and supportive

of teachers' efforts to meet each students' academic needs.

The Santa Monica-Malibu Unified School District believes that technology should make student record keeping and assessment more efficient for all teachers.

Objective:

1.4 -- By 2005, 50% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

Benchmarks:

1.4a -- By 2003, 20% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

1.4b -- By 2004, 30% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

1.4c -- By 2005, 50% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
1.4a	Professional Staff Inservice on Systems	Dir of Info Serv. It Coordinator	Begin 6/'02 ongoing	01	Check sign in sheet to ensure all teacher attend
1.4a	Setup Systems on site	Dir of Info Serv. It Coordinator	Begin 6/'02 ongoing	01	Site visit Check Run
1.4b	Follow Up Staff Development	Dir of Info Serv. It Coordinator	Begin 6/'04 ongoing	01	Check sign in sheet to ensure all new teacher attend
1.4c	Visit each site Meet with site access coordinator	Dir of Info Serv. It Coordinator	6/'05	01	Monitor & Evaluate site usage

H. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.

Goal statement for utilization of technology to make teachers and administrators more accessible to parents.

The Santa Monica-Malibu Unified School District believes that the use of technology should make all teachers and district officials more accessible to parents.

Objective:

1.5 -- By 2005, 100% of all parents will know how to access district resources through technology through the web, email, or voice communication.

Benchmarks:

1.5a -- By 2003, 50% of all parents will know how to access district resources through technology through the web, email, or voice communication.

1.5b -- By 2004, 75% of all parents will know how to access district resources through technology through the web, email, or voice communication.

1.5c -- By 2005, 100% of all parents will know how to access district resources through technology through the web, email, or voice communication.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
1.5a	School Print Mailers Send out email contacts to parents	Principal Site Admin Staff	Begin 6/'02 ongoing	01	Compile Flyers Verify information
1.5a	PTA Inservices on teacher web pages	It Coordinator Site Admin Staff	Begin 6/'03 ongoing	01	Check sign in sheet for site representation
1.5b	School Print Mailers on voice communication	Principal Site Admin Staff	Begin 6/'04 ongoing	01	Compile Flyers Verify information
1.5c	Survey Parents in round Table	It Coordinator Principal Site Admin Staff	6/'05	01	Attend round table and PTA info meetings

I. List of benchmarks and a timeline for implementing planned strategies and activities.

1.1a -- By 2003, technology will be integrated into the curriculum in 30% of all classrooms to support teaching the California State

content standards in all subject areas.

1.1b -- By 2004, technology will be integrated into the curriculum in 50% of all classrooms to support teaching the California State content standards in all subject areas.

1.1c -- By 2005, technology will be integrated into the curriculum in 70% of all classrooms to support teaching the California State content standards in all subject areas.

1.2a -- By 2003, 30% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

1.2b -- By 2004, 50% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

1.2c -- By 2005, 70% of all K- 12 students will have been introduced to age appropriate software and gain basic information literacy skills.

1.3a -- By 2003, 50% of all K- 12 students will have access to SMMUSD's district technology resources during school and after regular school hours.

1.3b -- By 2004, 70% of all K- 12 students will have access to SMMUSD's district technology resources during school and after regular school hours.

1.3c -- By 2005, 100% of all K- 12 students will have access to SMMUSD's district technology resources during school and after regular school hours.

1.4a -- By 2003, 20% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

1.4b -- By 2004, 30% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

1.4c -- By 2005, 50% of all teachers will use the districts' web attendance and Pinnacle grading assessment system to efficiently take attendance and record grades.

1.5a -- By 2003, 50% of all parents will know how to access district resources through technology through the web, email, or voice communication.

1.5b -- By 2004, 75% of all parents will know how to access district resources through technology through the web, email, or voice communication.

1.5c -- By 2005, 100% of all parents will know how to access district resources through technology through the web, email, or voice communication.

J. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

A variety of evaluations will be used to determine if individual goals are being met. Evaluations include:

- Collecting surveys at the end of the TUP 3 year cycle
- Checking attendance logs
- Compiling school handouts
- Logging input sheets and requests for assistance
- Conducting site visits

Progress on the curriculum component will be monitored by the District Technology Advisory Committee annually. There will be an evaluation of the stated benchmarks at the end of the 3 year plan. School site technology committees will monitor all site technology activities as outlined on page 28.

VI. PROFESSIONAL DEVELOPMENT.

In order to facilitate technology integration into the curriculum with innovative instructional practices, teachers need high quality professional staff development. Santa Monica-Malibu Unified School district will continue to provide professional development opportunities for all faculty and staff. These professional development opportunities will provide instruction that will lead teachers to be proficient in the following 3 tiers:

Tier I	Basic proficiency - basic application skills
Tier II	Instructional proficiency - curriculum integration competencies
Tier III	Mentor proficiency - mentoring skills

Tier I - Teacher Basic Proficiency

Objective - All teachers are able to:

- Use computers to safely enhance personal productivity
- Locate information and conduct research via the Internet
- Operate a variety of common media display devices

Proficiencies - All teachers are able to:

- Activate a personal computer and install software
- Use a word processing application
- Use a desktop publishing application
- Use a spreadsheet and/or file management application
- Use the Internet to access, evaluate, and use information
- Use email
- Use common media display tools
- Use technology equipment safely

Tier II - Teacher Instructional Proficiency

Objective - All teachers are able to:

- Apply educational technology skills

- Integrate technology Outcomes into lesson plans (Sec V, TUP)

Proficiencies - All teachers are able to:

- Develop Internet based research lessons
- Use basic computer troubleshooting skills
- Use technology to prepare students to be successful citizens
- Understand technological issues involving safety practices, ethics, and equitable access

Tier III - Teacher Mentor Proficiency

Objective - All teachers are able to:

- Model educational technology
- Assist with staff development and peer mentoring

Proficiencies - All teachers are able to:

- Use a variety of technology tools
- Demonstrate and teach instructional technology proficiency
- Be acknowledged by peers as a model technology educator
- Lead in the development of site technology plans
- Support the integration of technology into the curriculum

A. Summary of the teachers' and administrators' current technology skills and needs for professional development.

The Santa Monica-Malibu Unified School District's technology committee completed a district survey in 2001, to which one third of all teachers and principals responded. It was found that 80% of all administrators were advanced users of technology and approximately 60% of teachers were proficient or advanced users. This demonstrates a significant increase from the 1998 survey.

Conclusions from the survey showed that professional development is needed in the following specific areas:

- Integrating technology into the curriculum
- General computer management skills
- Multimedia software
- Presentation software
- Internet use
- Web page design
- Spreadsheets

B. List of clear goals and specific implementation plan for providing development opportunities based on the need assessment of the Curriculum Component goals, benchmarks and timeline.

Goal statement for professional development based on needs assessment.

The Santa Monica-Malibu Unified School District believes that all teachers and district staff should have technology staff development opportunities.

Objective:

2.0 -- By 2005, 100% of all teachers will have access to professional staff development opportunities including: distant learning, district workshops & inservices, LACOE workshops, peer coaching opportunities, and other approved educationally based training opportunities.

Benchmarks:

- 2.0a -- By 2003, 50% of all teachers will have access to professional staff development opportunities.
 2.0b -- By 2004, 75% of all teachers will have access to professional staff development opportunities.
 2.0c -- By 2005, 100% of all teachers will have access to professional staff development opportunities.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
2.0a	Provide Summer , Fall, Spring Tech Institute, workshops	IT Coordinator	Begin Summer 6/'02	01, Cat	Check sign in sheet, Evaluation Form, Review with Comm.
2.0a	Provide Distant Learning Opportunities	It Coordinator Principal	Begin 6/'03 ongoing	01, Cat	Evaluation Forms, Collect Agendas
2.0b	Continue workshops and distant learning opportunities	It Coordinator Principal	Begin 6/'03 ongoing	01, cat	Evaluation Forms, Collect Agendas
2.0c	Continue Tech Institute workshops and distant learning opportunities, online courses, and online university course work offerings.	It Coordinator	6/'05	01	Survey all participants, Review with TEchnology District committee. Adjust plan to accommodate recommendations

C. List of Benchmarks and a timeline for implementing planned strategies and activities.

- 2.0a -- By 2003, 50% of all teachers will have access to professional staff development opportunities.
- 2.0b -- By 2004, 75% of all teachers will have access to professional staff development opportunities.
- 2.0c -- By 2005, 100% of all teachers will have access to professional staff development opportunities.

D. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development are being implemented in accordance with the benchmarks and timeline.

A variety of evaluations will be used to determine if the goals are being met. Evaluations include:

- Collecting surveys at the end of the TUP 3 year cycle
- Checking attendance logs
- Compiling school handouts
- Logging input sheets and requests for assistance
- Conducting site visits

Progress on the curriculum component will be monitored by the District Technology Advisory Committee annually. There will be an evaluation of the stated benchmarks at the end of the 3 year plan. School site technology committees will monitor all site technology activities as outlined on page 28.

VII. INFRASTRUCTURE, HARDWARE, TECH SUPPORT, & SOFTWARE.

A. List of each site's technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plan modifications, and technical support needed by teachers, students and administrators to support the activities in the Curriculum and Professional Developments Components of the plan.

The Santa Monica-Malibu Unified School District has provided all district staff with hardware, electronic learning resources, networking, a telecommunication infrastructure, physical plan modifications, and technical support. Presently there is no eminent need to add additional hardware (other than replacement units), learning resources, network upgrades, telecommunication infrastructure, or physical plan modifications.

K-5 site technical support is a crucial need. Recently the District's Technology Advisory Committee to the Board of Education recommended that an additional \$207,000 be allocated for technology support at the 11 elementary schools.

B. List of each sites existing hardware, Internet Access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional development Components of the plan.

Staff has recently inventoried all instructional computers at all 16 school sites. It was concluded that the district has 2,763 multimedia ready computers (see **spreadsheet on next page**). They survey revealed a the following students to computer ratios:

Grades K- 5	students to computers	3.7:1
Grades 6-12	students to computers	5.7:1
Grades K-12	students to computers	4.9:1

All computers have Internet connections, online learning resources (World Book Online, Electric Library, Proquest Services, American Reference Library, online interactive Atlas, and over 500 electronically linked newspapers and magazines), and CD Rom capabilities. Each school site has either a T1 or fractional 512 bps connection to the Internet. Santa Monica High School has 2 T1 lines including a microwave connected T1 line. LACOE currently serves as the district's ISP.

The district has an automated library system which is integrated with the district's information services database. All sites have a librarian and/or clerical staff and adequate computers for research.

The Educational Services Department maintains 9 servers (web, mail, list, file, curriculum, application, tech support, clip media, and databases) that manage instructional programs. In addition to the district's instructional servers, school sites have servers to support site instructional programs including, Internet filtering, Dynamic Host Control Protocol, web, file, and applications. Secondary sites will soon be receiving assessment servers for student records.

SMMUSD's Instructional Computer Inventory						
Total Computers for Student Use in . . .						
	CBEDS	Library	Lab	Servers	Comp	Student:Computer Ratio
Cabrillo	351	Yes	Yes	Yes	95	3.7 :!
Edison	432	Yes	Yes	Yes	180	2.4 :!
Franklin	807	Yes	Yes	Yes	193	4.2 :!
Grant	673	Yes	Yes	Yes	157	4.3 :!
McKinley	457	Yes	Yes	Yes	122	3.7 :!
Muir	344	Yes	Yes	Yes	85	4 :!
Pt. Dume	301	Yes	Yes	Yes	72	4.2 :!
Rogers	682	Yes	Yes	Yes	152	4.5 :!
Roosevelt	763	Yes	*Yes	Yes	181	4.2 :!
SMASH	186	Yes	**No	Yes	79	2.4 :!
Webster	444	Yes	Yes	Yes	124	3.6 :!
				K-5 Comp =	1440	K-5 Avg 3.7 :!
Jams	1181	Yes	Yes	Yes	183	6.5 :!
Lincoln	1318	Yes	Yes	Yes	203	6.5 :!
Malibu	1222	Yes	Yes	Yes	149	8.2 :!
Olympic	160	No	Yes	Yes	74	2.2 :!
SAMOHI	3387	Yes	Yes	Yes	682	5 :!
Tech Office			Yes	Yes	32	
				9-12 Comp =	1323	6-12 Avg 5.7:1
Dist Total	12708			K-12 Comp =	2763	9-12 Avg 4.9:1
	Notes:		*In Library			
			**2 Portable Labs			

The district currently spends \$357,500 for site technical support at K-12 sites.

Secondary Schools

SAMOHI - DHS funding, \$138,000; General Fund, \$28,000.

Malibu HS - DHS funding, \$23,000; General Fund, \$39,000.

Olympic HS - DHS funding, \$6,500; General Fund, \$3, 500.

Lincoln MS - General Funding, \$36,000.

John Adams MS - General Funding, \$34,000.

Total = Apx. \$308,000

Elementary Schools

Each Elementary School - General Fund , \$4560.

Total = \$49,500

This funding provides 18 full or part time classified or certificated employees and 1 full time district administrator to provide technical support for the instructional program.

C. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure learning resources and technical support required to support the other components of the plan.

Goal statement for obtaining the hardware, infrastructure learning resources and technical support:

The Santa Monica-Malibu Unified School District believes district employees need reliable technology support.

Objective:

3.0 -- By 2005, 100% of all employees will have reliable technical support.

Benchmarks:

3.0a -- By 2003, 50% of all employees will have reliable technical support.

3.0b -- By 2004, 75% of all employees will have reliable technical support.

3.0c -- By 2005, 100% of all employees will have reliable technical support.

Bench Mark	Implementation Plan/Activities	Responsible Party	Timeline	Budget	Monitoring & Evaluation
3.0a	Meet with Committee to review Site Access	Committee Facilitator It Coordinator	Begin 6/'03	01 Grants Cat	Committee Review
3.0a	Visit Each Site to verify Access and available resources	It Coordinator	Begin 6/'03	01 Grants Cat	Committee Review, Formulate Recommendations
3.0b	Compile Survey with Access Data	It Coordinator	Begin 6/'04	01 Grants Cat	Committee Review, Formulate Recommendations
3.0c	Committee Recommendations to BOE	Committee Facilitator It Coordinator	6/'05	01 Grants Cat	Formulate Recommendations Present to BOE

D. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.

In order to meet this challenge and support the implementation of the district's Technology Use Plan.

Progress on the infrastructure, hardware and technical support, and software component will be monitored by the District Technology Advisory Committee every year and reported to the Board of Education. Evaluation of the stated benchmarks will be evaluated at the

end of the 3 year plan and reported to the Board of Education. Adjustments to the current plan will be conducted with full committee inquiry and submitted to the Board of Education at the end of the Technology Use Plan cycle (every 3 years).

VIII. FUNDING AND BUDGET.

The Santa Monica Unified School District is committed to providing all students with technological advantages. The district has provided numerous resources to support instructional technology. The community, Board of Education, staff, and all teachers are committed to creating a life long technology learning community to impact student achievement.

A. List of Established and potential funding sources and cost savings, present and future.

The following list of established and potential funding are approximations:

Grant Sources:

DHS and general funds for Site Support = \$197,500

RETS Funding = \$10,000

ERATE = \$247,000

Staff Development = \$94,000

General Funds:

1.5 FTE Repair technician = \$100,000

16 Site Technical Support and 1 FTE Coordinator = \$190,000

General Fund Technology Funding for Instructional Technology = \$60,000

City Tax (Prop K) Funds = \$387,000

Software and hardware support = \$75,000

Technology Access = \$189,000

Gifts:

Site Gifts = \$100,000

District Gifts/Donations = \$100,000

PTA = \$500,000

B. Estimate implementation costs for the plan (3 years).

The plan calls for an additional \$207, 000 for K-5 support. All other aspects of the plan are currently being funded and the stated objectives are in progress.

C. Description of the level of ongoing support the district will provide.

The district will continue to provide ongoing support for instructional technology. One full time administrator oversees the instructional technology program. There are two repair technicians and one administrative assistant in the Information Services Department to support maintenance. Each site has a full or part time support technician.

The district also supports online resources, professional development, and varied services to all employees. This plan is currently implemented, funded and supported.

D. Description of the district's replacement policy for obsolete equipment.

Each school site establishes a replacement policy for computers. When funds become available, obsolete computers are retired and removed from the district inventory database. The district has an equipment repair and replace policy.

E. Description of the feedback loop used to monitor progress and update funding and budget decisions.

The District Technology Advisory Committee continually explores all district level funding opportunities and monitors instructional technology. Each school site has a site technology committee and technology team that reviews all site technology budget decisions. The following is a summary of the site committee and technology team responsibilities:

School Sites

Site Technology Committee

Each school will have a Site Technology Committee consisting of teachers at each grade level, library personnel, and administrators. The Committee may include faculty, staff, parents, and students.

The Committee shall develop and keep current a Site Technology Plan. The Site Technology Plan shall include:
School and department goals for technology at all grade levels (how will technology meet curricular needs)

Identified needs for technology (teacher and staff training, curriculum integration, equipment and other resources)

Implementation schedule (when equipment, software, training and staff are required)

The site technology plan shall provide for the achievement of the district technology outcomes. The site technology plan shall be consistent with the district technology plan.

Site Technology Team

Each school will have a site technology team consisting of teachers and library personnel. Members of the team should be familiar with all applicable platforms and all technologies represented at the school. They will provide "on the spot" service for installation, minor hardware and software problems, and communicate needs (beyond minor repair) to appropriate district personnel.

The teachers will work with other teachers (as partners) to plan, teach, and evaluate lessons which integrate technology into the curriculum.

IX. MONITORING AND EVALUATION.

A. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

Technology's impact on student learning and attainment of the district's curricular goals are monitored by the District Technology Advisory Committee and reported to the Board of Education annually. A district survey and evaluation is conducted each year and reported to the committee for review.

Final evaluation of technology's impact on student learning and attainment of the district's curricular goals will be reported at the end of the technology plan cycle (every 3 years). All objectives will be reviewed, evaluated, and revised as needed by the District Technology Advisory Committee.

B. Schedule for evaluating the effect of plan implementation.

The District Technology Advisory Committee meets the 2nd Tuesday of every month September through June. This committee oversees the implementation of the TUP.

2002-2003 DAC Agenda

November	Plan evaluation agendized
December	Survey prepared and presented for committee approval
January	Survey sent to site for completion
February	Committee gathers results
March	Committee recommendations for BOE
April	Report to BOE and community on web
May	Plan evaluation and revision of benchmarks

C. Description of how the information obtained through the monitoring and evaluation will be used.

The information obtained through monitoring and evaluation will be used to formulate the basis of the next revision of the Technology Use Plan. This plan will continue to change as technology continues to redefine our classrooms. The District Technology Advisory Committee will continue to use the information gathered thorough the monitoring and evaluation phase of the current plan to make ongoing recommendations to the Santa Monica-Malibu Unified School district’s Board of Education to foster technological change and advancement.

X. ACCEPTABLE USE POLICIES FOR TECHNOLOGY.

The following Board Policies are incorporated herein by reference.

- Telecommunications - User Agreement (BP6164).
- Use of Copyrighted Materials - Software Copyright (BP6205).