



Santa Monica
Malibu Schools

Technology Use Plan

July 1, 2011 – July 30, 2014

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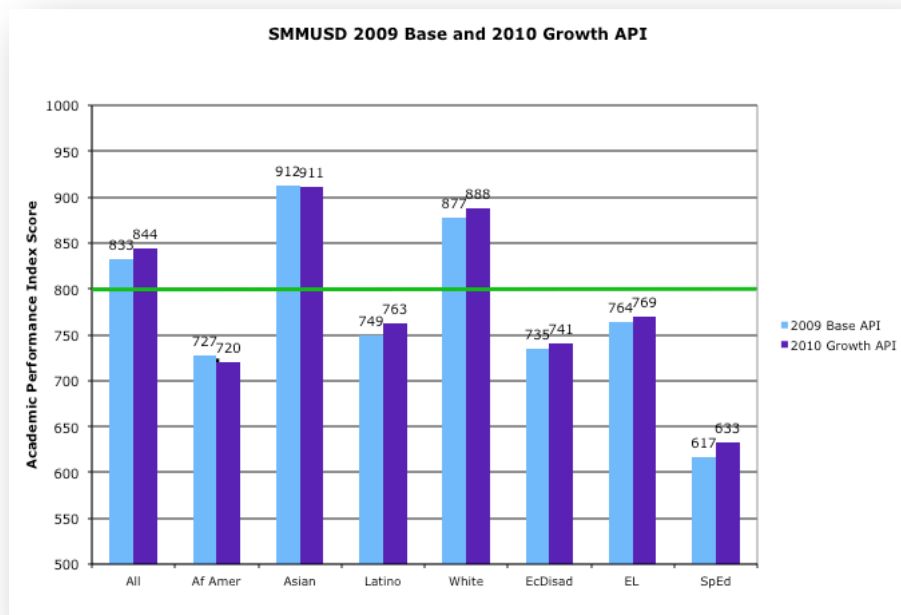
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DISTRICT BACKGROUND

The Santa Monica-Malibu Unified District (SMMUSD) is located to the west of Los Angeles in Southern California. The district serves 11,559 students in grades Kindergarten through twelve and also offers pre-K programs, before- and after- school child care and enrichment programs, ROP programs, and adult education programs. In addition, SMMUSD is currently partnering with Santa Monica College to develop several preK-16 initiatives, including early college and college transfer programs.

The district incorporates the diverse communities of Santa Monica and Malibu. The ethnic make-up of SMMUSD's student body is 8% African American, 7% Asian, 27% Latino, 55% White and 3% other. 8% of our students are English Learners, and 26% of students participate in the National School Lunch Program.

SMMUSD has steadily increased its Academic Performance Index over the past five years. For 2010, the district's API was 844, well above the state's high water mark of 800. The district's goals, however, have been aimed at narrowing the achievement gaps for students of color, socio-economically disadvantaged students, English Language Learners, and students with disabilities. We have made strides in this endeavor, but continue to press for academic rigor and consistency in standards-aligned curriculum and instruction in order to meet the challenge of No Child Left Behind's 100% proficiency by the year 2014.



Clearly, the use of technology is a key component of our vision and mission to achieve our goals of increasing student achievement for all while simultaneously closing the achievement gap. As such, the district has developed a vision for technology.

VISION FOR TECHNOLOGY

The Santa Monica-Malibu Unified School District prepares students to be successful and effective participants in a technology-rich society. Our academic curriculum is supported and augmented with creative use of multi-media, telecommunication, computer, and other appropriate technologies. We harness young minds' inherent affinity for technology to engage students, enhance learning, and provide the skills needed to succeed in college and as a part of the global workforce.

SMMUSD students and teachers will:

- Develop digital literacy, becoming effective users of ideas and information through curriculum-integrated technology.
- Enjoy extensive and equitable access to technological tools to empower both learning and teaching.
- Gain skills in technology-mediated communication, and develop an understanding of which medium most appropriately conveys a given message.
- Learn to evaluate the relevance of the multiple information sources made available to them through technology, using the internet and other tools for discerning research.
- Expand creative expression using appropriate technologies for music, writing, graphics, design, photography, publishing, and other arts and skills.
- Integrate their technology access and experience on SMMUSD campuses with opportunities to employ technology outside school hours to pursue personal interests and career opportunities.

In order to realize the vision, the District will:

- Provide leadership in developing and implementing technology-supported educational strategies.
- Implement policies encouraging effective and safe use of technology.
- Provide budgets guaranteeing ongoing funding for technology, including site support sufficient to make curriculum integration of technology dependable and reliable.
- Allocate resources to assure staff and teachers are themselves effective technology users, serving as role models for students.
- Create and sustain partnerships with local government, the business community, educational and research institutions, and parents, helping to implement District technology strategies.
- Periodically evaluate and modify this District Technology Use Plan.

To support this vision, a set of over-arching goals has been developed. The goals address the technology use standards developed in our previous Technology Use Plan. These standards are based on the International Society for Technology Education. (See Appendix A.)

1. TECHNOLOGY USE PLAN FOR 2011 - 2014

This revision of our Technology Use Plan aligns with the California Department of Education legislation for technology use plan organization. Pursuant to Education Code Section 51871.5(a), 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 plan will go into effect on July 1, 2011 and continue, with periodic monitoring, review, and revisions, as well as a comprehensive annual review through June 30, 2014. The plan addresses the curriculum, professional development, infrastructure, hardware, technical support and software components necessary for a successful three year plan. The intent of this plan is to support the district's academic goals for increasing student achievement. The plan also includes a funding and budget component, monitoring and evaluation component, and adult literacy component. The plan is based on effective research-based strategies.

2. STAKEHOLDERS AND PROCESS FOR THE DEVELOPMENT OF THE TUP

In 2005, with several new technology-related initiatives underway, district leadership formed the Technology Curriculum Integration Committee (TCIC). The purpose of the Committee was to create a space for dialog and planning so that several new projects, including the electronic standards based report cards, a new data warehouse, new library circulation system, an EETT grant, the K-12 Voucher Program, and several web-based intervention programs, were planned, implemented and well-integrated with new and existing curriculum, instruction and technology infrastructures. The current committee has continued this work through out the years while advising in the implementation and integration of new technologies. Committee members include classroom teachers, a representative from the district's ROP program, site administrators, tech support personnel, member of Senior Cabinet, a representative from the Los Angeles County Office of Education, a representative from the City of Santa Monica, and representatives from the Information Services department, Educational Services department and Child Development Services department. The committee took on the task of revising and developing the 2011-2014 Technology Use Plan. The Committee has reviewed and assessed the use of technology in instructional programs, the curriculum, and district operations, as well as set new goals, benchmarks and action plans for 2011- 2014. This work was undertaken alongside a more comprehensive and overarching review of school and district facilities and technology infrastructure in preparation for facilities improvements through local bond funding under Measure BB. TCIC members reviewed the existing TUP, the superintendent's goals and objectives, the district's LEA plan, and Measure BB related assessments and inventories. Committee members then reviewed individual sections of the plan through online collaboration tools, which were brought back to the full committee for final evaluation. The draft plan was submitted to principals and teachers for review. Upon final revision, the TUP will be adopted by the Board of Education. This revision of the District Technology Use Plan provides guidelines for the district to achieve its vision for technology and fulfills SMMUSD's technology plan certification requirements for the California Department of Education.

3. CURRICULUM

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

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 seventeen schools in the district (6 secondary, 11 elementary) have access to computer labs and/or mobile computer labs that teachers use to integrate technology into the curriculum. Every library in the district also has between 5 and 20 computer workstations. The school district has also issued over 400 laptops to its teachers for remote network access. All sites have classified and/or certificated employees to support technology access for all students. SMMUSD also provides after school access to computer labs, libraries, enrichment and tutorial programs such as CREST, homework clubs, and after school intervention programs. Public libraries and several parks and recreation programs also provide access to students and families after hours and on weekends. The six Boys and Girls Clubs including the newly opened location at our John Adams Middle School campus also serve in providing access and technology programs to our students and families.

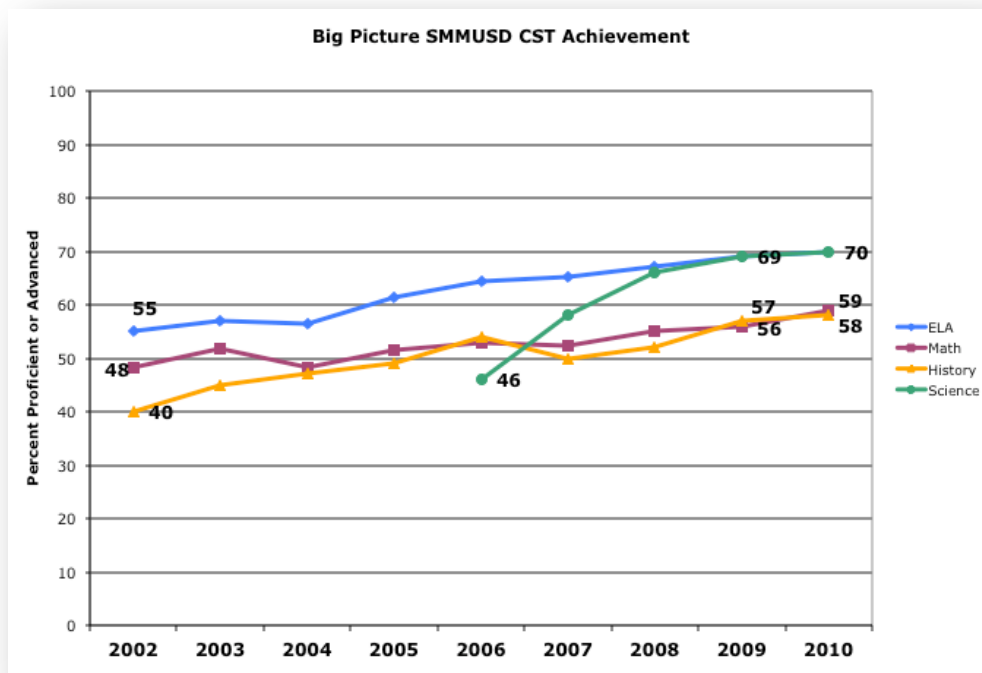
3b. Description of the district's current use of hardware and software to support teaching and learning.

Teachers in the district integrate technology into their curriculum in a variety of ways. The district provides training and infrastructure so that individual school sites can effectively utilize technology to meet their goals as outlined in their Single Plans for Student Achievement. All classroom teachers have access to the technology components of District-adopted textbooks in English Language Arts, Social Studies and Science and Math. Schools utilize specific technology-enhanced intervention programs (such as Read 180, Accelerated Math, Achieve 3000, Rosetta Stone, Lexia, and CAHSEE Intervention) in order to provide additional support to students who have not yet met academic proficiency. All teachers and students have access to district-licensed productivity software, such as word processing, presentation tools, and spreadsheet software. Teachers use a variety of technology resources in order to enhance their instructional delivery, to access grade books, record keeping and monitoring of student progress, to communicate with colleagues, students and families, and to meet the academic needs of their students. Many of our teachers use presentation software as well as hardware (such as LCD projectors and SmartBoards) to demonstrate concepts and deliver content area instruction. Teachers also use our online student data base (Data Director) to track student progress, review district assessment results and plan their curriculum. Students regularly use technology to conduct research, write and publish documents, as well as access a number of educational software programs. The district's libraries and computer labs are integral to all students' access to technology. Teachers schedule the use of libraries/labs for direct instruction, and for completing research projects and assignments. The school library media program is a primary resource for information literacy and curriculum support. Four library media teachers and fifteen library clerks contribute to increased student achievement by working in collaboration with teachers, providing instruction, resources and activities that enable students and staff to become effective, independent users of ideas and information. Students and staff are connected to current global information related to all curricular areas through resources provided in SMMUSD

libraries. Resources provided by the District include a centralized automated library system and Proquest databases (Proquest Platinum, SIRS, eLibrary, eLibrary Science, Historical Newspapers, Learning Literature Center and History Center). Individual sites also provide additional databases in support of specific curriculum. Students and staff have remote access to all SMMUSD databases.

3c. 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 has adopted the California State Content Standards for all subject areas. Each year, student achievement of the standards, as measured by both state and local standards-aligned assessments, is reviewed by the Board of Education in order to set goals and priorities for continuous improvement. Specifically the district monitors student achievement and sets annual goals through API growth targets, AYP goals, AMAOS for English Learners, and student attendance data. A number of monitoring and evaluation tools are used to measure progress toward district goals. The LEA plan, as well as each school’s Single Plan for Student Achievement, calls for the use of standardized test results, as well as locally developed assessments, all of which are easily accessible at the aggregate, desegregate and individual student level within the district’s electronic data warehouse system. Teachers and school administrators are trained to access this information on a regular basis. In addition, teachers can use the system to create their own formative assessments and track student progress toward specific academic standards. As seen in the chart below, the district has demonstrated substantial growth in the percentage of students deemed proficient or advanced in each of the core subject areas, especially in English Language Arts. **Based on this data, SMMUSD has currently developed a clear focus on the area of mathematics, particularly at the secondary level, with a goal to increase the overall percentage of proficiency by five percent.**



3d. 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.

The district’s Technology Vision statement and over-arching goals provide the foundation for the development of goals, measurable objectives and annual benchmarks that support the district’s academic goals for increasing student achievement and closing the achievement gap.

Goal 1: All SMMUSD teachers and students will use technology to improve learning and academic achievement

Objective	Benchmarks		
	2012	2013	2014
1.1 By June 2014, 90% of teachers will regularly use technology to target, plan, deliver and assess their instructional practices in core curriculum	75%	85%	90%
1.2 By June 2014, 90% of students will use on-line course ware, tutorials, and/or educational software to increase their academic skills and achievement	70%	80%	90%
1.3 By June 2014, 95% of students will use technology in the writing process to enhance their achievement in English Language Arts	70%	80%	90%
1.4 By June 2014, 90% of students will use grade-level appropriate on-line research tools to increase their content area knowledge and skills	70%	80%	90%
1.5 By June 2014, 90% of students will create grade-level appropriate multi-media projects to demonstrate their knowledge of core curricula	60%	70%	80%

Implementation Plan for Goal 1:

In order to successfully meet the curricular goal and objectives outlined above, SMMUSD will support school sites in implementing the following strategies:

- ✓ Provide teachers with appropriate technological tools, training and infrastructure to access student data, curricular resources and planning tools, in order to develop and deliver engaging and rigorous lessons and units of study.
- ✓ Increase the amount of time students use on-line course ware, educational software, productivity software, and multi-media by providing individual access, small-group classroom pods, and mobile labs within classrooms, as well as in library and computer lab settings.
- ✓ Provide intensive, ongoing and differentiated professional development for teachers in organizing and managing students’ access and usage to technology in the classroom.

- ✓ Increase the number of classroom computers and mobile laptop carts.
- ✓ Increase the number of SmartBoards and other classroom projection devices.
- ✓ Increase the number of licenses and subscriptions for a variety of research-based educational software programs and on-line courseware.
- ✓ Increase the FTE's for technical support personnel.
- ✓ Ensure that each new adoption cycle for textbooks provides on-line resources for every student and teacher.
- ✓ Develop and pilot use of word processing in specified grade levels of the District Writing Assessment.
- ✓ Develop and pilot grade-appropriate information literacy standards, curriculum, projects and rubrics.
- ✓ Develop and pilot grade appropriate multi-media projects (classroom projects for grades K - 2, group projects for grades 3 - 5, and individual projects for grades 6 - 12), rubrics, and samples for use in core curricular areas.

3e. List of clear goals and a specific implementation plan as to how and when students will acquire information literacy skills needed for success in the classroom and the workplace.

SMMUSD's current Technology Use Plan has established a set of technology standards and outcomes for all students. The standards are based on the International Society for Technology Education. These six standards are the basis for the following goal and objectives.

Goal 2: All SMMUSD students will acquire the necessary technology and information literacy skills needed to succeed academically and to be productive and independent learners.

Objective	Benchmarks		
	2012	2013	2014
2.1 By June 2014, 75% of students in grades K – 2, will increase their use of technology in order to: <ul style="list-style-type: none"> ✓ successfully and safely operate computers and other technologies; use a variety of technology resources for directed and independent learning activities ✓ use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning; work cooperatively and collaboratively with peers when using technology in the classroom ✓ use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories; gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners 	25%	50%	75%
2.2 By June 2014, 75% of students in grades 3 – 5 will increase their use of technology in order to: <ul style="list-style-type: none"> ✓ use keyboards, Smartboards, slates and other common 	25%	50%	75%

<ul style="list-style-type: none"> input and output devices efficiently and effectively ✓ develop correct keyboarding skills safely with fingers in the home row position ✓ use productivity tools, educational software and on-line tutorials to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum ✓ use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom ✓ use telecommunications efficiently and effectively to access remote information, communicate with others, and participate in collaborative problem solving activities ✓ use technology resources (e.g., calculators, data collection probes, videos, software) for problem solving, self-directed learning, and extended learning activities ✓ determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems ✓ evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources ✓ complete projects incorporating print and electronic resources 			
<p>2.3 By June 2014, 75% of students in grades 6 – 8 will increase their use of technology in order to:</p> <ul style="list-style-type: none"> ✓ develop and demonstrate correct and safe keyboarding skills with fingers in the home row position ✓ apply strategies for identifying and solving routine hardware and software problems that occur during everyday use ✓ use content specific tools, software, and simulations to support learning and research ✓ use productivity/multimedia tools to support personal productivity, group collaboration, and learning throughout the curriculum a design, develop, publish, and present products (e.g., Web pages, video) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom ✓ 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 	25%	50%	75%

<ul style="list-style-type: none"> ✓ select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems ✓ demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving ✓ research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems ✓ complete projects incorporating print and electronic resources 			
<p>2.4 By June 2014, 75% of students in grades 9 – 12 increase their use of technology in order to:</p> <ul style="list-style-type: none"> ✓ 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 ✓ make informed choices among technology systems, resources, and services ✓ analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole ✓ use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) ✓ evaluate technology-based options, including distance and distributed education, for lifelong learning ✓ routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity ✓ select and apply technology tools for research, information analysis, problem solving, and decision making in content learning ✓ investigate and apply expert systems, intelligent agents, and simulations in real world situations ✓ collaborate with peers, experts, and others to contribute to ✓ content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works ✓ complete projects incorporating print and electronic resources 	25%	50%	75%

Implementation Plan for Goal 2:

In order to successfully meet the technology skills goal and objectives outlined above, SMMUSD will support school sites in implementing the following strategies:

- ✓ Increase the amount of time students use on-line courseware, educational software, productivity software, and multi-media by providing individual access, small-group classroom pods, and mobile labs within classrooms, as well as in library and computer lab settings
- ✓ Provide intensive, ongoing and differentiated professional development for teachers in organizing and managing students' access and usage to technology in the classroom
- ✓ Increase the number of classroom computers and mobile laptop carts
- ✓ Increase the FTE's for technical support personnel
- ✓ Increase the number of SmartBoards and other classroom projection devices
- ✓ Increase the number of licenses and subscriptions for a variety of research-based educational software programs, tutorials and on-line courseware
- ✓ Update software licenses and provide professional development for grade level appropriate keyboarding programs
- ✓ Ensure that each new adoption cycle for textbooks provides on-line resources for every student and teacher
- ✓ Develop a scope and sequence of information literacy skills for each grade level a
Develop rubrics and models for instruction
- ✓ Provide professional development for teachers in integrating information literacy skills into curriculum
- ✓ Provide collaboration time between library staff and teaches to plan and implement information literacy lesson
- ✓ Develop and implement additional technology-related courses, such as computer programming and CAD, in secondary schools
- ✓ Develop and pilot use of word processing in specified grade levels of the District Writing Assessment
- ✓ Develop and pilot grade-appropriate information literacy standards, curriculum, projects and rubrics
- ✓ Develop and pilot grade appropriate multi-media projects (classroom projects for grades K - 2, group projects for grades 3 - 5, and individual projects for grades 6 - 12), rubrics, and samples for use in core curricular areas.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use.

The Santa Monica-Malibu Unified School District has updated policies to ensure appropriate and ethical use of information technology in the classroom and in the workplace. All students and teachers are required to sign and have on file the Acceptable Use Agreement.

Goal 3: SMMUSD teachers and students will adhere to all district policies regarding acceptable use, confidentiality of student data, copyrights and fair use.

Objective	Benchmarks		
	2012	2013	2014
3.1 By June 2014, 100% of teachers will have received training and/or guidelines and communications on the district's Acceptable Use Policy and the ethical use of information technology including copyright ad fair use.	100%	100%	100%
3.2 By June 2014, 90% of students in grades K – 2 will demonstrate appropriate and ethical use of technology by: <ul style="list-style-type: none"> ✓ successfully and safely operating computers and other technologies ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software 	60%	80%	90%
3.3 By June 2014, 90% of students in grades 3 – 5 will demonstrate appropriate and ethical use of technology by: <ul style="list-style-type: none"> ✓ successfully and safely operating computers and other technologies ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software ✓ discussing basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use ✓ participating in lessons and activities that develop an understanding of responsible and ethical research and writing skills that avoid plagiarism 	60%	80%	90%
3.4 By June 2014, 90% of students in grades 6 – 8 will demonstrate appropriate and ethical use of technology by: <ul style="list-style-type: none"> ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software ✓ exhibiting legal and ethical behaviors when using information and technology, and discuss consequences of misuse ✓ participating in lessons and activities that develop an understanding of responsible and ethical research and writing skills that address plagiarism, copyright law and file sharing 	60%	80%	90%

<p>3.5 By June 2014, 90% of students in grades 9 – 12 will demonstrate appropriate and ethical use of technology by:</p> <ul style="list-style-type: none"> ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software ✓ exhibiting legal and ethical behaviors when using information and technology, and discuss consequences of misuse ✓ demonstrating and advocating the legal and ethical use of technology and information ✓ participating in lessons and activities that develop an understanding of responsible and ethical research and writing skills that address plagiarism, copyright law and file sharing 	60%	80%	90%
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Implementation Plan for Goal 3:

In order to successfully meet the ethical use goal and objectives outlined above, SMMUSD will implement the following strategies:

- ✓ Review, revise and disseminate Acceptable Use Policies annually
- ✓ Provide annual training and/or communications for teachers and staff on AUP
- ✓ Collect and monitor return of signed AUPs
- ✓ Take appropriate action when teachers, staff or students do not follow the AUP
- ✓ Develop and implement a series of grade appropriate lessons and activities (to be delivered via school library and/or classroom instructional time) designed to engage students in the ethical use of technology and effective information literacy skills using online resources such as Commonsensemeida.org or similar
- ✓ Require ethical use of technology and adherence to copyright law in the development and scoring of student work

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

SMMUSD’s district policies for Acceptable Use include statements related to Internet safety. The district will continue to review and revise these policies as newly emerging technologies may require increasing levels of awareness, vigilance and protection.

Goal 4: SMMUSD teachers and students will adhere to all district policies regarding Internet safety, netiquette and protection of students' and staff identities and private information

Objective	Benchmarks		
	20012	2013	2014
4.1 By June 2014, 100% of teachers will have received training and/or communications on the district's Internet Safety Guidelines and how to protect online privacy and avoid online predators.	100%	100%	100%
4.2 By June 2014, 80% of students in grades K – 3 will demonstrate safe and ethical use of technology by: <ul style="list-style-type: none"> ✓ successfully and safely operating computers and other technologies ✓ demonstrating positive social and ethical behaviors when using technology ✓ participating in lessons and activities designed to safeguard students identity, privacy and avoid on-line predators 	50%	70%	80%
4.3 By June 2014, 80% of students in grades 3 – 5 will demonstrate safe and ethical use of technology by: <ul style="list-style-type: none"> ✓ successfully and safely operating computers and other technologies ✓ demonstrating positive social and ethical behaviors when using technology ✓ participating in lessons and activities designed to safeguard students identity, privacy and avoid on-line predators 	50%	70%	80%
4.4 By June 2014, 80% of students in grades 6 – 8 will demonstrate safe and ethical use of technology by: <ul style="list-style-type: none"> ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software ✓ participating in lessons and activities designed to safeguard students identity, privacy and avoid on-line predators 	50%	70%	80%
4.5 By June 2014, 80% of students in grades 9 – 12 will demonstrate safe and ethical use of technology by: <ul style="list-style-type: none"> ✓ demonstrating positive social and ethical behaviors when using technology ✓ practicing responsible use of technology systems and software 	50%	70%	80%

<ul style="list-style-type: none"> ✓ exhibiting legal and ethical behaviors when using information and technology, and discuss consequences of misuse ✓ demonstrating and advocating the legal and ethical use of technology and information ✓ participating in lessons and activities designed to safeguard students identity, privacy and avoid on-line predators 			
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Implementation Plan for Goal 4

In order to successfully meet the Internet Safety goal and objectives outlined above, SMMUSD will implement the following strategies:

- ✓ Review, revise and disseminate Acceptable Use Policies annually
- ✓ Develop, revise and disseminate Internet Safety Guidelines annually
- ✓ Provide annual training and/or communications for teachers and staff on Internet Safety
- ✓ Develop and implement parent trainings and/or communications on Internet Safety
- ✓ Develop and implement a series of grade appropriate lessons and activities (to be delivered via school library and/or classroom instructional time) designed to inform students about Internet Safety and how to safeguard students identity, privacy and avoid on-line predators using Commonsensemedia.org or similar.

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

SMMUSD ensures that all students have appropriate access to technology. The district utilizes technology as a tool to support greater individualized learning for special needs groups in order to accelerate their achievement. Gifted students, students with disabilities, English Learners, and socio-economically disadvantaged students all have access to technology within their classrooms and special support rooms. In addition, many school sites offer intervention programs, homework clubs and enrichment classes after school hours in which students have additional access to technology. The district aims to increase access to technology for all students, and especially for those that have yet to reach academic proficiency.

Goal 5: SMMUSD will increase access to technology for all students while ensuring equity by providing targeted access to close the achievement gap.

Objective	Benchmarks		
	2012	2013	2014
5.1 By June 2014, 85% of students will have increased access to technology including before/after school and on weekends in city and community sponsored programs, such as parks and libraries.	50%	70%	85%
5.2 By June 2014, 85% of English Learners will have increased access to technology and programs specifically designed to enhance their acquisition of English language skills	50%	70%	85%

5.3 By June 2014, 85% of students with disabilities will have increased access to technology and programs specifically designed to meet their IEP goals	50%	70%	85%
5.4 By June 2014, 85% of socio-economically disadvantaged students will have increased access to technology and programs specifically designed to enhance their background knowledge and academic achievement	50%	70%	85%

Implementation Plan for Goal 5

In order to successfully meet the increased access goal and objectives outlined above, SMMUSD will support school sites in implementing the following strategies:

- ✓ Provide intensive, ongoing and differentiated professional development for before/after school teachers and staff in organizing and managing students’ access and usage to technology in the classroom
- ✓ Increase the number of classroom computers and mobile laptop carts
- ✓ Increase the FTE’s for technical support personnel
- ✓ Increase the number of SmartBoards and other classroom projection devices
- ✓ Increase the number of licenses and subscriptions for a variety of research-based educational software programs, tutorials and on-line courseware
- ✓ Update software licenses and provide professional development for grade level appropriate keyboarding programs
- ✓ Pilot, purchase and implement research-based software licenses and on-line tutorials and courseware subscriptions designed specifically for English Learners
- ✓ Pilot, purchase and implement research-based software licenses and on-line tutorials and courseware subscriptions designed specifically for students with disabilities
- ✓ Continuously monitor and upgrade school facilities, including technology for access issues posed by physical challenges of students and/or staff

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.

SMMUSD teachers and staff have accurate and up-to-date data on their students as well as efficient systems for keeping records and communicating student progress to parents. The district uses electronic grade book and report card systems. Secondary students and parents can access their grades online.

Goal 6: SMMUSD has adopted a new student information system that will integrate web-based attendance reporting and electronic gradebooks. A data warehouse system is also in place to track assessments and to generate report cards that is the most efficient and informative use of data for instructional decision making and reporting.

Objective	Benchmarks		
	2012	2013	2014
6.1 By June 2014, 100% of teachers will use the district's web-based attendance reporting system.	50%	75%	100%
6.2 By June 2014, 100% of teachers will use the district's electronic grade book and/or report card system.	90%	95%	100%
6.3 By June 2014, 100% of teachers will access their students' achievement data from the district's data warehouse system in order to plan an implement targeted instructional strategies.	80%	90%	100%
6.4 By June 2014, 90% of teachers will create their own standards-based formative assessments using the district's data warehouse item bank.	50%	70%	90%

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.

SMMUSD recognizes the importance of parents as partners in the educational process. Technology can play a pivotal role in increasing parent participation, communication, and awareness of the educational programs available within the district. The district and each school site maintain websites with program descriptions, calendars of events, staff rosters, contact information, and parent resources. In addition each teacher in the district has both voicemail and email accounts. A district auto dialer is utilized to notify parents about student absences, and important events. Finally, at the secondary level, parents can log-on to a password-protected account to view their student's grades. Administrators, teachers and technology support staff will need to continue to develop their skills in order to maximize the effectiveness of technology as a communication and collaboration tool for parents and the community at large.

Goal 7: SMMUSD will make effective use of technology as a communication and collaboration tool with parents and community members.

Objective	Benchmarks		
	2012	2013	2014
7.1 By June 2014, 90% of teachers will use email to increase their communication with parents.	60%	80%	90%
7.2 By June 2014, 100% of central office departments will	90%	95%	100%

have web pages and links to parent resources.			
7.3 By June 2014, 100% of schools will have informative and effective websites.	100%	100%	100%
7.4 By June 2014, 70% of teachers have a classroom webpage or other electronic means (pod casting, blogs, video conferencing) to post assignments, instructional materials, and communications for students and parents.	50%	60%	70%
7.5 By June 2014, 90% of parents will regularly use district or school websites, grade books, pod casts, blogs, email, or other electronic communications systems.	50%	70%	90%

Implementation Plan for Goal 7:

In order to successfully implement the communication and collaboration goal and objectives as outlined above, all sites will need the following:

- ✓ District-created web template for school sites
- ✓ District-created web template for central office departments
- ✓ New district email system and secure contact list
- ✓ District-created parent resource links for school and department websites
- ✓ Professional development for principals and teachers on web page creation and maintenance a Professional development on new email system
- ✓ Professional development on pod casting, moodle and other technologies for posting instructional materials
- ✓ District-sponsored teacher work-groups for sharing best practices in using technology for communicating with parents
- ✓ Workshops for parents on accessing district and school communication systems
- ✓ Publication of free access sites (school and public libraries) for parents
- ✓ Maintenance of district and school websites

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

The following chart identifies the timeline, monitoring process and people responsible for the implementation of the Curriculum Component goals, objectives, benchmarks and activities.

Objective	Action Step	Person Responsible	Completion Date
1.1	Complete annual inventory of classroom computers	Dir. IT/Site Techs/Principals	June 2012 June 2013 June 2014

1.1	Provide annual BTSA tech training for new teachers	BTSA Coordinators	August 2011 August 2012 August 2013
1.1	Provide CTAP training for teachers	Ed Tech TOSA CTAP Trainers	Nov – Feb 2012 Nov – Feb 2013 Nov – Feb 2014
1.1	Provide Summer Academy training for teachers	Ed Tech TOSA	Aug 2011 Aug 2012 Aug 2013
1.1	Identify lead teachers for tech at each site and provide training for banked time	Ed Tech TOSA	August 2011 August 2012 August 2013
1.1	Annually monitor teachers' use of technology for instruction through EdTechProfile, usage monitoring, Learning Walks	Ed Tech TOSA Dir IT Site Techs Principals	Oct & Apr 2011 - 2014
1.2	Review LEA plan and SPSA for funding of new technology	CAO	July 2011 July 2012 July 2013
1.2	Seek additional funding for technology through grant writing initiatives	Ed Tech TOSA CAO	July 2011 July 2012 July 2013
1.2	Coordinate with Measure BB initiatives for infrastructure improvements	Dir IT BB Project Mgr Ed Tech TOSA	July 2011 – July 2014
1.2	Increase FTEs for site tech support	CFO Dir IT	July 2011
1.2	Purchase new classroom computers, laptops, SmartBoards, and other hardware	Dir IT BB Project Mgr	July 2011 July 2012 July 2013
1.2	Review and pilot promising software, on-line courses and tutorials	Ed Tech TOSA	July 2011 July 2012 July 2013
1.2	Annually monitor student use of on-line	Ed Tech TOSA	Oct & Apr

	courseware, tutorials and educational software through usage monitoring, teacher observation and Learning Walks	Dir IT Site Techs Teachers Principals	2011 - 2014
1.3	Develop and pilot writing assessment that utilizes word processing	Ed Services Coord Ed Tech TOSA	July 2011 – Feb 2012
1.4	Annually monitor student use of technology for research and information literacy through usage monitoring, teacher/librarian observation, and student work products	Teachers Librarians Principals	Feb 2012 - 2014
1.5	Develop and pilot multi-media project templates and rubrics	Ed Tech TOSA Ed Services Coord	Aug 2011- Aug 2014
1.5	Annually monitor students’ participation in multi-media projects through teacher and principal observation, Learning Walks, and student work products	Teachers Librarians Principals	June 2011- 2014
2.1	Develop scope and sequence for information literacy skills for grades K – 2. Develop models for instruction	Librarians	Sept-Oct 2011
2.1	Provide differentiated training and support through Site Teacher Leaders for K – 2 Teachers in organizing and managing classroom technology and in information literacy skills development	Ed Tech TOSA Teacher Leaders Gr K – 2 Teachers Principals	Banked Time sessions 2011 - 2014
2.1	Annually monitor K – 2 students’ development of technology skills through teacher observation, Ed Tech Profile reports, principal observation, Learning Walks, usage monitoring, and student work products	Ed Tech TOSA Gr K – 2 Teachers Elementary Principals	June 2011 – 2014
2.2	Develop scope and sequence for information literacy skills for grades 3 - 5. Develop models for instruction	Librarians	Sept-Oct 2011
2.2	Provide differentiated training and support through Site Teacher Leaders for grade 3 - 5 teachers in organizing and managing classroom technology and for developing	Ed Tech TOSA Teacher Leaders Gr 3 – 5 Teachers Elem	Banked Time sessions 2011 - 2014

	information literacy skills	Principals	
2.2	Annually monitor grade 3 - 5 students' development of technology skills through teacher observation, Ed Tech Profile reports, principal observation, Learning Walks, usage monitoring, and student work products	Ed Tech TOSA Gr 3 – 5 Teachers Elementary Principals	June 2011 – 2014
2.3	Develop scope and sequence for information literacy skills for grades 6 - 8. Develop models for instruction	Librarians	Sept-Oct 2011
2.3	Provide differentiated training and support through Site Teacher Leaders for grade 6 - 8 Teachers in organizing and managing classroom technology and for developing information literacy skills	Ed Tech TOSA Teacher Leaders Gr 6 – 8 Teachers Middle School Principals	Banked Time sessions 2011 - 2014
2.3	Annually monitor grade 6 - 8 students' development of technology skills through teacher observation, Ed Tech Profile reports, principal observation, Learning Walks, usage monitoring, and student work products	Ed Tech TOSA Gr 6 – 8 Teachers Middle School Principals	June 2011 – 2014
2.4	Develop scope and sequence for information literacy skills for grades 9 - 12. Develop models for instruction	Librarians	Sept-Oct 2011
2.4	Provide differentiated training and support through Site Teacher Leaders for 9 - 12 Teachers in organizing and managing classroom technology and for developing information literacy skills	Ed Tech TOSA Teacher Leaders High School Teachers Principals	Banked Time sessions 2011 - 2014
2.4	Annually monitor grade 9 - 12 students' development of technology skills through teacher observation, Ed Tech Profile reports, principal observation, Learning Walks, usage monitoring, and student work products	Ed Tech TOSA High School Teachers High School Principals	June 2011 – 2014
2.4	Develop and implement additional technology-related courses in secondary schools	CAO Ed Tech TOSA Principals Counselors	July 2012
3.1	Review, revise and distribute Acceptable Use Policy annually to staff	CAO Dir IT Ed Tech TOSA	July - Sept 2011 2012 2013

3.1	Monitor return of AUP from staff and students	Ed Tech TOSA Site Techs Librarians Principals	Sept – Oct 2011 2012 2013
3.2	Develop and implement lessons for K-2 students on safe and appropriate use of technology	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	September – November 2011
3.2	Annually monitor K-2 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	K – 2 Teachers ELCs Site Techs Elem Principals	On-going
3.3	Develop and implement lessons for grade 3 – 5 students on ethical use of technology	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	September – November 2011
3.3	Annually monitor grade 3 - 5 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	Gr 3 - 5 Teachers ELCs Site Techs Elem Principals	On-going
3.4	Develop and implement lessons for grade 6 - 8 students on safe and appropriate use of technology	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	September – November 2011
3.4	Annually monitor grade 6 - 8 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	Gr 6 - 8 Teachers MS Librarians Site Techs MS Principals	On-going
3.5	Develop and implement lessons for grade 9 - 12 students on ethical use of technology	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	September – November 2011
3.5	Annually monitor grade 9 - 12 students usage of technology through teacher observation, principal observation, usage monitoring,	Gr 9 - 12 Teachers HS Librarians Site	On-going

	student work product	Techs HS Principals	
4.1	Develop and disseminate Internet Safety Guidelines to all school sites	CAO Dir IT Ed Tech TOSA Principals	August 2011
4.1	Provide workshop modules on Internet Safety Training for staff meetings	Ed Tech TOSA Ed Serv Coord Principals Teacher Leaders	Banked Time sessions Sept – Dec 2011
4.1	Monitor and collect sign-offs on Safety Training Materials and/or sign in sheets for workshops	Ed Tech TOSA	Sept – Dec 2011
4.1	Provide workshop modules and materials for Internet Safety Training for parent groups	Ed Tech TOSA Ed Serv Coord Principals Teacher Leaders	Various parent meetings - Ongoing
4.1	Monitor and collect sign-in sheets for parent trainings on Internet Safety	Ed Tech TOSA Principals	Various parent meetings – Ongoing
4.2	Develop and implement lessons for K-2 students on Internet Safety	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	January – March 2012
4.2	Annually monitor K-2 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	K – 2 Teachers ELCs Site Techs Elem Principals	On-going
4.3	Develop and implement lessons for grade 3 – 5 students on Internet Safety	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	January – March 2012
4.3	Annually monitor grade 3 - 5 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	Gr 3 - 5 Teachers ELCs Site Techs Elem Principals	On-going
4.4	Develop and implement lessons for grade 6 -	Ed Tech TOSA	January –

	8 students on Internet Safety	Ed Services Coord Teacher Leaders Elem Library Coord	March 2012
4.4	Annually monitor grade 6 - 8 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	Gr 6 - 8 Teachers MS Librarians Site Techs MS Principals	On-going
4.5	Develop and implement lessons for grade 9 - 12 students on Internet Safety	Ed Tech TOSA Ed Services Coord Teacher Leaders Elem Library Coord	January – March 2012
4.5	Annually monitor grade 9 - 12 students usage of technology through teacher observation, principal observation, usage monitoring, student work product	Gr 9 - 12 Teachers HS Librarians Site Techs HS Principals	On-going
5.1	Survey students and families about after school access and use	Ed Tech TOSA Principals	Sept 2011 Sept 2012 Sept 2013
5.1	Annually meet with After School Program staff, Public Library, Boys and Girls Club staff, Parks and Rec Personnel to discuss and plan for expanded access and training for usage of district programs from satellite locations	Dir IT Ed Tech TOSA Dir CDS City Reps Club Reps Library Reps	Nov 2011 Nov 2012 Nov 2013
5.1	Annually monitor students after school access and use and disaggregate data by subgroup	Dir IT Ed Tech TOSA Site Techs After School Program Staff	June 2012 June 2013 June 2014
5.2	Research, review, purchase, install and pilot software and tech tools designed specifically for EL students	Ed Tech TOSA ELD Coord ELD Coaches Principals Site Techs	Sept 2011 – June 2014
5.2	Annually monitor usage and pre/post assessments of EL students	Ed Tech TOSA ELD Coord ELD	May 2012 May 2013

		Coaches	May 2014
5.3	Research, review, purchase, install and pilot software and tech tools designed specifically for at risk students	Ed Tech TOSA Ed Serv Coord Reading Specialists Principals Site Techs	Sept 2012– June 2014
5.3	Annually monitor usage and pre/post assessments of at risk students	Ed Tech TOSA Ed Serv Coord Reading Specialists Principals	May 2012 May 2013 May 2014
5.4	Research, review, purchase, install and pilot software and tech tools designed specifically for students with disabilities	Ed Tech TOSA Sp Ed Coord Sp Ed Teachers Principals Site Techs	Sept 2011 – June 2013
5.4	Annually monitor usage and pre/post assessments of students with disabilities	Ed Tech TOSA Sp Ed Coord Sp Ed Teachers Principals	May 2012 May 2013 May 2014
6.1	Implement the new student information system	CFO CAO Dir IT Asst Dir IT Consultant Principals	July 2011
6.1	Train principals, attendance clerks, office staff, counselors, teachers on use of new student information system	Dir IT Asst Dir IT Office staff Counselors Teacher Leaders	August 2011
6.1	Monitor teacher use of web attendance at each semester and retrain as needed	Dir IT Asst Dir IT	Feb & June 2011 2012 2013
6.2	Annually train new teachers on online gradebook and SBRC report card system at BTSA Teacher Academy	BTSA Coord Ed Tech TOSA	Aug 2011 Aug 2012 Aug 20113
6.2	Stipend Teacher Leaders at secondary schools to assist with online gradebook and data warehouse grade book system	Dir IT Asst Dir IT Ed Serv Dir Teacher Leaders	Sept – June 2012 2013

			2014
6.3	Annually train new teachers on data warehouse system at BTSA Teacher Academy	BTSA Coord Ed Tech TOSA Ed Serv Coord	Aug 2011 Aug 2012 Aug 2013
6.3	Annually monitor teacher use of data warehouse system through usage monitoring and EdTechProfile	Ed Tech TOSA Dir IT	Feb 2011 Feb 2012 Feb 2013
6.4	Purchase additional exam items for creating formative assessments and import items from new text adoption tech resources	Ed Tech TOSA Dir IT Ed Serv Coord	April 2012 April 2013 April 2014
6.4	Annually train new teachers on creating formative assessments with Exam Builder from data warehouse system at BTSA Teacher Academy, and returning teachers at Summer Tech Academy	Ed Tech TOSA Ed Serv Coord Teacher Leaders Principals	Aug 2011 Aug 2012 Aug 2013
6.4	Annually Monitor teacher use of Exam Builder for formative assessments through usage monitoring and Ed Tech Profile	Ed Tech TOSA Ed Serv Coord Teacher Leaders Principals	Aug 2011 Aug 2012 Aug 2013
7.1	Train teachers and staff on use of email system	Dir IT Asst Dir IT District Techs Site Techs Teacher Leaders	Prins Mtgs Banked Time Sessions DO Office meetings On- going as needed
7.2	Prepare standardized template and systems for submitting revisions to district department web pages to Webmaster	Dir IT District Webmaster Department Dir's	July 2011 and on-going as needed
7.2	Annually monitor department websites for current status	Webmaster Department Dir's	Sept 2011 Sept 2012 Sept 2013
7.3	Prepare standardized template and systems for submitting revisions to school web pages to Webmaster	Dir IT District Webmaster Principals Site Techs	July 2011 and on-going as needed
7.3	Twice annually monitor site websites for current status	Webmaster Principals	Sept & Jan 2012 2013

			2014
7.4	Provide professional development to teachers and teacher leaders on pod casting, web page creation, moodle sites and other communication and collaboration tools.	LACOE consultants Ed Tech TOSA Teacher Leaders	Nov – Feb 2012 2013 2014
7.4	Annually monitor teacher usage web pages, pod casting, moodle sites and other communication and collaboration tools through Ed Tech Profile	Ed Tech TOSA Principals Teacher Leaders	Nov 2011 Nov 2002 Nov 2013
7.5	Survey parents on preferred mode of usage of electronic communication and collaboration tools	Ed Tech TOSA Principals	Jan 2012
7.5	Prepare and share parent workshop modules and materials for using websites, pod casting, etc.	Ed Tech TOSA LACOE Consultants Principals Teacher Leaders	Various parent meetings – On-going
7.5	Annually monitor parent usage of websites, pod casting, on-line grade book, etc. by surveys and usage monitoring	Ed Tech TOSA Webmaster Principals Site Techs	Jan 2012 Jan 2013 2014

4. PROFESSIONAL DEVELOPMENT

The Santa Monica-Malibu Unified School District recognizes that on going, differentiated and classroom-based professional development is the lynch pin for successful implementation of new and emerging technologies. The district has developed a culture of adult learning that incorporates cognitive coaching models, collaborative planning and the development of professional learning communities at each school site, with built-in, “banked time” for professional development and teacher collaboration.

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

Based on EdTech Profile responses from our EETT Round 4 participants and, more recently, our Round 8 participants, approximately 70% of our teachers rate themselves in the “intermediate” or higher levels of technology literacy in the general computer knowledge and skills category. These include typical productivity uses including Internet, email and word processing. Overall, teachers rated themselves much lower in areas such as presentation software, spreadsheets and data base applications. Approximately 60% of teachers report at least some technology

integration into their instructional practices, including designing lessons to incorporate presentation software and using SMART boards and/or wireless slates to deliver instruction.

EdTech Profile and/or a similar district-developed survey will be administered district-wide in April 2011 in order to set new baseline data related to teachers' general productivity skills, use of advanced technologies for productivity, and integration of technology across the curriculum.

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 and the Curriculum Component objectives.

Goal 8: SMMUSD will differentiate all technology professional development into three tiers: basic proficiency, instructional proficiency, advanced proficiency

Objective	Benchmarks		
	2012	2013	2014
8.1 By June 2014, 100% of new teachers will self-identify their technology proficiency as a part of their BTSA and/or Teacher Academy induction	100%	100%	100%
8.2 By June 2014, 80% of teachers will evaluate their tech training as being well-suited to their proficiency level	60%	70%	80%
8.3 By June 2014, 80% of teachers will have increased their self-identified proficiency level in 5 or more areas	60%	70%	80%

Implementation Plan for Goal 8:

- ✓ Develop BTSA/Teacher Academy survey or use EdTechProfile during August orientation
- ✓ Develop common Ed Tech Professional Development evaluation forms and use them consistently
- ✓ Plan and implement training modules for teachers at Basic level
- ✓ Plan and implement training modules for teachers at Intermediate level
- ✓ Plan and implement training modules for teachers at Advanced level
- ✓ Collect and analyze data from evaluation forms
- ✓ Collect and analyze data annually from EdTech Profile and/or district-devised surveys

Goal 9: SMMUSD will embed professional development opportunities as close to the classroom level as possible to ensure relevance and use of skills learned

Objective	Benchmarks		
	2012	2013	2014
9.1 By June 2014, 80% of teachers will have participated in one or more professional development sessions related to technology	60%	70%	80%

9.2 By June 2014, 80% of teachers will integrate some aspects of technology into their classroom instruction	60%	70%	80%
9.3 By June 2014, 60% of teachers will feel comfortable demonstrating technology enhanced lessons with their colleagues	40%	50%	60%

Implementation Plan for Goal 9:

- ✓ Plan and implement annual BTSA/Teacher Academy Technology Modules
- ✓ Plan and implement annual SEA (SmartBoard Educators Academy)
- ✓ Plan and implement CTAP in-depth trainings
- ✓ Conduct Learning Walks and other observational protocols to monitor effectiveness and implementation of technology professional development
- ✓ Plan and implement informal “play dates,” user groups and collaborative sharing sessions
- ✓ Support Lesson Link groups to co-plan and demonstrate lessons which integrate technology

Goal 10: SMMUSD will utilize a coaching model for professional development by identifying teacher leaders to build school and district capacity and by utilizing collaborative planning time for sharing best practices.

Objective	Benchmarks		
	2012	2013	2014
10.1 By June 2014, 80% of sites will report have an identified Teacher Leader for technology	60%	70%	80%
10.2 By June 2014, 80% of teachers will collaborate to develop technology enhanced instruction during banked time or release time	60%	70%	80%
10s.3 By June 2014, 80% of teachers will participate in informal, collaborative sharing sessions to exchange best practices in technology	60%	70%	80%

Implementation Plan for Goal 10:

- ✓ Develop memorandum of understanding for teachers’ participation as a site Tech Leader
- ✓ Provide stipends for Teacher Leaders
- ✓ Provide substitutes/release time for Teacher Leaders
- ✓ Plan and implement training in facilitation skills for Teacher Leaders
- ✓ Plan and implement training in trouble shooting for Teacher Leaders and Site Techs
- ✓ Plan and implement Learning Walks and other observational protocols
- ✓ Provide substitute teachers for Lesson Link groups working to integrate technology into their lesson planning and instructional delivery

- ✓ Plan and implement training in collaborative technologies such as teleconferencing, podcasting, Web 2.0 resources
- ✓ Purchase, implement hardware and infrastructure for collaborative technologies

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

The following chart identifies the timeline, monitoring process and people responsible for the implementation of the Curriculum Component goals, objectives, benchmarks and activities.

Objective	Action Step	Person Responsible	Completion Date
8.1	Develop survey or use BTSA/Ed Tech Profile surveys for new teachers to self-identify technology proficiency level	BTSA Coord	July 2011
8.1	Administer survey annually at BTSA/Teacher Academy	BTSA Coord	Aug 2011 Aug 2012 Aug 2013
8.1	Annually analyze survey results and use in planning for upcoming PD	Ed Tech TOSA	Aug 2011 Aug 2012 Aug 2013
8.1	Annually report survey results to TCIC for reflection and discussion	TCIC Members	Oct 2011 Oct 2012 Oct 2013
8.2	Develop common evaluation for to be used at all tech-related PD	Ed Tech TOSA	July 2011
8.2	Administer, collect and analyze evaluation forms following each PD session and use results in planning future PD	Ed Tech TOSA BTSA Coord Dir Curric/Instruc	On going 2011- 2014
8.3	Annually administer Ed Tech Profile to monitor teachers' self-reports of proficiency levels and use results in planning PD	Ed Tech TOSA	Nov 2011 Nov 2012 Nov 2013
8.3	Annually conduct Learning Walks and other observational protocols to observe teachers' use of technology in classrooms	Principals Teacher Leaders	Feb – Apr 2012 2013 2014
8.3	Monitor Learning Walks and other	Ed Tech TOSA	May 2012

	observational protocols by collecting and analyzing summaries from each site	Principals TCIC Members	May 2013 May 2014
9.1	Annually plan and implement Basic, Intermediate and Advanced training modules for BTSA/Teacher Academy – including DataDirector, Pinnacle, SBRCs	BTSA Coord Ed Tech TOSA Dir Assess	Aug 2011 Aug 2012 Aug 2013
9.1	Annually plan and implement Basic Intermediate and Advanced training modules for SEA – including SmartBoard, Moodle, Pod Casting, and other emerging technologies	Ed Tech TOSA Ed Serv Coord Dir IT	Aug 2011 Aug 2012 Aug 2013
9.1	Annually coordinate with LACOE for in-depth CTAP training – including basic productivity tools, intermediate applications and integration skills, and advanced web page design, blogs, and other emerging technologies	Ed Tech TOSA LACOE Dir IT	Nov – Feb 2012 2013 2014
9.2	Annually collect student work products related to technology/multi-media projects and compile for web-based showcase	Principals Teacher Leaders	June 2012 June 2013 June 2014
9.2	Annually conduct Learning Walks and other observational protocols to observe teachers' use of technology in classrooms	Principals Teacher Leaders	Feb – Apr 2012 2013 2014
9.3	Sponsor on going, after school informal sharing sessions for teachers, with incentives for participation	Ed Tech TOSA Teacher Leaders	4 x per year 2012 2013 2014
9.3	Monitor attendance of after school sessions through sign in sheets and report results to TCIC	Ed Tech TOSA Teacher Leaders	4 x per year 2012 2013 2014
9.3	3 x each year, sub out Lesson Link groups for teacher teams working to integrate technology	Ed Tech TOSA Ed Serv Coord Teacher Leaders Principals	3 x per year 2012 2013 2014

9.3	Monitor completion of Lesson Link cycles and annually post completed Lesson Link lessons and materials on Ed Serv Website	Ed Serv Coord Webmaster	June 2012 June 2013 June 2014
10.1	Develop MOU for Teacher Leaders in Tech and solicit teachers to apply	CAO Asst Sup HR Ed Tech TOSA Principals	July 2012
10.1	Provide stipends and release time for Teacher Leaders	CFO Asst Sup HR	Aug 2011 Aug 2012 Aug 2013
10.1	Develop and implement training modules in facilitation skills for Teacher Leaders	Ed Serv Coord	Oct 2011 Oct 2012 Oct 2013
10.1	Develop and implement training modules in tech trouble shooting for Teacher Leaders	Dir IT Ed Tech TOSA Site Techs	Nov 2011 Nov 2012 Nov 2013
10.2	Provide subs for teams to work on integrating tech and developing multi-media projects	Ed Tech TOSA Ed Serv Coord Dir Assess Teacher Leaders Principals	Feb 2012 Feb 2013 Feb 2014
10.2	Structure “banked time” to devote at 3 x per year to collaboration and planning technology integration	Principals Teacher Leaders	3 x yr 2011 2012 2013
10.3	Monitor use of banked time by collecting school site meeting schedules and agendas, review, analyze and report to TCIC	Ed Tech TOSA Teacher Leaders Principals	June 2012 June 2013 June 2014
10.3	Create reflection blog templates for Teacher Leaders to use to collaborate, trouble shoot and share with TCIC	Ed Tech TOSA Teacher Leaders TCIC members	Nov 2011
10.3	Collect samples of teacher work products from collaborative planning time for technology and post on “best practices” for technology page of Ed Serv website	Teacher Leaders Principals	June 2012 June 2013 June 2014

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.

Currently, Information Services is responsible for the day-to-day managing of approximately eleven major systems as outlined below of which some are delegated to the Educational services department.

1. Student Information System - The student information system is by far the largest system in terms of elements, users, and time required for support.

- **Attendance** - Web based input at the secondary level. Key entry from paper at the elementary sites. Requires periodic state reporting and mandated audit records.
- **Grades** - Grade reporting is maintained at the secondary level only at present. This includes six week and semester report cards and transcripts. District grades are interfaced via electronic grade books at Santa Monica High, Malibu High, Adams Middle and Lincoln Middle.
- **Scheduling** - Master scheduling is a large component of our summer activities. Secondary schools in particular need considerable help in building master schedules and scheduling students each year for classes. The process begins in February, but is most intense during July and August.
- **Testing** - The past few years has seen a dramatic increase in local district testing and required state testing. Currently, there are over a dozen local tests with custom scan forms for which test scores are tracked. Additionally, there are another half dozen state tests for which we receive data that is loaded and tracked. This continues to be a significant area of growth for the department.
- **Data Reporting** - As a direct result of additional testing and state and federal requirements, data reporting continues to be a significant issue. Over the years methods of looking at data has continually changed. During the fall of the 06-07 school year, the district began using a product call DataDirector to provide data to all administrators and teachers. Data has been loaded going back to year 1999-2000 and current data is continuously provided. This system is Internet based.

2. Grade Books

Each of the secondary schools listed below uses a common electronic grade book to input grades that are collected on a six-week basis for report cards and transcripts. In 2010 Information Services upgraded the existing Gradebook system to a centralized single location server thus eliminating the the need for multiple remote servers. The system was also upgrades to a fully web based system for teacher, student and parent accesThe grades gathered from these systems are imported to the student system, which is the legal repository of all secondary grades. The exceptions to this are Olympic High School and the Community Day School, which operate very differently in terms of grades and attendance. While the schools have the components listed below, some are not in use and

some are just beginning to be used. All schools are using the Parent/Student Internet Viewer, which allows parents to access student grades and assignments via the web.

Santa Monica High School

- Grade Book – Basic grading
- Parent Viewer - Allows parents to view grades via the web
- Principal Viewer - Allows site administration to view grades
- Letter Writer - Generates paper letter reports for students and parents

Malibu High Schools - Grades 6-12

- Grade Book - Basic grading
- Parent Viewer - Allows parents to view grades via the web
- Principal Viewer - Allows site administration to view grades
- Email Writer - Allows email reports to parents

John Adams Middle School

- Grade Book - Basic grading
- Parent Viewer - Allows parents to view grades via the web
- Principal Viewer - Allows site administration to view grades

Lincoln Middle School

- Grade Book - Basic grading
- Parent Viewer - Allows parents to view grades via the web
- Principal Viewer - Allows site administration to view grades

3. Financial Systems - The financial system requires daily activity at the operator level to produce purchase orders and to interface files with Los Angeles County Office of Education (LACOE). During the spring and year end transition, additional time is required. This has been especially true the last few years when procedures have been constantly changing due to personnel changes resulting in lost knowledge in the district and poor support from LACOE in their transition to SACS and PeopleSoft.

- *General Ledger Core* of financial system that tracks district revenues and expenditures Includes accounts payables exported to LACOE and payroll imported from LACOE. . Also tracks working budgets and financial reporting for sites and departments. Primarily managed by the Fiscal Department. Real time access to account balances by sites and departments.
- *Purchasing* module allows on-line requisitions at the sites and departments that become purchase orders via an electronic approval system. Primarily managed by the Purchasing Department.
- *Budget module* is used to build and develop budgets. The process has changed each year for the past several years as to how the budget module has been used and how data is transferred between the district and LACOE.
- *ASB* (Associated Student Bodies) - The original financial system acquired in 1992 was duplicated and modified to manage the ASB funds with each secondary site accessing the system for expenditures and tracking of funds. A laser printer

check writing system is located at the district in fiscal that is linked to the financial system for producing checks for each site.

4. Email - The district provides email for all employees which may be accessed via client software such as Outlook, Eudora, etc. or via a web interface. This allows users to access their email from anywhere they have Internet access. In 2010 Information Services implemented Active Directory as the core authentication service. This included the adoption of Microsoft Exchange Email. Administrators, Teachers and Staff access email using Microsoft Outlook (client), Outlook Webmail, and handheld devices (smartphones). Currently, we have well over 1800 email accounts. Due to the extensive use by almost all employees, email requires a high level of support. The greatest area of support required within the email system is the constant battle against unwarranted intrusions via spam, virus attacks and spy ware.

- *Lists* - The email system supports a variety of lists from small personal lists to large system level lists. These lists are used extensively and require upkeep by those who manage them. It also provides a convenient means of finding email addresses and phone extensions.
- *Anti-Virus* - The email system includes anti-virus software. However, virus attacks often are not known quickly enough on the part of the anti-virus software vendors and damage is done before protection arrives. These events are time consuming in a frustrating process that merely returns us to square one.
- *Anti-Spam* - Likewise, the email system includes anti-spam software. Again, it is not sufficient to block all unwanted material and it is a fine line in blocking unwanted material versus desirable material. This aspect of our email system requires the most time to be successful, but it is an area where we have not had the resources to be properly diligent and spam continues to be an area of constant complaint.

5. Library System - All the school libraries access a central library system for checking books in and out of circulation. Additionally, web access is available for searching books and titles. The secondary schools use the system for assigning and tracking.

- *Online* - The online portion of the library system is used by the library personnel to check books in and out and to track lost and overdue books. All books are bar coded.
- *Web* - There is web based access to the library system so books and information can be located from any site as well as outside the district regarding materials, where they are located, and their availability.
- *Resources* include Proquest databases (Proquest, SIRS, eLibrary, Historical Newspapers) and World Book online. Students and staff have remote access to all SMMUSD databases.

6. Electronic Learning Resources – The district provides access to a number of learning resources. All teachers have access to Microsoft Office Suite software, Internet browsers, email system, and *DataDirector* data warehouse system. In addition,

individual schools hold site licenses to educational software programs that are either server or web-based. Learning resources are used to target students with specific academic needs, such as *Read 180* and *Lexia* for reading intervention, *Rosetta Stone*, for English Learners, and *Accelerated Reader* and *Accelerated Math* for differentiation for GATE students. Online assessments resources to identify students with specific academic needs such as SRI (Part of Read 180), AIMS Web and Easy CBM are used in several of the elementary school sites. In addition, all students have access to a variety standards-based software programs, simulations and productivity tools to enhance their learning and skills. Tutorials and on-line courseware are coming on-line at several district schools, including *APEX Learning*, and *Achieve 3000*.

7. Web Services - The district website and a number of the school websites are hosted and managed within the Information Services Department. Web based information requires constant vigilance to keep information timely and current. The district website is both publicly accessible via the Internet and privately accessible via our Intranet.

- **General Information** - General information is posted to the web for a variety topics that is constantly changing. Most frequent are From the Superintendent and Press Releases as well as board meeting agendas and topics.
- **Web Sites** - A number of schools and departments host their web sites via the district web server. Some are supported by the Information Services Department and many are created and supported by outside contractors or parents.
- **On-line Databases** - A number of interactive databases are hosted via the web from local servers. The majority of these databases are managed and supported by Information Services and are listed below:
 - District Calendar
 - PC/Mac/Telephone Repair Requests
 - Email User Request
 - Certificated Application
 - District Policies
 - Subfinder

8. Network Systems The district's network is managed and maintained by Information Services and is one of the essential services that requires regular monitoring and support. As part of the Measure BB initiative the district embarked on a complete upgrade of it's Network Infrastructures. The following upgrades have been completed or are in process:

- District wide upgrade to Gigabit network backbone.
- All schools within the City of Santa Monica are connected to the district office and site to site via a Gigabit connection.
- Malibu City Schools connected to the District office and site to site via 10 Megabit fiber connections, with the exception of Malibu High and Juan Cabrillo which connect via a 100 Megabit fiber connection. Due to its proximity to Malibu High, Juan Cabrillo Elementary School is integrated into Malibu High School's network infrastructure.
- District wide Wireless Access is available at all school sites except Edison Elementary as it is in the process complete reconstruction.

DNS - Our Active Directory installation installed several DNS servers throughout the district to provide intranet and internet resolution and user authentication.

DHCP - We have DHCP servers at the district office and each site for automatic delivery of IPs to general use computers and other network devices.

Internet Filters - The district has a system that filters Internet traffic to screen out objectionable material such as pornography, hate, weapons, etc. The filter system is based on updated lists via subscription and also intercepts spy ware. It requires little support and works quite well.

Infrastructure - The network infrastructure was upgraded by the Measure BB bond initiative which provided gigabit central routers, gigabit switches in a MDFs and IDF's and suitable uninterrupted power supplies in all MDFs and IDF's. Information services in the process of constructing a data center to collect, store and disseminate the ever growing amount of data necessary to support the District's core missions. The Data Center will allow SMMUSD to reduce the number of physical servers needed for data handling and provide for greater centralized management. Additionally, the district has hired two network Engineers to support our It and phone systems.

9. Backup Systems - In 2010 Information Services deployed a centralized back up solution. Currently two servers are in use. A primary back up server located at the District Office which backs up servers, administrative computers and essential instructional computers in Santa Monica. A second server is located at Malibu High School and backs up Malibu servers, and administrative computers. the district's primary server backs up Malibu servers, and administrative computers.

10. Anti-Virus Systems - Information services upgrades it's Anti-Virus system to a centralized system negating the need to use a server at each site. Two Anti-Virus servers are now deployed one at the district office supporting Santa Monica sites and one at Malibu High supporting Malibu sites.

11. Phones & Voicemail

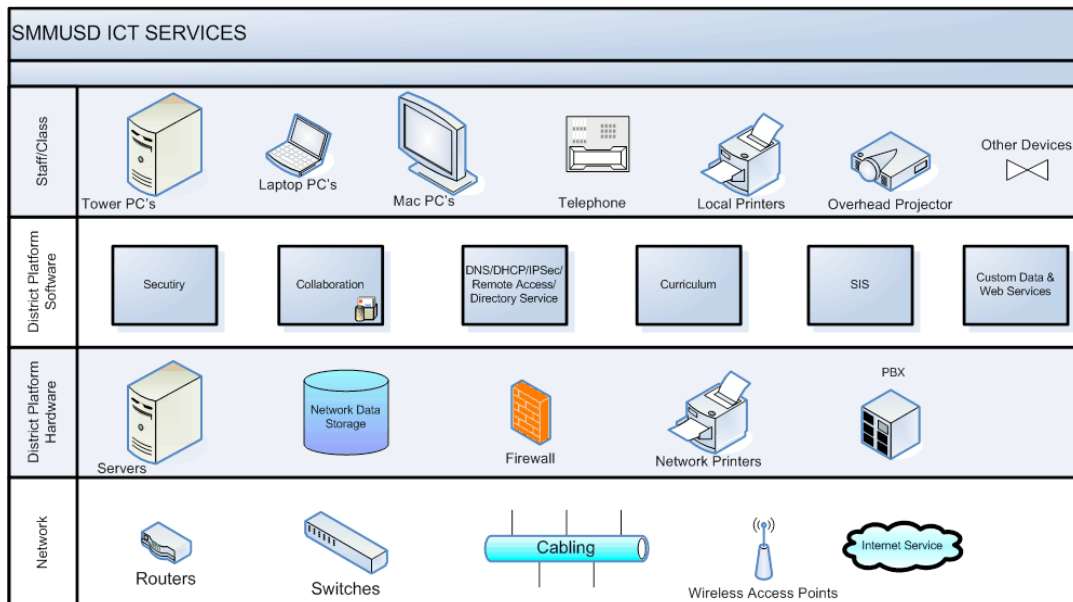
Phones - Information Services maintains the phone system which is used throughout the district. In 2010 the system was converted to VoIP(voice over IP) phone system. All sites are now using the new phone system. the new system is integrated with Active Directory and provides unified voice mail delivery (UNITY MESSAGING). Users can now access their voicemail via phone or their email accounts.

12. Support - Support is provided for all computers and printers in the district by Information Services. Support includes installation of hardware, simple repairs, warranty replacements, upgrades, connectivity, software installations and/or configurations, operating system issues, etc. Our first priority is for administrative systems and then teacher/student use machines. Tech support personnel are assigned to sites. As new

electronic resources become available, tech support follows to ensure programs and projects are launched smoothly. We currently have 7 site level techs. Two are assigned to Santa Monica High and the remaining five cover the Santa Monica elementary schools plus Olympic Continuation and Adult Ed. The Santa Monica middle schools, Adams and Lincoln, have teachers with release time who support their schools. We also have three higher-level support positions that also work with our phone and voicemail systems. One of these is assigned to Malibu and does all the support for the Malibu schools. SMMUSD was able to add two additional site level support positions allocated to assist Malibu Schools. Our new Interactive White Board Technology is supported by our newly hired Media Support Specialists who support new peripheral technologies such as SMARTboards, document cameras, student response systems and LCD projectors. A new centralized “Support Ticket” system is in the early stages of implementation to bring all these levels of support together and to improve the response time and ability to support the entire district.

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

SMMUSD organizes its Information and Communication Technology (ICT) into 4 layers of functionality, the each layer supporting all the layers above. These ICT services deliver the educational objectives outlined elsewhere in this plan. The diagram below will help to visualize this model.



Several of these services have been upgraded through our local bond measure technology upgrades, however, there are a few that still require upgrades and support. Specifically, the following:

- Desktop/Laptop upgrades and replacements
- LCD Projector maintenance and lamp replacements
- Electronic Collaboration Tools
- Curriculum Development
- Student Information System
- Information Services Capacity

Background

The Curriculum section defines the heart of the technology use plan, spelling out its goals, objectives and benchmarks. As stated in 3c of this plan, the district's student achievement goals include a five percent increase in the number of students scoring at the proficient or advanced levels in mathematics, as measured by the California Standards Tests. Instructional technology plays a key role in many of the district's action plans to meet this goal as well as other academic goals to ensure increased achievement for all and a closing of the achievement gap.

Goal 1 in Section 3d delineates how teachers and students will utilize technology in order to improve learning and academic achievement. As such, the district's infrastructure, the availability of hardware and software for every teacher and student, appropriate training and efficient technical support are critical to the overall success of this goal.

Goal 2 in Section 3e describes the technology skills and information literacy objectives for students. Again, the availability, training, resources and support for up-to-date technology use are necessary to support this goal.

Goal 5 in Section 3h describes how the district will leverage the use of technology to ensure educational equity as we strive to close the achievement gap. Focused and targeted technology resources, training and support, therefore, must be directed in an equitable manner for groups of students who are struggling to meet academic proficiency, and for schools and programs that serve greater percentages of students with demonstrated need.

Goal 6 in Section 3i requires substantial improvements to the district's Student Information System as well as a seamless interface with the district's data warehouse system so that teachers and administrators can readily access the information they need for data-driven decision making.

Goal 7 in Section 3j describes the use of technology as a communication and collaboration tool with parents and community members. This goal will require substantial resources directed to district communication and collaboration platforms (email, portals, websites, wiki's).

Section 3k, which describes the process for monitoring the Curricular Component goals, will require sufficient staff in both the Educational Services and Information Services departments to implement and monitor the plan.

The Ed Tech TOSA will be the responsible party for monitoring all curricular goals, objectives and benchmarks. The SMMUSD IT Director will be the responsible party for implementing and monitoring all infrastructure benchmarks. These roles are, therefore, not listed individually for each goal and benchmark.

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

Goal 11: SMMUSD will have a 5:1 student to computer(workstation) ratio through out the district.

Computers are the primary mode of delivering IT to the classroom. SMMUSD employs a combination of Windows and Apple computers to perform this job. As technology changes we are required to reevaluate what *student work station* means in terms of classroom usage. Dramatic innovations in curricular content are blossoming on the internet, however, with these advances have come a greater performance demands from both the workstation and internet bandwidth.

Objectives	Benchmarks		
	2012	2013	2014
11.1 By June 2014, the district will have a 5:1 student to computer ration throughout the district.	50%	75%	100%

Goal 12: Network Data and Curriculum Storage Servers

We expect to maintain a local copy of classroom and lab educational software solutions and related data files for use by all schools in the districts. To do so will likely require more storage capacity than we currently have available. These data and software solutions will need to be stored and managed by dedicated Curriculum Resource servers. It may be helpful to place these servers locally at school sites for better response for on-demand access to these solutions.

Objectives	Benchmarks		
	September 2011	January 2012	June 2012
12.1 By June 2012, our objective is to deploy sufficient network Curriculum Storage Servers to satisfy the needs developed by teachers as they integrate existing and new technology	12.1a Prepare and present formal Request For Change for Curriculum Server	12.1b Obtain, configure and deploy Curriculum Storage	12.1c Develop and release Curriculum Storage Server Teacher training

solutions into the classroom. These servers may be centrally located or placed strategically through out the district in order to cut down on inter-site network latency.	Infrastructure and submit for approval to Technology Committee. Submit to Board for funding	Servers.	program.
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Goal 13: Collaboration

As stated in our educational objectives, we plan to use our ITC resources to collaborate as professionals, among students, parents and community members. Our current email system provides Sufficient Technology email standards and includes Outlook functionalities such as shared calendars. However in order to maintain 21st century based collaboration platforms we must provide interactive web-based tools to assist teaching, learning and administrative functions.

Objectives	Benchmarks		
	2012	2013	2014
13.1 By 2012, Google Docs (or equivalent) will be provided to students and teachers	10%	30%	50%

Goal 14: Migrate Student Information Services (SIS).

Our Student Information System is approaching the end of its lifecycle. Our objective to migrate to our currently selected SIS, execute that request and deploy the solution into the classroom environment.

Objectives	Benchmarks		
	July 2011	August 2011	September 2011
14.1 By September 2011, our objective is to migrate to and deploy a district SIS platform.	14.1a Obtain configuration, migrate and deploy district SIS.	14.1b Develop and release district SIS teacher training programs.	14.1c Finalize and maintain SIS at the various sites.

Goal 15: Electrical Cabling

We don't currently have adequate electric service to the classroom and to the computer labs. Our objective to remedy this situation as part of the district IT Infrastructure Strategic Plan process.

Objectives	Benchmarks		
	2012	2013	2014
<p>15.1 By June 2014, our objective is to deploy Sufficient Technology electrical service to all district classrooms and computer labs.</p>	<p>15.1a Prepare and present formal Request For Change for district classroom and computer lab electrical service and submit for approval to Technology Committee. Submit to Board for funding</p>	<p>15.1b 50% of deficient classrooms and computer labs workstations are provisioned with Sufficient Technology electrical service.</p>	<p>15.1c 100% of deficient classrooms and computer labs workstations are provisioned with Sufficient Technology electrical service.</p>

Goal 16: Deploy LCD projectors to district academic classrooms and computers labs.

By far the most common need in the classroom is for an LCD projector as a means of integrating IT based content with the class curriculum. Our objective is to place one in each academic classroom and computer lab.

Objectives	Benchmarks		
	2012	2013	2014
<p>16.1 By June 2014, our objective is to deploy LCD Projectors to all district academic classrooms and computer labs.</p>	<p>16.1a Prepare and present formal Request For Change for district LCD projectors and submit for approval to Technology Committee. Submit to Board for funding</p>	<p>16.1b 50% of academic classrooms and computer labs are provisioned with LCD projectors.</p>	<p>16.1c 100% of academic classrooms and computer labs are provisioned with LCD projectors.</p>

Goal 17: Develop and assign essential technology support roles

Trainer – Teachers will need professional development before they are able to fulfill their role in the plan. A significant initial (and lower level permanent) training effort is indicated for all teachers in the district. EdTech Survey results indicate a variable need for everything from basic skills (a sizable minority) to formal district policy based methods for transferring technology skills, such as basic skills, presentation skills, research skills, and safe browsing to students (virtually all teachers). The formal district policy based methods for transferring technology skill to students will need to be developed into a professional development session for teachers first, including software resources and all materials, digital and otherwise. These needs will require full time management by a training manager in conjunction with 3rd party training facilities on an as needed basis.

The plan makes explicit the need for a follow-up and management role to ensure that methods and benchmarks are achieved by deadline. This role will call for a combination of education, technology, and project management skills. Our objective is to fully define and assign this role.

Objectives	Benchmarks		
	2012	2013	2014
<p>17.1 By June 2014, our objective is to deploy a comprehensive teacher professional development program including technology skills and best practice classroom integration strategies. This program will include a detailed description of the Training Program manager role.</p>	<p>17.1a Develop a comprehensive SMMUSD teacher training program document and submit for approval to Technology Committee. Submit to Board for funding.</p>	<p>17.1b Deploy technology skills component of the Training Program. Assign Training Program manager role</p>	<p>17.1c Deploy best practice classroom integration strategies component of the Training Program.</p>

Operation Infrastructure

The Information Services Department is under the direction of the Information Services Director that who along with the Information Services team has developed policies and procedures to bring quality and helpful technical support. Assigning of roles to members of the Information Services department, and subjecting them to periodic review a far more reliable standard of availability, service, and security will be attained by our district.

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

The Ed Tech TOSA in collaboration with the IT Director will be the primary monitor for all activities and benchmarks that drive each of the technology infrastructure goals. This role will provide weekly status reports to the Superintendent and monthly status reports to the Board

members Technology Committee at their regularly scheduled meetings. The status report will include expected progress summaries, unexpected developments, changes to timeline, changes to functionality, and changes to scope. These reports will also be posted on the IT Department portal site. In the event changes to functionality or scope are called for they will be discussed and approved by the Technology Committee at their regularly scheduled meeting. An Emergency Change subcommittee will be appointed by the Technology Committee to address changes that require immediate analysis and approval.

6. FUNDING AND BUDGET

6a. List established and potential funding sources.

District Funding Sources	Established	Potential
General Funds	X	
Measure BB	X	
Parcel Tax		X
Title I	X	
Title IIA	X	
Title IID	X	
Title III	X	
Special Education	X	
E-Rate		X
Joint Use Agreement with cities		X
Text Book	X	
Lottery	X	
EETT (Competitive)		X
Tier III	X	
K-12 Voucher Program	X	
ROP	X	
Community/Business Partners		X
Donations/Fundraisers		X
Foundations/Corporations		X
Grants		X

School Site Funding Sources	Established	Potential
General Funds	X	
Title I (4 elementary schools only)	X	
EETT Competitive		X
Lottery	X	
Equity Funds	X	
Grants		X
Community/Business Partners		X
Donations/Fundraisers		X
Foundations/Corporations		X

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

The district continues to provide ongoing support in the use of technology at the district and school site levels. There are two managers in the Information Technology (IT) Department along with the Director to provide the infrastructure to support district technology needs. The district has also assigned technicians to the school sites. In addition, there is a teacher on special assignment (TOSA) who is funded with both the bond and general fund to support educational technology. A half-time media services coordinator was hired this year to support instructional technology at the school sites. Each school has teachers who are technology advocates and who participate in the training provided by the district or LACOE. IT staff is on call to support the schools as well as routinely maintain the infrastructure and equipment. The staff members at Educational Services Department have also taken responsibility in the integration of technology in curriculum refinement and instructional delivery. The District, through EETT grant, has purchased SMART boards for designated sites and and just recently SMART Response systems for our secondary schools. Other school sites have also made such purchases with other funds. The District staff provides the training with the end-users and the IT Department provides the necessary support along with maintenance agreement with the vendor. The cost for the upgrade of the district's central office technology infrastructure will cost approximately \$1,000,000 over the next three years to upgrade the current data center. Additional costs will include professional development activities, hardware and software - new and replacement, personnel costs, and purchases of software licenses and continuance purchase of service agreements. The total cost each year will for all listed activities will be \$2,000,000. In November 2006, the cities of Santa Monica and Malibu passed Bond Measure BB totaling approximately \$268,000,000 for facilities improvements. Approximately \$10,000,000 of these funds have been earmarked for technology expenditures.

Estimated Implementation Costs over a 3-year period

Object	Description	2011-2012	2012-1013	2013-2014	Possible Funding Source(s)
1130	Teacher Hourly & Stipends	50,000	65,000	70,000	General Fund, Categorical Fund
1160	Substitutes	65,000	80,000	85,000	Categorical Fund
1910	Teacher on Special Assignment (Ed Tech)	77,000	80,000	83,000	General Fund and Measure BB
2930	Media Services Coordinator	24,000	26,000	28,000	General Fund
Total		115,000	225,000	238,000	
2410	IT Administrators	200,000	206,000	207,800	General Fund
2415	IT Technicians	800,000	830,000	850,000	General Fund
Total		1,000,000	1,036,000	1,057,800	
3000	Certificated	22,500	37,500	41,400	General Fund
3000	Classified	300,000	310,800	318,340	General Fund
Total		322,500	348,300	359,740	
4310	Instructional Materials (software, licenses)	600,000	200,000	400,000	General Fund; Categorical Fund
4400	District Servers	200,000	400,000	800,000	General Fund
4400	Networking Hardware	200,000	800,000	1,000,000	General Fund; Local Income
Total		600,000	1,800,000	2,200,000	
5631	Maintenance Agreement	250,000	250,000	250,000	General Fund
5810	Cabling	100,000	300,000	500,000	Local income
5850	Consultants	250,000	250,000	250,000	General Fund; Local Income
5910	Communications	500,000	800,000	1,000,000	Categorical Fund; Local Income
Total		1,100,000	1,300,000	2,000,000	
6410	Capitalized Equipment	900,000	800,000	800,000	General Fund; Categorical Fund; Local Income
Total		900,000	800,000	800,000	
Grand Total		4,478,500	5,109,300	6,655,540	

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

The District is working on a technology strategic plan, which will delineate the replacement policy for obsolete equipment. Currently, the District's IT Department technicians review and assess the equipment at the school sites to ensure that the equipment is in good working condition and that the equipment serves the needs of the schools. If a piece of equipment is deemed obsolete, the school follows the board policy to declare the equipment obsolete for disposal.

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

The District has recommended that sites use their governance committees to establish a site technology committee that reviews all site technology decisions. The school designates one representative to participate in the District Technology Curriculum Integration Committee, which meets monthly. The District Technology Curriculum Integration Committee monitors all progress of the implementation of the Technology Use Plan. The Committee takes recommendations from the sites for funding priorities and budget recommendations for the District. The site Technology Committee develops and includes information from the site technology plan to be integrated into the Single Plan for Student Achievement. The site plans include the goals for technology integration in the classrooms in all grade levels and selected subject matter(s); identify needs for professional development, a planned timeline for implementation and funding for equipment, software, technical support, and professional development. The site Technology Committee evaluates the implementation of the site Technology Plan and provides feedback as part of the evaluation of the Single Plan for Student Achievement. The membership of the site Technology Committee includes all stakeholders. The site Technology Committee representative brings forth issues and concerns from the school sites to the District Committee for collaborative problem solving. The site representatives assist in the evaluation of the District Technology Use Plan and review the data from the Los Angeles County of Education.

7. MONITORING AND EVALUATION

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

The TCIC, along with the Director of Assessment, Research and Evaluation, will be responsible for on-going and continuous reflection and feedback to monitor, review and revise components of the plan. The TCIC meets monthly and a segment of each meeting will focus on at least one component area. Those responsible for particular action steps will bring or send artifacts and data collected to the meeting for review and discussion. In this way, mid-course corrections can be made throughout the three-year duration of the plan.

7b. Schedule for evaluating the effect of plan implementation

The following section outlines evaluation instruments, data to be collected, schedule for evaluation, and program analysis and modification processes for each objective in this plan.

Curriculum Component

Benchmark Evaluation Data by Objective	Schedule	Data to be Collected	Program Analysis
1.1 Teacher use of tech for instruction	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ Learning Walk Summaries ✓ On-line Usage Reports ✓ Student Work Samples 	Dir ARE will analyze and summarize EdTech Profile and LW summaries and submit report to TCIC Dir IT will analyze usage data and submit report to TCIC Ed Tech TOSA will collect sampling of student work for TCIC to review
1.2 Students use of tech to increase achievement	Annually August	<ul style="list-style-type: none"> ✓ On-line Usage Reports ✓ CST Data ✓ District assessment data 	Dir ARE will analyze and summarize student achievement data and submit report to TCIC Dir IT will analyze usage data and submit report to TCIC
1.3 Students use tech in writing to improve ELA achievement	Annually May	<ul style="list-style-type: none"> ✓ Student work samples 	Dir ARE will analyze and summarize student achievement data and submit report to TCIC
1.4 Students use on-line research skills to increase content knowledge	Annually May	<ul style="list-style-type: none"> ✓ Student Work Samples 	Elem Library Coordinator and Librarians will analyze and summaries student research work samples collected at sites and report to TCIC
1.5 Students create multi-media projects	Annually June	<ul style="list-style-type: none"> ✓ Student/Class project samples ✓ Rubric Scores 	Dir ARE will analyze and summarize project rubric scores. Teacher Leaders will collect project samples and analyze and submit report to TCIC
2.1 K-2 students increase tech skills	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ On-line Usage Reports ✓ Student Work Samples 	Dir ARE will analyze and summarize EdTech Profile sections on student use and report to TCIC, and observation protocols Dir IT will analyze usage data and submit report to TCIC Ed Tech TOSA will collect sample of student work for TCIC to review
2.2 Grades 3 – 5 students increase tech skills	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ On-line Usage Reports 	Dir ARE will analyze and summarize EdTech Profile sections on student use and report to TCIC, and observation protocols Dir IT

		<ul style="list-style-type: none"> ✓ Student Work Samples 	will analyze usage data and submit report to TCIC Ed Tech TOSA will collect sample of student work for TCIC to review
2.3 Grades 6 – 8 students increase tech skills	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ On-line Usage Reports ✓ Student Work Samples 	Dir ARE will analyze and summarize EdTech Profile sections on student use and report to TCIC, and observation protocols Dir IT will analyze usage data and submit report to TCIC Ed Tech TOSA will collect sample of student work for TCIC to review
2.4 Grades 9 – 12 students increase tech skills	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ On-line Usage Reports ✓ Student Work Samples 	Dir ARE will analyze and summarize EdTech Profile sections on student use and report to TCIC, and observation protocols Dir IT will analyze usage data and submit report to TCIC Ed Tech TOSA will collect sample of student work for TCIC to review
3.1 Teachers receive training/guidelines on AUP	Annually September	<ul style="list-style-type: none"> ✓ Collect AUP signatures 	Dir IT will collect and report to TCIC
3.2 K-2 students demonstrate ethical use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols 	Dir ARE will analyze and summarize EdTech Profile sections on ethics and student use and will collect, analyze and summarize observation protocols and report to TCIC
3.3 Grade 3 – 5 students demonstrate ethical use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols 	Dir ARE will analyze and summarize EdTech Profile sections on ethics and student use and will collect, analyze and summarize observation protocols and report to TCIC
3.4 Grade 6 - 8 students demonstrate ethical use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols 	Dir ARE will analyze and summarize EdTech Profile sections on ethics and student use and will collect, analyze and summarize observation protocols and report to TCIC
3.5 Grade 9 - 12 students demonstrate ethical use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation 	Dir ARE will analyze and summarize EdTech Profile sections on ethics and student

		Protocols	use and will collect, analyze and summarize observation protocols and report to TCIC
4.1 Teachers receive training/guidelines on Internet Safety	Annually April	✓ Sign ins and agendas for Teacher/Parent trainings	Principals collect and send to Ed Tech TOSA for reporting to TCIC
4.2 K-2 students demonstrate safe use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ Parent Survey 	Dir ARE will analyze and summarize EdTech Profile sections on Internet Safety and will collect, analyze and summarize observation protocols and parent surveys and report to TCIC
4.3 Grade 3 - 5 students demonstrate safe use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ Parent Survey 	Dir ARE will analyze and summarize EdTech Profile sections on Internet Safety and will collect, analyze and summarize observation protocols and parent surveys and report to TCIC
4.4 Grade 6 - 8 students demonstrate safe use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ Parent Survey 	Dir ARE will analyze and summarize EdTech Profile sections on Internet Safety and will collect, analyze and summarize observation protocols and parent surveys and report to TCIC
4.5 Grade 9 - 12 students demonstrate safe use of tech	Annually April	<ul style="list-style-type: none"> ✓ Ed Tech Profile ✓ Teacher Leader and Principal Observation Protocols ✓ Parent Survey 	Dir ARE will analyze and summarize EdTech Profile sections on Internet Safety and will collect, analyze and summarize observation protocols and parent surveys and report to TCIC
5.1 Students have increased access to tech before/after school	Annually Nov	<ul style="list-style-type: none"> ✓ Inter-agency annual mtg agenda, sign-ins ✓ Usage reports 	Dir IT and Ed Tech TOSA will attend mtg and report findings to TCIC Dir IT will summarize and report student usage
5.2 EL students have increased access to tech to enhance English Acquisition	Annually April	✓ Pre-Post test results and usage reports from EL software programs	Site Techs will download data and Dir ARE will analyze, summarize and report to TCIC
5.3 Students with disabilities have increased access to tech to meet IEP goals	Annually April	✓ Pre-Post test results and usage reports from software programs	Site Techs will download data and Dir ARE will analyze, summarize and report to TCIC

5.4 At risk students have increased access to tech to increase achievement	Annually April	✓ Pre-Post test results and usage reports from software programs	Site Techs will download data and Dir ARE will analyze, summarize and report to TCIC
6.1 Teachers use web-based attendance reporting	Semi-Annually Feb and June	✓ SIS attendance reports	Dir IT will analyze, summarize and report to TCIC
6.2 Teachers use web-based electronic grade book/report card	Semi-Annually Feb and June	✓ Pinnacle and Data Director reports	Dir IT will analyze, summarize and report to TCIC
6.3 Teachers use DataDirector to inform instruction	Semi-Annually Jan and September	✓ Data Director reports	Dir IT will analyze, summarize and report to TCIC
6.4 Teachers create formative assessments	Annually June	✓ Data Director reports	Dir IT will analyze, summarize and report to TCIC
7.1 Teachers use email to increase communication with parents	Annually April	✓ Parent Survey/Focus Group	Principals will conduct survey/focus group and send data to Dir ARE to analyze, summarize and report to TCIC
7.2 Central office departments have web pages with parent resources	January	✓ Parent Survey/ Focus Group	Principals will conduct survey/focus group and send data to Webmaster to analyze, summarize and report to TCIC
7.3 Schools have informative websites	January	✓ Parent Survey/ Focus Group	Principals will conduct survey/focus group and send data to Webmaster to analyze, summarize and report to TCIC
7.4 Teachers will have webpage or other electronic means to communicate with students and parents	January	✓ Parent Survey/ Focus Group	Principals will conduct survey/focus group and send data to Webmaster to analyze, summarize and report to TCIC
7.5 Parents use district/school websites regularly	Annually April	✓ Web site usage report ✓ Parent Survey	Webmaster will collect and summarize usage data and report to TCIC

Professional Development Component

Benchmark Evaluation Data by Objective	Schedule	Data to be Collected	Program Analysis
8.1 Teachers self-identify tech proficiency level	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile ✓ BTSA Surveys 	Dir ARE will analyze and summarize EdTech Profile and submit report to TCIC
8.2 Teachers evaluate tech training	On-going	<ul style="list-style-type: none"> ✓ PD Evaluation Forms 	Ed Tech TOSA will collect, analyze, summarize and report to TCIC
8.3 Teachers increase level of tech proficiency	Annually April	<ul style="list-style-type: none"> ✓ EdTech Profile 	Dir ARE will analyze and summarize EdTech Profile and submit report to TCIC
9.1 Teachers participate in tech PD	On-going	<ul style="list-style-type: none"> ✓ Sign-In Sheets 	Ed Tech TOSA will collect, summarize and report attendance to TCIC
9.2 Teachers integrate tech training into classroom instruction	Annually April	<ul style="list-style-type: none"> ✓ Learning Walk and Obs Summaries ✓ Student Work Samples 	Principals and Teacher Leaders will send Learning Walk and Obs Protocol summaries and samples of student work to Ed Tech TOSA for analysis. Ed Tech TOSA will report to TCIC
9.3 Teachers demonstrate tech lessons with their colleagues	Annually August	<ul style="list-style-type: none"> ✓ SEA Academy sign-in sheets for teacher sharing sessions 	Teacher Leaders and Ed Tech TOSA will compile and report teacher attendance at sharing sessions to TCIC. Webmaster will compile and post sample lessons to Ed Serv Website for TCIC to analyze
10.1 Teacher Leaders are identified	Annually September	<ul style="list-style-type: none"> ✓ P/C forms ✓ Sub requests 	Principals and Ed Tech TOSA will prepare list and submit to TCIC
10.2 Teachers collaborate to develop tech enhanced lessons	Annually October	<ul style="list-style-type: none"> ✓ Banked Time schedules and agendas ✓ Sub requests 	Principals and Teacher Leaders will submit to Ed Tech TOSA for summary and reporting to TCIC
10.3 Teachers participate in informal sharing and collaboration for best practices	Annually August	<ul style="list-style-type: none"> ✓ Sea Academy sign-in sheets ✓ Teacher Leader blogs 	Teacher Leaders and Ed Tech TOSA will compile and report teacher attendance at sharing

			sessions to TCIC. Teacher Leaders will review and compile reflections from blogs. Webmaster will compile and post sample lessons to Ed Serv Website for TCIC to analyze
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7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

In an effort to build on-going reflection and revision into the plan, the TCIC will review and discuss particular components of the plan on a monthly basis. This review may be done during a scheduled meeting, or via a collaborative site. Twice a year, the Director of Research, Assessment and Evaluation will compile and summarize the monthly data collections. In the fall of each year, a formal presentation of findings will be made to cabinet members. A separate presentation will be made to principals during one of their regularly scheduled meetings. This presentation will include a packet and electronic presentation that principals may customize and share with their staff, school governance groups, and PTAs. In the spring of each year, a formal presentation of findings will be made to the school board. This is a televised meeting with widespread public participation. In addition, an annual report will be posted on the Ed Services websites.

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

If the district has adult literacy providers, describe how the program will be developed in collaboration with them.

The Santa Monica-Malibu Unified School District serves its adult population through its own Adult Education Center, ROP services, and Infant Center. These schools provide traditional training in ABE, High School diploma, GED Certification, Family Literacy, ESL classes, citizenship training, and parenting skills. ROP offerings include Microsoft certification, technology classes, and occupational instruction for job skills. Many facilities and labs are used throughout the district to support these services during the regular school day as well as after hours. Adult literacy providers are also ongoing members of the district technology committee that organizes and evaluates ongoing needs that are presented to the Board of Education in its annual report. All providers are consulted on an ongoing basis for budgetary enhancement recommendations and evaluation of program effectiveness. The district committee provides a communication point to all providers with their appointed representatives to Adult Education, Infant services, and ROP.

9. EFFECTIVE, RESEARCH-BASED METHODS, STRATEGIES, AND CRITERIA

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

The development of SMMUSD's Technology Use Plan is largely based on research from NCREL (The North Central Regional Laboratory), ISTE (International Society for Technology in Education), and the ACOT (Apple Classrooms of Tomorrow) research. SMMUSD utilized the ISTE standards for student performance (See Appendix A) as a basis for our student skills benchmarks. The committee used ACOT findings for integrating technology curriculum, and NCREL research to develop technology strategies. NCREL has substantiated, "As students spend more time with technology in schools during regular hours, there is a corresponding increase in research and evaluation studies focused on those learning opportunities and their outcomes. There is a reason to think that the same will be true for children learning with technology beyond the bell in school and outside the building." SMMUSD has organized its technology plan to incorporate maximum exposure to technology for all teachers and students. Implementation of standards, infusion of technology into all classrooms, supported standards and outcomes for all students have created a learning environment that has increased student achievement into all areas of the curriculum. In terms of professional development, research indicates that it is necessary to create capacity and mentoring within the ranks. The district technology committee has examined all research and has concluded that these models represent the best in educational thinking for implementing all technology integration strategies and professional development. The WestEd Regional Technology in Education Consortium has also published a finding that offers insight and collaborative support on the findings of NCREL's research in maximizing exposure to technology. This provides a basis for professional development and integration strategies that will maximize impact of technology on student achievement. These findings are a basis of implementation discussion with the district's TUP planning.

*Finding research-based Information about Technology in Teaching and Learning. ISTE Web Site http://caret.iste.org/caretadmin/news_documents/CARETintro.pdf. **Children Learning With Technology Beyond the School Bell and Building: What Do We Know Now [Http://www.ncrel.org/tech/child/index.html](http://www.ncrel.org/tech/child/index.html) ***Computer Based Technology and Learning: Evolving Uses and Expectations. NCREL-Published Research. [Http://www.ncrel.org/tplan/cbtl/toc.htm](http://www.ncrel.org/tplan/cbtl/toc.htm). *Computer Based Technology and Learning: Evolving Uses and Expectations. NCREL-Published Research. [Http://www.ncrel.org/tplan/cbtl/toc.htm](http://www.ncrel.org/tplan/cbtl/toc.htm). **Standards: ISTE Standards Web Site <http://www.iste.org/standards/ncate/index.cfm>. ***ACOT History. <http://www.apple.com/education/k12/leadership/acot/history.pdf>. ****The Learning Return on Our Educational Technology Investment. WestEd Regional Technology in Education consortium (June 2002). <http://www.wested.org/cs/wew/view/rs/619>

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.

SMMUSD traditionally has offered relatively high numbers of AP courses to increasingly higher percentages of students, with very good passing rates on the AP exams. It is recognized, however, that a traditional high school-college pathway may not meet the needs of some students. SMMUSD is, therefore, currently working in partnership with Santa Monica College to provide engaging and rigorous concurrent and transfer enrollment programs for students that might not otherwise consider a traditional high school pathway to college and career. In addition, the district has recently developed new policies regarding on-line courses for high school students and has purchased licenses for on-line courses, which students can use either for credit recovery or for “get ahead” coursework. All online courses that are offered meet strict a – g entrance requirements for UC/CSU. The district will continue to look to new technology solutions, such as distance learning, to expand its offerings to better meet the diverse needs of the communities it serves.

Appendix A: Technology Standards Based on ISTE

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 worldwide 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.

APPENDIX B: BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

Philosophy, Goals, Objectives & Plans Article

District Technology Plan Title

Curriculum Subtopic

X Board Policy

Regulation

Exhibit

0440

Number

Policy Text

REFERENCE

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational Technology

60010 Instructional materials definitions

66940-66941 Distance learning

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

The Board of Education recognizes that technology can greatly enhance the instructional program as well as the efficiency of district and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks. The Superintendent or designee shall develop a plan to address the short-and long-term technology and professional development needs of the district and provide for compatibility of resources among school sites, district offices, and other district operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program. The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations.

Reference

July 12, 2007 **Adopted:** June 1995 **CSBA Date:** **Revised:**

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CDE PUBLICATIONS

The California Master Plan for Educational Technology, 1992

K-12 Network Technology Planning Guide: Building the Future, 1994

Management

Resources

Quality Education for All **District Goal:**

Philosophy, Goals, Objectives & Plans Article

District Technology Plan Title

Curriculum Subtopic

Board Policy

X Regulation

Exhibit

0440

Number

Policy Text

When developing the district's technology plan, the Superintendent or designee shall consider:

1. The district's existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the district's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to complete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.
7. The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/collaboration, and communication with parents/guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.
9. The feasibility of providing system access to students and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.
11. Staff development needs of staff who will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.
13. A process for evaluating and updating the district's technology plan and its implementation.

BOARD POLICY: BP 0440 DATE OF LAST ACTION: July 12, 2007

CSBA DATE: June 1995

Reference

October 1, 2007 **Adopted:** June 1995 **CSBA Date:** **Revised:**

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Management

Resources

District Goal:

Instruction Article
Use Of Technology In Instruction Title
Curriculum Subtopic

X Board Policy

Regulation

Exhibit

6162.7

Number

Policy Text

The Governing Board encourages the instructional use of computers, videotapes, interactive videodisks, distance learning, cable television and other technologies. The Board perceives that these technologies:

- Give students new ways to access information and practice skills
- Help teachers meet a wide range of learning styles
- Enable teachers to move from whole-class instruction to mixture of small-group and individualized instruction
- Help students develop reasoning and problem-solving abilities
- Will be a part of students' everyday lives

The Board recognizes that trained teachers are needed to make the best use of the district's technology. Teachers and instructional aides shall receive training in using the technologies available to them. All district schools shall have the opportunity to obtain computers, software and other equipment. The district's educational software shall be carefully selected and evaluated so as to meet the teachers' and students' needs and conform with district policy and regulations.

Reference

July 12 2007 **Adopted: -- CSBA Date: Revised:**

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Management

Resources

Quality Education for All **District Goal:**

Instruction Article
Use Of Technology In Instruction Title
Curriculum Subtopic

Board Policy

X Regulation

Exhibit

6162.7

Number

Policy Text

Staff shall strictly observe copyright laws related to computers and educational technology. A designated employee shall ensure that software is used and duplicated in accordance with software licensing agreements. Public domain software may be duplicated and exchanged with other schools or staff. No illegal copies of copyrighted software shall be accepted or used in the district.

The following guidelines shall be considered when evaluating educational software:

1. Skill levels required to operate the program are commensurate with the skill levels being taught or practiced.
2. Instructions are clear and complete, and the program operates as specified in the instructions.
3. Program objectives related to course objectives and are explicitly stated or readily apparent to the learner.
4. Responses to learners are helpful and encouraging.
5. Users can easily and independently operate the program.
6. The pace of the program can be controlled by the teacher or learner, unless pacing is an essential element of the instructional strategy.
7. Unanticipated learner input does not disrupt program operation.
8. Screens are well-formatted, with appropriate use of sound and graphics.
9. Support materials include:
 - a. a description of the hardware required to use the program,
 - b. Procedures for installing the software,
 - c. Provisions for the replacement of defective software, and
 - d. Descriptions of the program's content and objectives, usage in various instructional settings, suggested related classroom activities.

BOARD POLICY: 6162.7 ADOPTED: July 12, 2007 CSBA DATE: na

APPROVAL:

SUPERINTENDENT Dianne Talarico DATE : October 1, 2007

Reference

October 1, 2007 **Adopted: CSBA Date: Revised:**

All Rights Reserved SMMUSD

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Resources

District Goal:

Instruction Article

Student Use Of Technology Title

Curriculum Subtopic

Board Policy

X Regulation

Exhibit

6163.4

Number

Policy Text

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. He/She shall ensure that all students using these resources receive training in their proper

and appropriate use. On-Line/Internet Services: User Obligations and Responsibilities

Students are authorized to use district equipment to access the Internet or on-line services in accordance with user obligations and responsibilities specified below and in accordance with Board Policy and the district's Acceptable Use Agreement.

1. The student in whose name an on-line services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers, home addresses, and all telephone numbers private. They shall use the system only

under their own account numbers.

2. Students shall use the district's system responsibly and primarily for educational purposes.

3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful matter includes, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. Students shall refrain from using email to send out chain messages and refrain from using signatures included in the emails that are religious or political in nature.

4. Students shall use utmost caution when forwarding email from an external entity for forwarding or distribution as well as forwarding internal information to an external destination.

5. Students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, social security number, or other individually identifiable information.

6. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Board policy.

7. Copyrighted material shall not be placed on the district's computer system without the author's permission. Students shall not violate copyright laws or plagiarize documents. Any materials utilized for research projects should be given proper credit as with any other hard copy source of information.

8. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy

Reference

October 1, 2007 **Adopted: CSBA Date: Revised:**

All Rights Reserved SMMUSD

Management

Resources

District Goal:

Personnel Article

Employee Use Of Technology Title

Technology Subtopic

X Board Policy

Regulation

Exhibit

4040

Number

Policy Text

Legal Reference:

EDUCATION CODE

51870-51874 Education technology

GOVERNMENT CODE

3543.1 Rights of employee organizations

PENAL CODE

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

6777 Internet Safety

The Governing Board recognizes that technology can greatly enhance employee performance by improving access to and exchange of information, offering effective tools to assist in providing a quality instructional program, and facilitating district and school operations. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive training in the appropriate use of these resources. Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources only

for purposes related to their employment. Such use is a privilege that may be revoked at any time. Employees should be aware that computer files and communications over electronic networks, including e-mail and voice mail, are not private. These technologies shall not be used to transmit confidential information about students, employees or district operations without authority. The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography, and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measures during use by an adult to enable access for bona fide research or other lawful purpose. To ensure proper use of the system, the Superintendent or designee may monitor the district's technological resources, including e-mail and voice mail systems, at any time without advance notice or consent. If passwords are used, they must be known to the Superintendent or designee so that he/she may have system access. The Superintendent or designee shall establish administrative regulations which outline employee obligations and responsibilities related to the use of technological resources. Inappropriate use shall result in a cancellation of the employee's user privileges, disciplinary action and/or legal action in accordance with law, Board policy and administrative regulations. The Superintendent or designee shall provide copies of related policies, regulations and guidelines to all employees who use the district's technological resources. Employees shall be asked to acknowledge in writing that they have read and understood these policies, regulations and guidelines. In the event that the use of an electronic resource affects the working conditions of one or more employees, the Superintendent or designee shall notify the employees' exclusive representative.

Reference

July 12, 2007 **Adopted:** July 2001 **CSBA Date:** **Revised:**

All Rights Reserved SMMUSD

CDE PUBLICATIONS

K-12 Network Technology Planning Guide: Building the Future,
1994

CDE PROGRAM ADVISORIES

1223.94 Acceptable Use of Electronic Information Resources

WEB SITES

CDE: <http://www.cde.ca.gov>

CSBA: <http://www.csba.org>

Federal Communications Commission: <http://www.fcc.gov>

U.S. Department of Education: <http://www.ed.gov>

American Library Association: <http://www.ala.org>

Management

Resources

District Goal:

Personnel Article

Employee Use Of Technology Title

Technology Subtopic

Board Policy

X Regulation

Exhibit

4040

Number

Policy Text

User Obligations and Responsibilities

Employees are authorized to use district equipment to access the Internet or on-line services in accordance with Governing Board policy and the user obligations and responsibilities specified below.

1. The employee in whose name an on-line services account is issued is responsible for its proper use at all times. Employees shall keep account information, home addresses and telephone numbers private. They shall use the system only under their own account number.
2. Employees shall use the system responsibly and primarily for work-related purposes.
3. Employees shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.
4. Employees shall not use the system to promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
5. Copyrighted material shall not be placed on the system without the author's permission. Employees may download copyrighted material only in accordance with applicable copyright laws.
6. Employees shall not intentionally upload, download or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or the data of any other user, including so-called "hacking."

7. Employees shall not read other users' electronic mail or files. They shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to read, delete, copy, modify or forge other users' mail.

8. All software that is used or installed on any district computer must be approved by the Information Technology (IT) Department and/or Educational Services Department. Each software program and user of the software must have an appropriate license authorizing its use. This applies both to stand alone software and to software on the Local Area Network (LAN). Installation of software shall be performed by an authorized member from the IT Department.

9. The district will not tolerate or condone the use, implementation, or distribution of illegal software by employees.

10. Users shall report any security problem or misuse of the services to the Superintendent or designee.

BOARD POLICY: BP 4040 DATE OF LAST ACTION: July 12, 2007

CSBA DATE: July 2001

Reference

October 1, 2007 **Adopted:** July 2001 **CSBA Date: Revised:**

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Instruction Article

Use Of Technology In Instruction Title

Curriculum Subtopic

X Board Policy

Regulation

Exhibit

6162.7

Number

Policy Text

The Governing Board encourages the instructional use of computers, videotapes, interactive videodisks, distance learning, cable television and other technologies. The Board perceives that these technologies:

- Give students new ways to access information and practice skills
- Help teachers meet a wide range of learning styles
- Enable teachers to move from whole-class instruction to mixture of small-group and individualized instruction
- Help students develop reasoning and problem-solving abilities
- Will be a part of students' everyday lives

The Board recognizes that trained teachers are needed to make the best use of the district's technology. Teachers and instructional aides shall receive training in using the technologies available to them. All district schools shall have the opportunity to obtain computers, software and other equipment. The district's educational software shall be carefully selected and evaluated so as to meet the teachers' and students' needs and conform with district policy and regulations.

Reference

July 12 2007 **Adopted:** -- **CSBA Date: Revised:**

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Management

Resources

Quality Education for All **District Goal:**

CSBA: <http://www.csba.org>

Federal Communications Commission: <http://www.fcc.gov>

U.S. Department of Education: <http://www.ed.gov>

American Library Association: <http://www.ala.org>

Management**Resources**

District Goal:

Appendix C - Criteria for EETT Technology Plans

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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)	3	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	4	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	5	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.
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.	6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	7	The plan delineates clear goals, measurable objectives, 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.

<p>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 and teachers 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</p>	<p>10</p>	<p>The plan describes or delineates clear goals outlining how students and teachers 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.</p>	<p>The plan suggests that students and teachers 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.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>12</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>14</p>	<p>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 support accomplishing the plan's goals.</p>	<p>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 what action needs to be taken to accomplish the goals.</p>

<p>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.</p>	<p>15</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>
<p>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.</p>	<p>16</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>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.</p>
<p>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.</p>	<p>17</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 procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>26</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>

<p>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 - 3j) of the plan.</p>	<p>27</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 - 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>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.</p>	<p>29</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>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>32</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>

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.	37	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	39	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	42	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	43	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.

b. Estimate annual implementation costs for the term of the plan.	44	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	46	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	46	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	46	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	46	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.

c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	52	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	52	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	53	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.

<p>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.</p>	<p>54</p>	<p>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).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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APPENDIX D: TECHNOLOGY CURRICULUM INTEGRATION COMMITTEE

Abdo, Judy	Director, Child Development Services
Bradford, Maureen	Director of Assessment, Evaluation and Research
Chou, Sally	Chief Academic Officer
Coursey, Pierre	Malibu Schools Tech Support Provider
Dimercurio, Joe	Malibu High School Librarian
Harbison, MaryLou	Los Angeles County Office of Education
Harrison, Rebel	ROP Coordinator
Hamilton-Menjivar, La Dawna	Teacher, Will Rogers Learning Community
Kurtenbah, Jason	House Principal, Santa Monica High School
Mangle, Ruthy	Director, Information Services
McKeown, Kevin	City of Santa Monica
Roman, Bertha	Teacher On Special Assignment, Education Services
Solomon, Maryanne	Parent Representative

Appendix J - Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19 - 64980

School Code (Direct-funded charters only): _____

LEA Name: Santa Monica-Malibu Unified

*Salutation: Dr.

*First Name: Maureen

*Last Name: Bradford

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Please provide backup contact information.

1st Backup Name: Bertha Roman

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2nd Backup Name: Dr. Sally Chou

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* Required information in the ETPRS