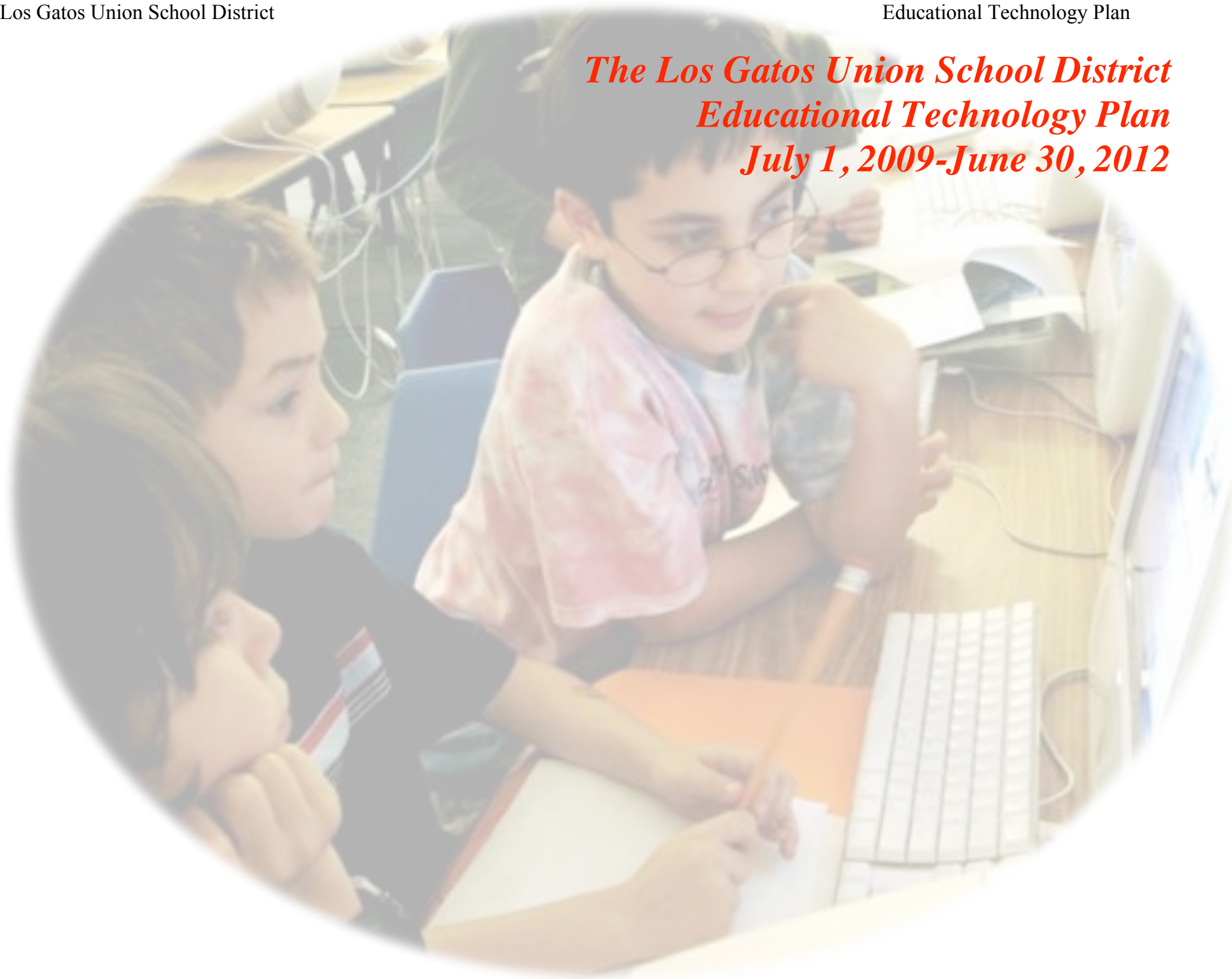


*The Los Gatos Union School District
Educational Technology Plan
July 1, 2009-June 30, 2012*



Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

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Introduction – District Overview

Located at the foot of the Santa Cruz Mountains in Santa Clara County, Los Gatos Union School District is comprised of four elementary schools, one middle school and a total enrollment of 2,824 students. The district is known for its strong academic program, high expectations, strong community and parent support and innovative programs. All schools in the district have maintained API scores well above 875. Two of the five schools qualify for Title I funding. The percentage of students qualifying for free and reduced lunches is 2.8%.

The district's population is primarily White-not Hispanic (78%). Asian (14%) and Hispanic (5%) are the next largest ethnic groups. The population of second language learners has grown over the past years, but continues to vary between 2% to 3% of the total population and represents 13 different languages. Though not ethnically or linguistically diverse, the district recognizes that the social, cultural and economic diversity, as well as unique learning styles of the students, requires teachers to differentiate instruction in order for all students to meet the high academic standards of this community. Differentiating instruction is an inherent theme in all professional development activities. The Los Gatos Union School District believes that the use of technology, when aligned with the District's Curricular goals, well planned, and consistently implemented, will support differentiated instruction and increase student achievement.

Preparation for the Los Gatos Union School District Technology Plan began in Spring, 2000 with a series of meetings of the Los Gatos Union School District Technology Action Team, TAT. This committee of parents, community members, administrators, teachers and classified staff met monthly to create a vision for the integration of technology into the instructional program of the district. It also explored the direction of technology as a necessary element in the operation of the district. From these meetings a sub-committee was formed to write a technology plan that would guide technology integration and also meet Federal E-rate guidelines. This plan was adopted by the Los Gatos Union School District LGUSD Board of Trustees and submitted to and approved by the Santa Clara County Office of Education (SCCOE) in 2001.

In 2002, and again in 2006, the Los Gatos Union School District Technology Plan was revised to meet the Enhancing Education Through Technology (EETT) Grant Program and E-Rate criteria. Each revision was approved by the state for a period of three years. The plan was reviewed and revised in 2008 according to EETT and E-Rate guidelines and was approved by the LGUSD Board of Trustees for the period from July 1, 2009 to June 20, 2012.

The Los Gatos Union School District Educational Technology Plan articulates a common vision for District technology and identifies strategies that support the use of technology to promote student achievement. The development of the LGUSD Technology Plan was guided by four principles:

- The primary purpose of technology in the Los Gatos Union School District is to promote student achievement in the context of the district's curriculum, standards and assessments.
- While the LGUSD Technology Plan will address the issues of hardware, software and maintenance, the focus of the plan will be the integration of technology into the classroom and throughout the curriculum using research supported best instructional practices.
- The role of technology in the district will not be seen as a separate discipline, but as an integrated tool that increases efficiency, productivity, creativity and learning, thus benefiting students, staff, parents and the community.
- District technology will be used when it is more efficient, produces a better product, or promotes quality learning in a way not possible by traditional means.

The Los Gatos Union School District Educational Technology Plan addresses the adoption of educational technology within the district as outlined in the *District Core Technology Skills Continuum*. The goal of the technology plan is to identify a strategy for all students and teachers to become technologically literate and proficient.

The Los Gatos Union School District Technology Plan addresses technology in the classroom, where applications and technology skills are used to facilitate instruction and learning across the curriculum. This occurs when technology fosters problem solving and critical thinking skills, creates authentic learning environments and addresses multiple learning styles in a standards-driven classroom. It will only occur when teachers have been trained through ongoing, technology embedded, professional development that includes research-based methods and strategies in technology integration.

The Los Gatos Union School District Educational Technology Plan also outlines the processes and funding sources for maintaining a network and infrastructure, which supports the technology needs of the staff and students in the district.

LGUSD Technology Mission Statement

The technology mission of the Los Gatos Union School District is to provide leadership that emphasizes empowerment of the individual through the use of technology.

LGUSD Technology Vision

The Los Gatos Union School District envisions a school community where technology is an integral part of the teaching and learning process, where:

- Students are proficient in using technology to complete tasks, communicate with others and extend their capabilities.
- Teachers use technology to support learning in an innovative, creative and efficient manner.
- All teachers have the knowledge and skill to integrate technology into a challenging and interdisciplinary curriculum.
- Community is committed to remaining current with the adoption of new and emerging technologies.
- There is continued improvement with methods of communication within the school community.
- Parents are able to take an enhanced role in their child's education.
- Technology will be used to address different student learning styles and needs.
- Students and teachers have access to technology tools and applications, knowledgeable support staff, professional development opportunities, and external resources to further their educational and instructional goals.
- All students will graduate with a mastery of basic technology skills as outlined in the District K-8 Core Technology Skills Continuum.

Policy Issues Addressed in Technology Planning

The Los Gatos Union School District has identified the following policy issues as essential when building technology into our educational structure.

Equity: The District will ensure that all students have access to and are active users of grade appropriate technology in ways that support engaged learning. No student shall be denied access because of gender, age, grade, socio-economic level, language difference or handicap condition. Educators will determine what technologically assisted instruction is appropriate for students within the context of their total learning program.

Curriculum/Standards: Technology will be appropriately integrated into all areas of the curriculum. Members of the District TAT will work with the District Curriculum Committee and the District Library Committee to ensure that educational technology reinforces, extends and enhances all curricular areas. Together they will work to ensure there are high standards for all children and that students have opportunities to complete challenging tasks using technology.

Funding/Sustainability: In order to integrate technology into the daily instructional process, reliable equipment and a secure infrastructure along with timely technical support are crucial. Funding strategies will be in place to implement, maintain and sustain district technology over the next decade.

Coordination: The District will coordinate all school sites and stakeholders to maximize available resources and ensure consistency district-wide.

Commitment: Technology will be viewed as part of a long-term change process that requires both participation and commitment from all stakeholders.

Parents and Community: The District will ensure that parents understand the educational shift toward technology use and its significance in their children's academic and workplace success. Parents, the community and the District will be active partners in the implementation of the District Technology Plan.

Partnerships: The District will solicit and expand partnerships with business, industry and institutions of higher learning to enhance the infusion of educational technology into the curriculum

1a. Plan Duration

The benchmarks and timelines in this technology plan will guide our district's use of technology from *July 1, 2009* to *June 30, 2012*.

2a. Stakeholders

The Los Gatos Union School District Technology Plan was written and revised under the direction of the Director of Technology with the help and guidance of the LGUSD Technology Action Team (TAT), the Curriculum Council, the District Library Committee and other staff, parents, students and community member. The TAT meets monthly and during the spring of 2008 began revising the District Technology Plan. The Curriculum Council Committee and the District Library Committee meets monthly and a representative from each of these committees attended the TAT meetings to act as a Liaison to gather input and share information during the revision process. Information was also gathered through the CDE EdTech Profile Survey, the LGUSD Curriculum Council and technology grade-level forums attended by district teachers.

2008 – 2009 Los Gatos Union School District Technology Action Team

Richard Whitmore	Superintendent	Los Gatos Union School District
Maggi Reser	Director of Technology	Los Gatos Union School District
Bitsey Stark	Director of Instructional Services	Los Gatos Union School District
Dianna Williamson	Technology Integration Mentor	Los Gatos Union School District
Matt Mullikin	Data Technician	Los Gatos Union School District
John Keating	Technician	Los Gatos Union School District
Lisa Reynolds	Administrator	Blossom Hill Elementary
Tami Graves	Library Media Specialist	Blossom Hill Elementary
Dwight Martin	Teacher	Blossom Hill Elementary
Linda Swenberg	Parent	Blossom Hill Elementary
Susan von Felten	Administrator	Daves Avenue Elementary
Anne Garner	Computer Lab Specialist	Daves Avenue Elementary
Jason McCullough	Teacher	Daves Avenue Elementary
Heather Sexton	Parent	Daves Avenue Elementary
David Freed	Administrator	Lexington Elementary
Karen Brodine	Parent	Lexington Elementary
Lauren Honda	Teacher	Lexington Elementary
Barbara Lougee	Computer Lab Specialist	Lexington Elementary
Rosanne Adona	Administrator	Louise Van Meter Elementary
Carolyn Curran	Computer Lab Specialist	Louise Van Meter Elementary
Harumi Gong	Parent	Louise Van Meter Elementary
Taira Kenney	Teacher	Louise Van Meter Elementary
Kelly Velez	Teacher	Louise Van Meter Elementary
Lisa Fraser	Administrator	R.J. Fisher Middle School
Jim Fredette	Teacher	R.J. Fisher Middle School
Barry Siebenthall	Teacher	R.J. Fisher Middle School
Suparna Vashisht	Parent	R.J. Fisher Middle School
Christie White	Librarian	R.J. Fisher Middle School

3. Curriculum

3a. Current Student and Teacher Access to Technology Tools

All LGUSD schools have a standardized set of technology tools, hardware (*Appendix F*) and software (*Appendix E*) that promote student achievement, foster best practices in teaching and facilitate cost-effective professional development and technical support. All students and teachers have equitable and ready access to these technology tools. The district maintains a curriculum rich web site offering Internet resources supporting academic standards and classroom learning online.

All teachers and students have appropriate levels of access to technology tools (*Appendix F*) that support their needs both during and after school hours. The District provides each classroom with a teacher workstation (*Appendix F*), which includes a MacBook laptop computer, networked printer, and by request, a ceiling mounted projector that is connected to the teacher computer for class presentations and demonstrations. Classrooms also contain two to six networked student computers. All students have networked accounts and access their work from any student computer on campus through the Student Workgroup Management System. This includes access from computer workstations in the classroom, the school computer lab and the school library media center. Similarly, all teachers maintain a teacher folder within the Classes sharepoint on the server while the District Technology Integration Mentor and school site Technology Specialists maintain a school site Resources sharepoint. All school sites maintain a traditional computer lab. Middle school students also have access to laptop computers during their academic core classes through the use of four mobile, wireless computer labs.

Through generous donations from Home and School Clubs and the Los Gatos Education Foundation, the District supports a 3-4 year cycle for computer equipment refresh. As newer computers are purchased for teachers or mobile labs, older hardware is moved into classrooms maintaining a two computer minimum in all classrooms. Each school site will develop a detailed plan for the systematic replacement of obsolete technology equipment.

Students attend after school GATE classes and regular technology classes provided by our partner, the Los Gatos-Saratoga Recreation Department. Elementary students have access to computers within their classroom, the library media center and in the computer lab during school hours. The students at Fisher Middle School have access to computers in the school library between the hours of 8:00 a.m. and 3:30 p.m. The Homework Club is held in the Fisher computer lab four afternoons a week from 3:15 p.m. to 4:30 p.m. All classrooms are networked to the automated Alexandria library system that allows students to access information on book availability and reserve or renew library books from any computer on campus.

To insure that students with special needs have access to technological aids that support their individual learning programs, the Director of Student Services and special education teachers meet regularly with the Technology Coordinator to oversee the purchase and use of technology that supports the needs of all students in their program.

3b. Current Use of Hardware and Software to Support Teaching and Learning

The goal of an integrated K-8 curriculum program is that all students will:

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of other
- Apply digital tools to gather, evaluate, and use information
- Use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems and operations
- Demonstrate proficiency in using technology to complete tasks, communicate with others and extend their capabilities
- Graduate with a mastery of basic technology skills as outlined in the District K-8 Core Technology Skills Continuum

Technology integrated into curriculum design and instruction provides a rich opportunity for differentiating instruction and has the potential for transforming classrooms into dynamic learning environments. Research indicates that technology's use in the classroom can have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use. (Ringstaff & Kelley, 2002; Schacter, 1999). It is the goal of the Los Gatos Union School District to develop technology-integrated lessons in core academic areas for each grade level. These lessons will align with the appropriate grade-level technology skills as outlined in the LGUSD K-8 Core Technology Skills Continuum (see Appendix C) and with the District Academic Content Standards to produce a grade-level culminating project. With these projects, teachers and students in LGUSD will explore real world problems and participate in highly engaging, cross-curricular activities with standards aligned assessments. Research suggests project-based learning approaches utilizing technology, boost cooperative learning skills, increase achievement, foster increased peer collaboration skills and accelerate the acquisition of skills and knowledge. (Edutopia staff, "PBL Research Summary: Studies Validate Project-Based Learning." Edutopia 11/01/2001 16 Jan 2009 <http://www.edutopia.org/project-based-learning-research>).

The use of technology has become an integral part of curriculum and instruction throughout the district. Applied effectively, technology implementation can increase student learning, understanding, and achievement and also support motivation to learn, encourage collaborative learning, and support the development of ethical thinking and problem-solving skills (Schacter & Fagnano, 1999). Students in the primary grades are demonstrating their understanding through digital photography and they are publishing graphic organizers, photo books and even presentation slide shows while others are beginning to develop word processing skills and are writing stories and books. Students in the intermediate grades are developing Internet research skills and reporting their knowledge in audio and/or video enhanced reports while others are refining their report writing skills. Research reports and presentations using technology are a regular feature in many language arts, social studies, science and elective classes at the middle school.

The goal of an integrated K-8 curriculum program is that all teachers will:

- Use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- Design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards for Students (NETS•S).
- Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- Understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- Continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

In support of these goals, the District will stay current with the adoption of new and emerging technologies and provide opportunities for teachers and support staff to participate in necessary professional development. The District fosters a culture of continuous improvement and recognizes the role of technology in improving student academic achievement while assuring equity in access to digital resources. In the interest of enhancing instruction to transform the quality of teaching and learning, the District seeks to develop a 21st century learning environment with flexible access to appropriate technology resources including but not limited to mobile curriculum carts, interactive student response systems and digital microscopes. Currently, all classrooms are equipped with desktop student computers. The District is investigating the possibility of providing mobile learning labs of laptop computers and various peripheral digital tools. Research finds that students who use computers when learning to write are not only more engaged and motivated in their writing, but also produce work that is of greater length and higher quality, especially at the secondary level. (Gulek & Demirtas, 2005).

In alignment with District Goals, teachers are responsible for providing curriculum integration across the core curriculum using district adopted materials and resources. Teachers may refer to the K-8 Core Technology Skills Continuum (*Appendix C*) for guidance in lesson development. Supplemental materials including technology-based programs are available to teachers. For example, some school sites are adopting interactive student response systems to provide support for formative assessment.

In addition to classroom instruction, currently all elementary students (grades 2-5) have the opportunity to visit the school computer lab where they receive instruction in the use of software applications and basic technology skills (*see K-8 Core Technology Skills Continuum – Appendix C*). Students learn to use a variety of productivity and creativity software such as the Microsoft Office suite, iWork suite, iLife suite, Inspiration, KidPix, Stationery Studio, Comic Life and Google Tools. Students (grades K-2) explore keyboarding with Type-to-Learn Jr. while students in grades 3-6 develop keyboarding skills with Type-to-Learn (*see LGUSD Keyboarding Scope and Sequence – Appendix D*). For elementary students working on individual projects, the labs are open during recess.

Beyond the classroom, teachers currently use technology to collaborate in district wide grade level teams, to develop and share lessons, to access data, take attendance, and communicate with staff and parents. Teachers also utilize information on the web through the LGUSD website and District

Intranet. The district Technology Integration Mentor regularly updates the website and provides teachers, students, and parents with relevant information, skills, and activities to encourage logical and creative thinking.

The ratio of computers to teachers and students varies from site to site. Van Meter Elementary and Fisher Middle School both have a ratio is 4:1 while the other sites all have a ration of 3:1 or lower. With technology grants offered by home and school clubs, and our Los Gatos Education Foundation, schools are in various phases of purchasing additional hardware and software.

All 6-8-grade classes have access to the school computer labs, the library media center and four mobile wireless labs. All 6th grade students attend a 9-week technology exploratory class that includes keyboarding, Internet research, information literacy, graphics, and project-based multimedia. They learn how to use Microsoft Word or Pages for word processing, PowerPoint or Keynote for presentations and Excel for spreadsheets and graphs. Inspiration is used for organizing and outlining their projects. Students may also choose to learn iPhoto or GarageBand for more complex projects. 7th and 8th grade students may choose to take elective classes in Digital Photography, Video Production, Broadcast or Yearbook. The chart below demonstrates how students are currently using technology around the district.

Student Current Use of Technology – 2008 EdTech Profile

	Daily		2-4 days a week		Between once a week and monthly		Less than monthly		Never		Total Responses
Word processing	5	5%	13	14%	44	48%	13	14%	17	18%	92
Reinforcement and practice	5	5%	14	15%	34	37%	16	17%	23	25%	92
Research, using the Internet and/or CD-ROMs	4	4%	3	3%	36	39%	24	26%	25	27%	92
Creating reports or projects	2	2%	3	3%	34	37%	30	33%	23	25%	92
Demonstrations or simulations	2	2%	3	3%	22	24%	27	29%	38	41%	92
Correspondence with experts, authors, students from other schools, etc., via email or Internet	1	1%	0	0%	5	5%	18	20%	68	74%	92
Solving problems or analyzing data	1	1%	2	2%	15	16%	24	26%	50	54%	92
Graphically presenting information	2	2%	2	2%	17	18%	32	35%	39	42%	92

3c. Summary of District's Curricular Goals and Academic Content Standards

Organizing curriculum and integrating technology to provide students the knowledge and skills to succeed in the 21st century is the goal of the Los Gatos Union School District. Curriculum organization, delivery, rigorous programs, and ongoing evaluation are essential to the success of teaching and learning through the integration of technology.

The Los Gatos Union School District has adopted the California State Academic Content Standards in language arts, math, social studies and science. The District has also adopted the National Educational Technology Standards for Teachers and Students. The District has also adopted the following goals as outlined in the Los Gatos Union School District Local Education Agency (LEA) Plan.

District Mission

It is the mission of the Los Gatos Union School District to provide all students with broad and rich educational programs which will provide an understanding of human knowledge, enabling them to have a full range of choices in their lives and to become responsible, contributing members of society.

Los Gatos Union School District Goals

- Implement a culture of continuous improvement
- Students will demonstrate proficiency in all subjects, beginning with the core curriculum
- Recruit and retain highly skilled employees in all departments
- Actively promote partnerships with community, employees and parents
- Provide a safe, educationally appropriate, and developmentally responsive school environment
- Optimize the use of all resources while maintaining fiscal stability

Strategic Planning

The Los Gatos Union School District's Board of Trustees has endorsed the start of a new strategic planning process to guide the district forward for the next five to ten years. The process will be led by the Superintendent and be completed by the spring of 2009.

All district goals are focused on providing a "world-class education" for all LGUSD students. Within these goals the Los Gatos Union School District has defined focus areas in Literacy, Math, the Visual and Performing Arts, Character Education, analyzing and using assessment data, and Differentiated Instruction. The District Technology Action Team worked closely with the District Curriculum Leadership Counsel, the District Library Committee and the District Strategic Planning team when writing the Los Gatos Union School District Technology Plan.

Los Gatos Union School District (LGUSD) will utilize technology-based learning tools to support curriculum adoptions and to improve all our students’ academic skills, which in turn will enhance our students’ abilities to meet and exceed California standards as measured by statewide and classroom testing.

Currently, 84% of all students in LGUSD are scoring as grade level proficient or better in ELA while only 76% of all students are scoring as grade level proficient or better in MATH, as measured by the CST, California Standard Test. That is why, while Los Gatos Union School District is committed to the integration of technology across all subject areas, for the purpose of this three year plan we will focus our efforts primarily on Math achievement for ALL students.

3d. Support for District Curricular Goals and Content Standards				
Goal 3d:	Technology will be used to support the district curricular goal of ALL students attaining proficiency or better on the Math CST.			
Objective 3d:	By June 2012, 100% of LGUSD students will score at the proficient level or above on the Math as measured by the CST.			
Year 1 Benchmark:	By June 2010, 84% of LGUSD students will score at the proficient level or above on the Math as measured by the CST.			
Year 2 Benchmark:	By June 2011, 92% of LGUSD students will score at the proficient level or above on the Math as measured by the CST.			
Year 3 Benchmark:	By June 2012, 100% of LGUSD students will score at the proficient level or above on the Math as measured by the CST.			
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Review adopted math text supplemental tech resources including publisher software and websites.	Annually upon adoption	TAT, Director of Curriculum & Instruction, Director of Technology	Ongoing classroom observations by site administrators aligned with evaluation schedule.
2.	Explore and pilot supplemental programs such as National Library of Virtual Manipulatives (NLVM).	Spring 2009	TAT, District Math Mentors, Technology Integration Mentor, Classroom Teachers	Professional development calendar (OMS)
3.	Provide staff development on math software and online resources.	On-going basis	Technology Integration Mentor, Director of Technology	Professional development calendar (OMS)
4.	Create and post on Employee Intranet a matrix of math curriculum software and web resources that is supported by the district.	Fall 2009	District Math Mentors, Technology Integration Mentor, Director of Technology	Employee Intranet Resource Site
5.	Review and pilot formative assessment program such as Pearson Benchmark and Inform with Elementary teachers.	Winter 2009	TAT, Technology Integration Mentor, Classroom Teachers	Formative Assessments from Benchmark

In LGUSD, students in grades K – 8 acquire technology skills through teacher modeling, project-based instruction that includes the use of technology tools, and through weekly instruction in the computer lab with the Computer Lab Specialist.

Through the use of technology-based curriculum projects, students will use technology tools and activities that are both grade level and developmentally appropriate. A Student Technology Survey still needs to be developed to measure student’s academic and technology proficiencies as a result of these activities. Grade level proficiencies are located in Appendix C.

3e. Students Acquiring Technology and Information Literacy Skills				
Goal 3e:		Students in the Los Gatos Union School District will demonstrate grade level proficiency in technology and information literacy skills (based on NETS*S) needed to succeed in the classroom and in the community.		
Objective 3e:		By June 2012, 100% of LGUSD students grade 4 – 8 will score at the proficient level or above on the <i>LGUSD Student Technology Survey</i> .		
Year 1 Benchmark:		By June 2010, 50% of LGUSD students grade 4 – 8 will score at the proficient level on the <i>LGUSD Student Technology Survey</i> .		
Year 2 Benchmark:		By June 2011, 75% of LGUSD students grade 4 – 8 will score at the proficient level on the <i>LGUSD Student Technology Survey</i> .		
Year 3 Benchmark:		By June 2012, 100% of LGUSD students grade 4 – 8 will score at the proficient level on the <i>LGUSD Student Technology Survey</i> .		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Create the <i>LGUSD Student Technology Survey</i>	June 2009	TAT, Technology Integration Mentor, Director of Technology	TAT minutes and notes on <i>Survey development</i> maintained by Technology Integration Mentor
2.	Conduct an annual assessment of technology and information literacy skills using the <i>Online LGUSD Student Technology Survey (Grades 4 – 8)</i>	Fall 2009, annually	Classroom Teachers, Technology Integration Mentor	Online survey results used to determine proficiency
3.	Train teacher leaders at each site in technology and information literacy skills.	Fall 2009, annually	Technology Integration Mentor, Director of Technology	Sign-in sheets, Evidence of lesson design, Artifacts of student work
4.	Provide staff development for teachers on how to integrate technology and information literacy skills.	On-going	Technology Integration Mentor, Director of Technology	
5.	Collect student projects for the annual <i>Student Technology Showcase</i> and post to student.	Spring 2009, annually	Classroom Teachers, Technology Integration Mentor, Director of Technology	Student Model Projects

All teachers, students and support staff adhere to the guidelines set forth in the LGUSD Student Internet Use Agreement or Acceptable Use Plan (AUP). The current AUP will be updated to include the appropriate and ethical use of technology and internet safety. All students and staff must sign the AUP every year before accessing technology in the district.

3f. Appropriate and Ethical Use of Technology				
Goal 3f:	Students and teachers will understand the ethical and legal issues surrounding the use of technology and apply these principles as they relate to copyrighted works, downloading, and file sharing digital information, and plagiarism.			
Objective 3f:	By spring of 2009, and annually thereafter, students and teachers will be instructed in skills related to digital citizenship as specified in the National Educational Technology Standards for Students (NETS-S).			
Year 1 Benchmark:	By June 2010, 80% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.			
Year 2 Benchmark:	By June 2011, 90% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.			
Year 3 Benchmark:	By June 2012, 100% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.			
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	The District will adopt the National Educational Technology Standards for Students (NETS*S) to include standards related to Digital Citizenship and reference the <i>Profiles for Technology Literate Students</i> .	Fall 2008	TAT, Technology Integration Mentor, Director of Technology	Posting to District Website
2.	District selects/develops a curriculum for instruction in the ethical and appropriate use of technology.	Spring 2009	TAT, Technology Integration Mentor, Director of Technology	Staff Development offered through OMS
3.	District develops and implements professional development regarding the appropriate and ethical use of information.	Spring 2009	TAT, Technology Integration Mentor, Director of Technology	Staff Development offered through OMS
4.	TAT will revise and update the District's Acceptable Use Policy (AUP) to ensure that it clearly references the ethical and lawful use of information technology.	Winter 2009	Technology Integration Mentor, Director of Technology	Updated AUP
5.	On an ongoing basis, teachers will instruct students in the appropriate and ethical use of information found online and offline.	Ongoing	Classroom Teachers, Technology Integration Mentor, Director of Technology	Lesson Plans, Teacher Observations
6.	Every September, teachers will assess students' knowledge of the Digital Citizenship	September 2009	Classroom teachers	Integrated student projects
7.	Teachers will integrate instruction in ethical and legal use of information technology, and provide opportunities for students to demonstrate mastery of skills related to ethical and legal technology principles.	Ongoing	Classroom teachers	Integrated student projects

The LGUSD emphasizes the safe and responsible practices for students, teachers and staff. The District seeks community involvement in developing a parent education series on Internet Safety.

3g. Internet Safety				
Goal 3g:		Students and teachers will understand issues surrounding Internet safety, cyberbullying, online privacy, and online predators and demonstrate positive social and ethical behaviors when using technology.		
Objective 3g:		By Spring of 2009, and annually thereafter, students and teachers will be instructed in skills related to critical thinking, problem-solving and decision-making as specified in the National Educational Technology Standards for Students (NETS*S) as it relates to internet safety.		
Year 1 Benchmark:		By June 2010, 80% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.		
Year 2 Benchmark:		By June 2011, 90% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.		
Year 3 Benchmark:		By June 2012, 100% of LGUSD students grade 3, 5 & 8 will receive instruction on the ethical use of technology.		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	The District will review/revise the AUP and include safe and responsible online practices as they relate to Internet safety, cyberbullying, online privacy and online predators.	Spring 2009, annually	TAT, Technology Integration Mentor, Director of Technology	Posting of revised AUP to district website
2.	The Technology Integration Mentor will develop and deliver district professional development regarding online practices as they relate to Internet safety, cyberbullying, online privacy and online predators.	Spring 2009, annually	TAT, Technology Integration Mentor, Director of Technology	Staff Development offered through OMS
3.	The Student Services, Curriculum and Instruction and Technology Departments will research work with the <i>Parenting Continuum</i> to develop a parent education series on Internet Safety including but not limited to discussions regarding cyberbullying, online privacy, social networking and online predators.	Fall 2009	Director of Student Services, Director of Curriculum & Instruction, Technology Integration Mentor, Classroom Teachers	Parent education series on Internet Safety
4.	Teachers will instruct students in the appropriate and ethical use of information found online and offline.	Fall 2009, annually	Classroom Teachers, Technology Integration Mentor, Director of Technology	Lesson Plans, Teacher Observations
5.	Teachers will integrate instruction in critical thinking, problem-solving and decision-making, and provide opportunities for students to demonstrate mastery of skills related to Internet safety.	Fall 2009, annually	Classroom Teachers	Lesson Plans, Teacher Observations

All LGUSD schools have a standardized set of technology tools, hardware and software that promote student achievement, best practices on teaching. All students and teachers have equitable and ready access to these technology tools.

3h. District policy or practices that ensure equitable access for all students				
Goal 3h:		All District students will have equal access to technology resources in the classroom, computer labs, mobile labs, and media centers to support achievement of academic standards in the classroom, curricula goals and ultimately for lifelong learning and success in our digital society.		
Objective 3h:		By 2011, all students will have access to technology in the Los Gatos Union School District of 3:1 student to computer ratio		
Year 1 Benchmark:		By 2010, the student to computer ratio of 4:1 will be decreased for the middle school to a 3:1 ratio.		
Year 2 Benchmark:		By 2011, all site principals will work with Home and School Clubs (H&SC) and the Los Gatos Education Foundation (LGEF) to continue to provide the support necessary to ensure hardware upgrades are consistent with maintaining a 3:1 student to computer ratio.		
Year 3 Benchmark:		By 2012, working in collaboration with Home and School Clubs and the LGEF, the District will support flexible access to technology through mobile computer labs at all sites.		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Acquire needed technology	Spring 2010, ongoing	Director of Technology	Purchase Orders
2.	Install and maintain technology	Fall 2009, annually	Site Administrators, Director of Technology	Web Help Desk
3.	Provide staff development in technology integration	ongoing	Technology Integration Mentor	OMS Database Records
4.	Secure funds to purchase mobile computer carts for all sites.	Spring 2011	Director of Technology, LGEF, Superintendent, Resource Council	Funding Budget identified

The LGUSD actively pursues opportunities to improve student record keeping and make assessment more efficient and supportive of teacher’s efforts to meet individual student needs. The District has purchased systems such as PowerSchool, Inform and Benchmarks and made them available to all teachers, administrators and staff to meet that need. We strive to enhance our already rich selection of tools to provide our teachers, administrators and students with what they need to be more efficient and productive in their roles.

3i. Make student record keeping and assessment more efficient and supportive of teacher’s efforts to meet individual student needs.				
All teachers will use technology to make record keeping and assessment of student data more efficient. Teachers will improve instructional decision-making and expand learning opportunities through the use of information management technology. District technology will allow for the gathering, accessing, sharing and analyzing of student performance data to determine the needs of students and the instructional decisions of teachers.				
Goal 3i:		All LGUSD teachers will have access to the PowerSchool student information system and be able to use the grading and assessment features to meet individual student needs.		
Objective 3i:		By June 2012, 100% of LUGSD schools and teachers will use the PowerSchool student information system to access student information and assessment data, as well as, will utilize the district adopted testing and reporting assessment system to create and monitor formative assessments.		
Year 1 Benchmark:		By June 2010, 100% of LGUSD teachers in grades 1-8 will use the PowerTeacher report card feature.		
Year 2 Benchmark:		By the Fall of 2011, 100% of LGUSD teachers in kindergarten will use the PowerSchool report card feature.		
Year 3 Benchmark:		By June of 2012, 100% of LGUSD staff will fully implement the use of Pearson Benchmark and Inform to develop and monitor common formative assessments.		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	The Director of Technology will provide ongoing training support in the use of the PowerSchool, BenchMark and Inform student database at all school sites to increase teacher productivity, efficiency and data-driven decision making in the classroom.	Fall 2009, annually	TAT, Technology Integration Mentor, Director of Technology	PS Validation Reports on use and implementation
2.	Online report cards and assessment reports will be created by the Director of Technology and made available to all teachers through PowerGrade and PowerSchool Teacher.	Spring 2010, annually	TAT, Technology Integration Mentor, Director of Technology	Online Report Cards
3.	In August of each year and then on an as-needed basis, training will be given to all staff by the Director of Technology on the use of PowerSchool for the collection of student data, record keeping, assessment and data analysis for instructional design.	Fall 2009	Technology Integration Mentor, Classroom Teachers	OMS Calendar of Events

The Los Gatos Union School District feels that communication between staff and parents is an important part of a strong and successful academic program and critical to the success of its students. For this reason, a goal of the District is to make two-way communication between staff and parents as efficient and easy as possible. All teachers and staff are currently accessible to parents and community members through a district supported email and telephone system. Every teacher in the school district has a classroom website available and the tools to maintain it. All middle school teachers regularly update a classroom website that shares information about the classroom as well as pertinent information about assignments and upcoming events. At the middle school, the secure PowerSchool Parent Portal allows parents and students a direct link to the teacher’s gradebook allowing instant feedback about grades, absences and teacher comments, as well as, information about upcoming assignments.

The Los Gatos Union School District Board of Trustees has recently migrated to a full e-packet solution for all board meetings. The comprehensive e-packet agenda is available to the public on the district website and includes all pertinent information, as well as, presentation materials. The LGUSD Administration has a secure portal for viewing and responding to all board meeting agendas.

All school sites in LGUSD have also gone green! Wednesday e-packets are available online for the parents and community and approximately 85% of our parents have migrated to epackets and no longer require hard copy on school information. Hard copies continue to be available through the front office and classrooms for families not subscribing to the e-packet.

All teachers have classroom websites and use the Contribute software to keep the content up-to-date such as curriculum expectations, upcoming events and student assignments. Parents can easily download handouts and email the teacher when necessary.

3j. Use technology to improve 2-way communication between home and school				
Goal 3j1:		Teachers and Administrators will enhance the communication between home and school using technology.		
Objective 3j1:		By 2012, 85% of LGUSD teachers will post classroom information, student projects, calendars and homework for enhanced communication of home and school.		
Year 1 Benchmark:		By 2010, 50% of LGUSD teachers will post classroom information, student projects, calendars and homework		
Year 2 Benchmark:		By 2011, 65% of LGUSD teachers will post classroom information, student projects, calendars and homework		
Year 3 Benchmark:		By 2012, 85% of LGUSD teachers will post classroom information, student projects, calendars and homework		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Pilot the PowerSchool Parent Portal in 4 th & 5 th grade classrooms.	Fall 2009, ongoing	Director of Technology, Technology Integration Mentor Classroom Teachers	PowerSchool parent access data
2.	Provide training in website design using the Contribute software.	Fall 2009, ongoing	Director of Technology, Technology Integration Mentor	Websites

3k. Monitoring Process for Each Curriculum Section and Goal

Specific and realistic benchmarks and timelines for each of the goals' objectives are listed in the prior sections. All teachers, administrators, students and parents implementing the plan will be able to discern what steps will be taken, by whom, and when. The Director of Technology will serve as lead staff to the Technology Action Team, (TAT) and will be responsible for providing quarterly briefing reports of progress in implementing the plan and annual data on the impact of technology on student learning and attainment of the district's curriculum goals to cabinet-level administrators. The District TAT will review these reports at each quarterly evaluation meeting. Each summer, the Director of Technology, Director of Curriculum and Instruction and District Technology Integration Mentor will conduct an in-depth review of all narrative reports, including the Ed Tech Profile and State Technology Survey results, and student achievement data.

The District TAT will use the results of this in-depth review to identify the most successful practices and areas in which challenges have been encountered and improvements are needed. The TAT will identify potential changes and improvements that could be made to the Technology Use Plan based on their analysis. The TAT will make recommendations for changes to the plan to Technology and Curriculum and Instruction Departments for their review.

The District Technology Team will present an annual report to the LGUSD Board of Trustees regarding its findings and recommendations. The TAT will also share its data and conclusions with all key stakeholders, including teachers, school site administrators, District office staff and administrators, parents, students, and community members. Information will be shared through the district Intranet email system, by posting summaries of the TAT findings on the district website, and through ongoing newsletters and other forms of district communications with parents and the community. Results of the evaluations will be shared at Principals' meetings and will be reviewed with teacher leaders and site technology committees so that they may make appropriate modifications to the site plans.

4. Professional Development

4a. Summary of Teachers and Administrators

The EdTech Profile Survey is an online, data collection and reporting tool that allows county, district and school administrators to gather information on their staff's technology proficiency with and use of technology to support the teaching and learning process. The California Department of Education's EdTech Profile contains an online self-assessment tool that allows educators to identify their level of technology proficiency. The self-assessment is based on the California Commission on Teacher Credentialing Standards 9 and 16, which are the standards of Quality and Effectiveness for Professional Teacher Induction Programs. Based on the results of the assessment, educators can view and receive guidance on areas on which they should consider seeking additional training. The Los Gatos Union School District is focusing on two areas of competency for teachers using technology: Computer *Knowledge and Skills* and *Using Technology in the Classroom*.

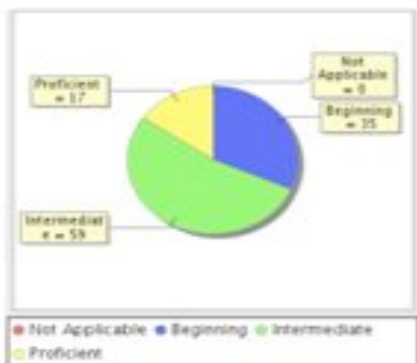
Each spring, all teachers and administrators will participate in the EdTech Profile Survey to assess their needs and help steer the direction of the District's technology professional development program.

General computer knowledge and skills		
General computer knowledge and skills listed below in columns 1, 2, and 3.	4	4%
Question 1: General computer knowledge and skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	11	11%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	63	65%
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	23	24%
Internet skills		
Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	24	25%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	49	51%
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	24	25%
Email skills		
Question 1: E-Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	1	1%
Beginning user: I have the majority of the skills listed below in column 1.	13	13%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	33	34%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	50	52%
Word processing skills		
Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	7	7%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	37	38%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	53	55%
Presentation software skills		
Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	10	10%
Beginning user: I have the majority of the skills listed below in column 1.	42	44%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	23	24%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	21	22%
Spreadsheet software skills		
Question 1: Spreadsheet software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.	11	11%
Beginning user: I have the majority of the skills listed below in column 1.	49	51%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	26	27%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	10	10%
Database software skills		
Question 1: Database software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.	27	28%
Beginning user: I have the majority of the skills listed below in column 1.	44	46%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	21	22%

Results from the 2008 California Department of Education’s EdTech Profile Survey (Representing 100% of teachers)

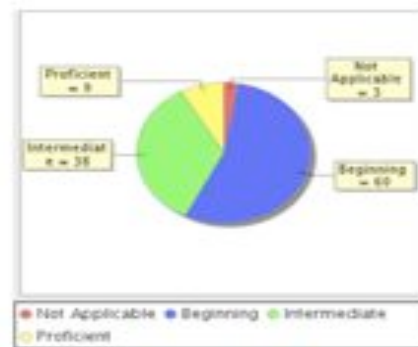
The results of the 2008 California Department of Education’s EdTech Profile Survey show that although almost 70% of teachers score at the Intermediate or Proficient level in *Computer Knowledge and Skills*, only 43% of teachers scored at the Intermediate or Proficient level in *Using Technology in the Classroom*. The goal of the Los Gatos Union School District is to have 100% of our teachers score Intermediate or Proficient in both **Computer Knowledge and Skills** and **Using Technology in the Classroom** by March, 2012.

Computer Knowledge & Skills



Percentage	Number	
0%	0	Not Applicable
32%	35	Beginning
53%	59	Intermediate
15%	17	Proficient
100%	111	Total Responses

Using Technology in the Classroom

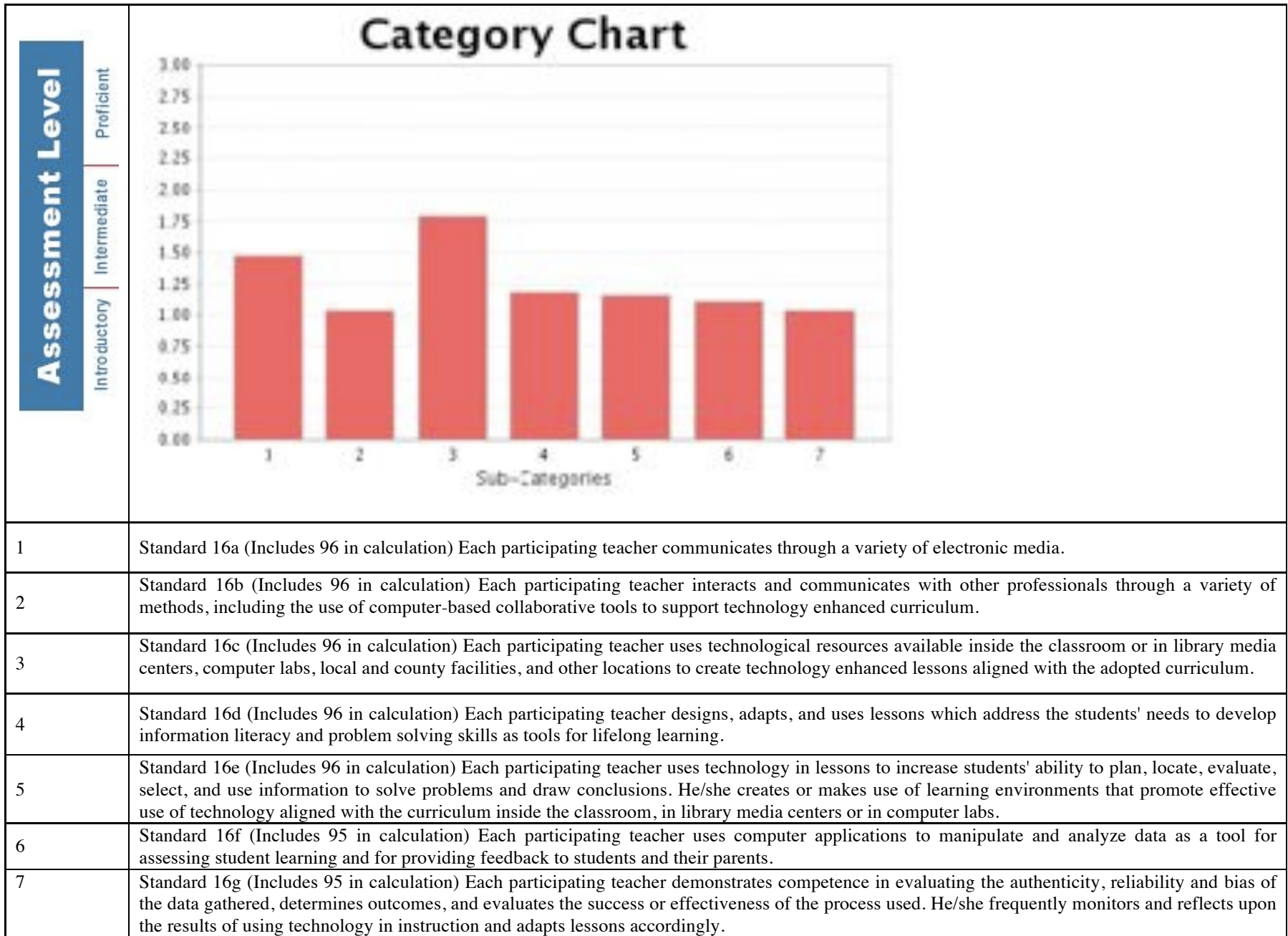


Percentage	Number	
3%	3	Not Applicable
55%	60	Beginning
35%	38	Intermediate
8%	9	Proficient
100%	110	Total Responses

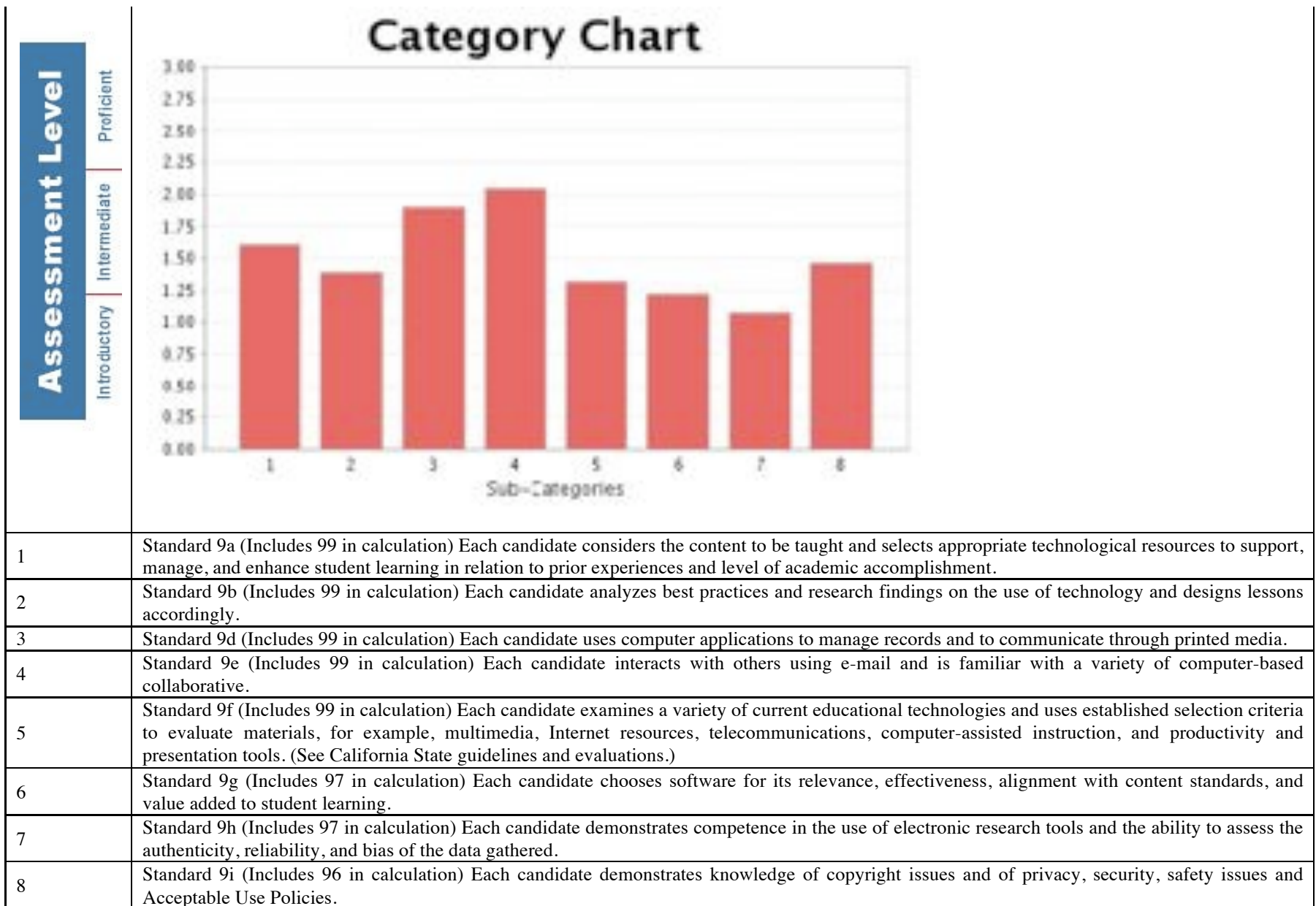
The Survey identified some trends, which will guide our future professional development opportunities:

- 68% of respondents identified themselves as intermediate or proficient computer users (knowledge and skills)
- 43% of respondents identified themselves as intermediate or proficient computer users (integrating technology)

All district administrators are current users of technology for email, web searching, research, report writing. Data collection and analysis is a current focus for the District. Whether utilizing demographic data (enrollment, attendance, ethnicity, language proficiency), process data (staff, vision, teaching and learning, assessment), outcome data (STAR results and other achievement data), or perception data (culture, surveys, observations), administrators would benefit from training in enhanced data analysis skills, cohort analysis, comparisons, and correlations. As a high performing district, it is important that we specifically target students not making adequate progress and provide those interventions to enable all students to score proficient or advanced.



1	Standard 16a (Includes 96 in calculation) Each participating teacher communicates through a variety of electronic media.
2	Standard 16b (Includes 96 in calculation) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
3	Standard 16c (Includes 96 in calculation) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
4	Standard 16d (Includes 96 in calculation) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5	Standard 16e (Includes 96 in calculation) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 95 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 95 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.



4.b Professional Development

Professional development is at the core of any educational reform effort. To be effective, any professional development plan must take into consideration teaching and learning environments, personal backgrounds and experiences of teachers, and important academic outcomes. Professional training and collaboration must be related to standards-based materials and research-based instructional strategies. The California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks.

Researchers from WestEd, in “High Stakes: Key Challenges for California’s Schools and the Role of Technology”, examined five critical issues in education where the potential for improvement through technology exists:

- Literacy
- Teacher Quality and Professional Development
- Standards, Assessment, and Accountability
- Achievement Gap
- Information for Decision-making

In addition, the Los Gatos Union School District, through research, community and staff input, identified five key issues:

- Implement a culture of continuous improvement
- Students will demonstrate proficiency in all subjects, beginning with the core curriculum
- Recruit and retain highly skilled employees in all departments
- Actively promote partnerships with community, employees and parents
- Provide a safe, educationally appropriate, and developmentally responsive school environment
- Optimize the use of all resources while maintaining fiscal stability

Designing and implementing innovative instructional practices involves changing people and organizations. Blending these elements, involving all stakeholders, focusing on clearly defined goals and objectives, and continuously monitoring through a Plan, Do, Study, Act model is the framework for LGUSD professional development.

The primary goal of the Los Gatos Union School District Technology Plan is to support curricular goals through the use of technology and to improve student achievement. To that end, professional development is the central, most important part of the technology implementation process. A good professional development program will help staff become more skilled as well as more enthusiastic about the use of technology as a learning tool. It is the goal of the Los Gatos Union School District to support all teachers and administrators in reaching a level of Proficiency on the EdTech Profile Survey. To that end, a current component of the LGUSD Technology Staff Development Plan is an ongoing program of monthly technology classes.

Professional development is an ongoing process. It must offer meaningful activities that apply to our own teaching and learning situations. It should not happen in isolation, but rather, through a team approach; teachers who share a common subject and/or grade levels working and learning together. Professional development must allow educators choices and varied entry points. Participants’ knowledge and skills must be taken into consideration and assessment must be a continuous process to identify strengths, needs, and learning approaches. Through professional development we can gain both the technical knowledge and pedagogical skills required to integrate technology as a learning tool.

Five functions of technology include (Archer, et al. 2000):

1. Support students’ work in extended, authentic learning activities
2. Multi-media performances
3. Libraries of examples and tools
4. Expand assessment of participants
5. Publish student work

Teacher and staff development opportunities will be targeted to support the continuous study of teaching and learning in support of the five functions above, aligned with district initiatives in curriculum and technology, and embedded in an inquiry-based learning community model.

The EdTech Profile indicated:

- 24% of respondents identified themselves as beginning users of the Internet
- 24% of respondents identified themselves as proficient users of the Internet
- 93% of respondents identified themselves as intermediate or proficient in word processing skills
- 44% of respondents identified themselves as beginning, 24% responded intermediate user, 22% responded proficient user in presentation software skills.
- 11% of respondents identified themselves as, “I do not have the skills in this area”, 51% identified themselves as beginning users, 27% responded intermediate user, 10% responded proficient user in spreadsheet software skills.

Responses for Category: Staff Development Needs from the 2008 EdTech Profile		
Staff Development Needs		
<i>Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?</i>	# of Respondents	%
0 hours	7	7%
1 - 8 hours	44	44%
9 - 20 hours	27	27%
21 - 40 hours	13	13%
More than 40 hours	8	8%
<i>Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I need opportunities to participate in educational technology staff development focused on:</i>	# of Respondents	%
Basic computer/technology skills.	35	29%
Integrating technology into the curriculum.	86	71%
<i>Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply. The training format I prefer is:</i>	# of Respondents	%
One-on-one informal technology training.	32	24%
Small group technology training.	81	62%
Online web-based technology training.	18	14%
<i>Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply. I prefer technology training to be offered:</i>	# of Respondents	%
During the school day.	53	31%
After school.	61	36%
In the evening.	4	2%
On the weekend.	3	2%
During the summer/offtrack	50	29%

Therefore, current needs for professional development include:

- Internet Research and Appropriate and Ethical Use of Information Technology
- Presentation Design and Delivery
- Data Collection, Analysis and Reporting

4b. Technology Staff Development Opportunities				
Goal 4b1:		Teachers and support staff will utilize technology to support the district curricular goal of ALL students attaining proficiency or better on the Math CST.		
Objective 4b1:		By June 2012, 100% of LGUSD teachers in grades 2-8 will receive training in technology resources to support students in reaching proficiency above on the Math as measured by the CST.		
Year 1 Benchmark:		By June 2010, 50% of teachers in grades 2-8 will attend training regarding technology resources aligned in support of students reaching proficiency or above on the Math CSTs.		
Year 2 Benchmark:		By June 2011, 75% of teachers in grades 2-8 will attend training regarding technology resources aligned in support of students reaching proficiency or above on the Math CSTs.		
Year 3 Benchmark:		By June 2012, 100% of teachers in grades 2-8 will attend training regarding technology resources aligned in support of students reaching proficiency or above on the Math CSTs.		
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Provide staff development on approved math software and text supplemental technology resources including publisher software and websites and other online resources such as the National Library of Virtual Manipulatives (NLVM)	Annually upon adoption	Technology Integration Mentor, Math Mentors	Staff will sign in and hours logged
2.	Provide staff development on formative assessment program such as Pearson Benchmark and Inform	Winter 2009 On Going	Director of Technology, Technology Integration Mentor	Staff will sign in and hours logged
3.	Provide staff development on data collection, analysis and reporting utilizing a spreadsheet software program	September 2010	Technology Integration Mentor	Staff will sign in and hours logged

Goal 4b2:	The Los Gatos Union School District will provide thematic professional development on differentiated instruction to all staff members so that they may effectively use the technology tools necessary to the success of their jobs. All staff will be provided with a comprehensive staff development program on using technology to improve instruction and increase student achievement. Training will be accompanied by access to the necessary hardware and software and sufficient time to learn and practice new skills.			
Objective 4b2:	By June 2011, 40% of teachers will participate in professional development designed by the Technology and Curriculum and Instruction departments that supports differentiating instruction using district adopted technology materials and resources.			
Year 1 Benchmark:	By June 2010, 20% of district teachers will attend training, and design and implement a lesson demonstrating differentiated instruction.			
Year 2 Benchmark:	By June 2011, 30% of district teachers will attend training, and design and implement a lesson demonstrating differentiated instruction.			
Year 3 Benchmark:	By June 2012, 40% of district teachers will attend training, and design and implement a lesson demonstrating differentiated instruction.			
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	The District will support and maintain a Technology Integration Mentor under the direction of the Director of Technology to provide technology staff development in coordination with the District staff development program.	Yearly	TAT, Technology Integration Mentor, Director of Technology	Personnel records
2.	The Technology Integration Mentor will develop and maintain a multi-year plan for professional development to address differentiation.	August 2009 On Going	Classroom Teachers, Technology Integration Mentor	3-5 year plan for professional development
3.	The Technology Integration Mentor will offer regular classes to all staff based on results of the California Department of Education’s EdTech Profile, staff technology surveys, requests by teachers, and district, academic and instructional focus areas will be offered.	June 2009 On Going	Technology Integration Mentor, Director of Technology	Organization Management System (OMS) report of events calendared Staff will sign in and hours logged
4.	Site administrators will ensure that the classroom teacher is responsible for integrating technology into the core curriculum using district adopted materials and resources to differentiate instruction.	June 2011	Technology Integration Mentor, Director of Technology	Teacher observation forms and evaluations

5.	The Technology Integration Mentor will provide staff development on presentation design and delivery utilizing software programs such as PowerPoint or Keynote.	On Going	Technology Integration Mentor,	Staff will sign in and hours logged
6.	The District will support technology staff development with comprehensive online web resources posted on the LGUSD web site and through the District Intranet collaboratively maintained by the District technology team.	June 2011	Classroom Teachers, Technology Integration Mentor, Director of Technology	LGUSD public website District Intranet website
7.	The District will promote and support teacher participation in technology conferences and summer institutes.	On Going	Director of Technology, Director of Curriculum and Instruction, Principals	Conference attendance records

Goal 4b3:	All District staff will become proficient in the use of technology including the basic operation of standard equipment, personal computer productivity tools, information literacy and the effective use of the Internet and its resources.			
Objective 4b3:	By spring 2012, 100% of teachers in the district will achieve a level of Intermediate or Proficient on the California Department of Education’s EdTech Profile Survey in Basic Computer Knowledge and Skills and Computer Use in the Classroom.			
Year 1 Benchmark:	By June 2010, 50% of teachers will score Intermediate or Proficient on the EdTech Profile Survey.			
Year 2 Benchmark:	By June 2011, 75% of teachers will score Intermediate or Proficient on the EdTech Profile Survey.			
Year 3 Benchmark:	By June 2012, 100% of teachers will score Intermediate or Proficient on the EdTech Profile Survey.			
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Teachers, administrators and support staff will participate in with California Department of Education’s EdTech Profile and become familiar with levels of staff technology proficiency through discussions at staff meetings, during workshops on staff development days, and postings to the LGUSD web site.	Yearly	Director of Technology, Principals	Use EdTech Profile Survey results to determine proficiency levels
2.	The District Technology Integration Mentor will offer regular district staff development in the integration of technology into the curriculum and basic computer and technology skills.	Monthly	Technology Integration Mentor, Director of Technology	Organization Management System (OMS) report of events Staff will sign in and hours logged
3.	The Technology Integration Mentor will provide staff development in the area of Internet Research and Appropriate and Ethical Use of Information Technology	On Going	Technology Integration Mentor	Staff will sign in and hours logged
4.	Site administrators will adopt and implement common teacher observation tools supported by technology resources.	Fall 2010	Director of Technology, Director of Curriculum and Instruction, Principals	Completed teacher observations

Goal 4b4:	The Los Gatos Union School District believes that through an ongoing, technology embedded professional development program, teachers and their students will learn to use powerful technology applications that support curriculum standards and promote the use of critical thinking and problem solving skills. Administrators and other staff will support classroom teachers in technology integration.			
Objective 4b4:	By spring 2011, 100% of district teachers will have received training in project-based learning and the integration of technology into a standards-based classroom.			
Year 1 Benchmark:	By June 2010, 50% of district teachers will attend training on project-based learning and technology integration across the core curriculum.			
Year 2 Benchmark:	By June 2011, 75% of district teachers will attend training on project-based learning and technology integration across the core curriculum.			
Year 3 Benchmark:	By June 2012, 100% of district teachers will attend training on project-based learning and technology integration across the core curriculum.			
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	All new teachers will attend an Introduction to District Technology workshop during their new teacher orientation before the start of school.	August 2010 On Going	Director of Personnel, Director of Technology, New Teacher Mentor, Technology Integration Mentor	Completed forms, staff will sign in and hours logged
2.	The Director of Technology will work with the Director of Curriculum and Instruction to insure that technology integration classes are offered on regularly scheduled staff development days.	June 2009 On Going	Director of Technology, Director of Curriculum and Instruction	Organization Management System (OMS) report of events Staff will sign in and hours logged
3.	All staff will have the opportunity to attend technology integration learning opportunities through District staff development, Foothill College (LINC), UCSC, San Jose State, RAFT and the SCCOE. They will be publicized on the district website and through staff email announcements.	On Going	Director of Technology, Technology Integration Mentor	Workshop attendance records
4.	Throughout the 2009-2010 school year, the Technology Integration Mentor will offer regular District staff development in the curricular use of technology and technology integration.	June 2009 On Going	Technology Integration Mentor, Director of Technology	Organization Management System (OMS) report of events Staff will sign in and hours logged

5.	Teachers, administrators and support staff will become familiar with the National Educational Technology Standards (NETS*S) and the District K-8 Core Technology Skills Continuum through the LGUSD web site at staff meetings and during workshops on staff development days.	June 2009 On Going	Technology Integration Mentor, Director of Technology	Staff will sign in and hours logged
6.	Staff participation in local and statewide technology conferences such as the SV Mini-CUE and the CUE Conference will be promoted and supported.	Yearly	Director of Technology, Technology Integration Mentor	Staff will sign in and hours logged
7.	The Director of Technology will work closely with the District Technology Action Team, District Curriculum Leadership Council and the Director of Curriculum and Instruction to integrate technology-based projects into training in core curriculum areas.	On Going	Director of Technology, Technology Action Team, Curriculum Leadership Council, Director of Curriculum and Instruction	Staff will sign in and hours logged

4.c Professional Development

Director of Technology and the Director of Curriculum and Instruction will oversee the implementation of District staff development regarding technology instruction. These course offerings will be designed in alignment with the professional development recommendations brought forth by the District’s Technology Action Team.

Additionally, site administrators, the Technology Integration Mentor, Technology Specialists and the TAT will review annual EdTech Profile data, student scores and feedback from staff development evaluations to ascertain future staff development activities.

5. Infrastructure, Hardware, Software & Technical Support

Uninterrupted network access is crucial to achieving the goals of the technology plan and full integration of technology into the curriculum. At each school site the District will maintain a state-of-the-art, smoothly operating network that provides services to all classrooms. Students and teachers will have the hardware and software necessary to fully incorporate technology into their learning and instructional activities. The District will provide on-demand technical support to insure interruptions are kept to a minimum.

5a. Existing Infrastructure Supporting Curriculum & Professional Development

Infrastructure

The Los Gatos Union School District's Wide Area Network consists of six sites, each with a multi-mode fiber-optic backbone and cat-5e wiring to each data port. Remote sites are connected to the data center at the District Warehouse via T1 lines, and a dedicated T1 provides Internet access through AT&T. The business office is connected to the SCCOE via a dedicated T1 line. In order to meet the increasing demand for internet connectivity, the District installed a DSL line through Verizon and is in the process of migrating all internet access to the SCCOE. This plan eliminates the need for the T1 through AT&T. Our wide-area network (WAN) and local area networks (LAN) are capable of supporting both instructional and management practices, and allow for continually improving communications within the district and with other partner agencies.

During the time period of 1998 to 2004 all school sites (except for Lexington Elementary) in the Los Gatos Union School District went through modernization. All sites have upgraded electrical power capable of supplying ample power to multiple computer workstations, projectors and sound systems. Each School Site network infrastructure consists of Gigabit capable backbone to IDF locations, all sites share identical network infrastructure allowing for warehousing of standard replacement parts hence quick replacement of any failing part. All sites have over 1 hour of UPS power backup for data and phones. Each classroom in the Los Gatos Union School District has 10 data drops.

All school sites and district office are also provided with the following managed services:

- VoIP telephones
- Email for all staff
- Webserver for teacher use
- Webserver for district & school site use
- Spam filtering (outside vendor)
- Content filtering (outside vendor)
- Listserv (outside vendor)
- Access to shared file servers—this includes all students
- Internal DNS servers
- Global email virus scanning (outside vendor)
- VPN access to network (only for administration purposes)
- Networked LaserJet printers, both color and B/W
- Access to 'super large format printer' at the middle school
- Access to email via web-browser
- Wireless access is installed at all campuses to promote anytime anywhere learning

Hardware

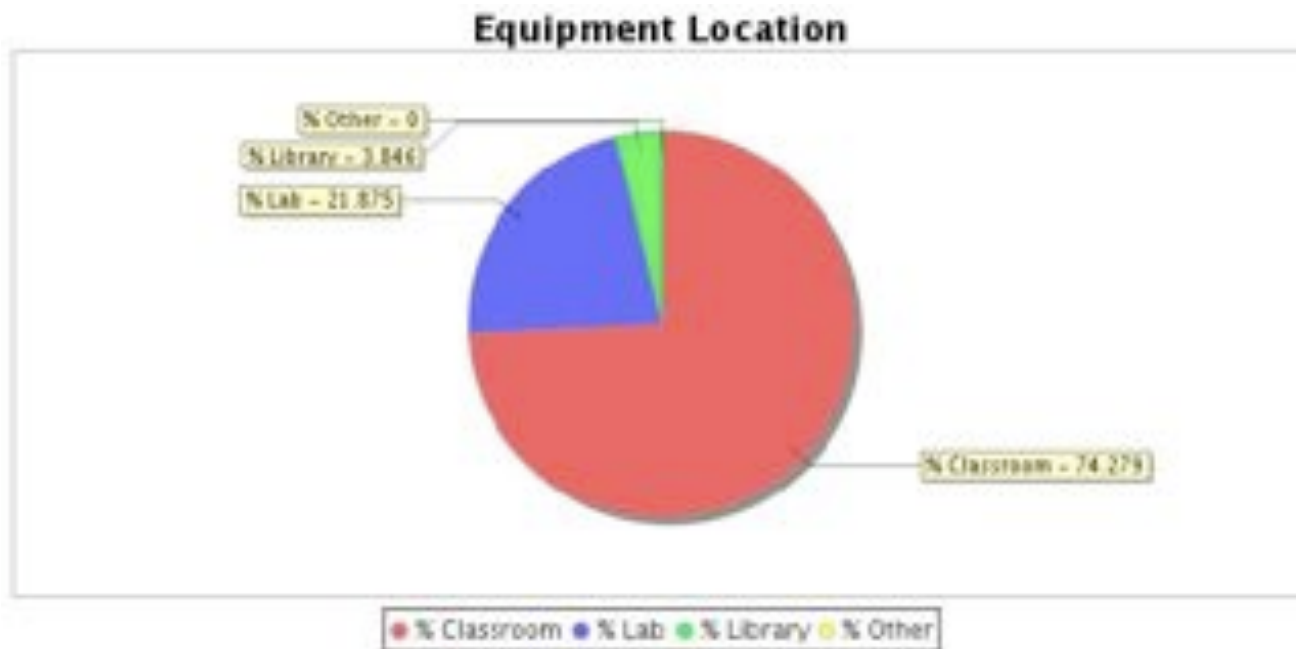
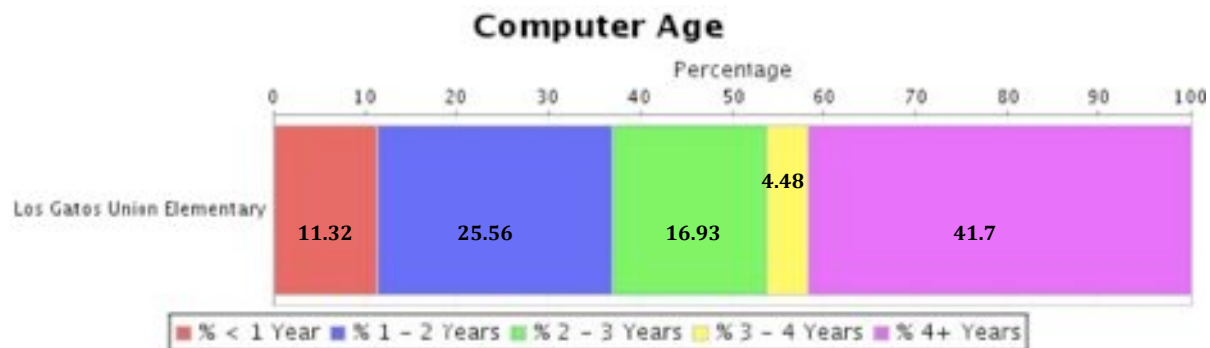
All schools will have a standardized set of technology tools (*Appendix F*) that promote student achievement, foster best practices in teaching and facilitate cost-effective professional development and technical support. All students and teachers will have equitable and ready access to these technology tools.

As an important part of the educational team, administrators, counselors, clerical and other support staff will have access to workstations, software and other productivity tools that support communication, decision-making and cost effective services and business practices. The district will develop and support cost effective centralized information, financial, management and communications applications.

- All teachers have a computer laptop consisting of an Apple MacBook with an Intel Core Duo 2 processor or higher, a minimum of 2GB memory and a local printer. Purchase and installation will be overseen by the Director of Technology and monitored by the site principals.
- All teachers have with a computer laptop consisting of an Apple MacBook with an Intel Core Duo 2 processor or higher, a minimum of 2GB memory and a local printer.
- All teacher workstations have access to the Web Help Desk for 24-hour technical support. Each year before the start of school, all teachers receive training in the use of the Web Help Desk along with training in District email protocols and basic District Technology policies and procedures.
- All students have access to filtered, Internet connected workstations both in their classrooms, the library media center and the school computer lab(s).
- All administrators and support staff have a computer workstation consisting of an iMac with a Intel Core Duo 2 processor or higher, a minimum of 2GB memory and proximity to a printer.
- All administrators and support staff have access to staff development classes through the district, the Santa Clara County Office of Education and other local institutions to enhance their skills and use of basic computer application programs.

Current & projected LGUSD computer totals:

Site	# of Students	# of Computers	Current Ratio Student to Computer	Projected computer totals 2011	Projected ratio r 2010
R.J. Fisher Middle	1000	250	4 : 1	330	3:1
Blossom Hill Elementary	590	190	3 : 1	200	3:1
Daves Avenue Elementary	540	200	2.7 : 1	200	2.7:1
Lexington Elementary	170	75	2.2 : 1	75	2.2 : 1
Van Meter Elementary	540	145	3.7 : 1	180	3:1



Location	% Classroom	% Lab	% Library	% Other
Los Gatos Union Elementary	74.28	21.88	3.85	0

Intranet/Internet Access

In April 2001, the Los Gatos Union School District passed a \$91,000,000 Bond for the construction and modernization of all school sites. The Director of Technology and the Technology Systems Administrator worked closely with the TAT, the Bond Oversight Committee, and the Director of Facilities, Planning and Construction to see that all new construction is adequately wired for implementing the goals of the Technology Plan. Improvements have included a new VoIP phone system, upgrades to the Cisco infrastructure hardware, and gigabit capable Ethernet wiring from the MDFs to the workstations.

- The LGUSD Employee Intranet site has been developed as a secure site to support all district employees. The site has been designed to provide easy and immediate access to troubleshooting tutorials, a document library, and a showcase for technology integration projects for teachers.
- In the spring of each school year, the Los Gatos Union School District's policies outlining standards and rules for equipment selection, purchase, installation and obsolescence will be reviewed by the District TAT. Under the guidance of the Director of Technology, the team will insure the policies provide equity, consistency and efficacy throughout the District.
- Annually at the beginning of each school year, all administrators and staff members will be instructed in the use of the district Employee Intranet site and all policies and procedures reviewed by the Director of Technology and the Technology Integration Mentor.
- Annually at the beginning of each school year, all administrators and staff will be trained in District policies and procedures for the selection, purchase and installation of all hardware and software.

Electronic Learning Resources

Student Machines

- All student computers have Pages, Keynote, KidPix Studio, Type to Learn, Type to Learn Jr., iWorks, Inspiration, Dreamweaver, and Fireworks along with Safari for internet browsing.
- The District Technology Action Team (TAT) will meet monthly to determine the educational software needs of each grade level to meet the curriculum goals of the District Technology Plan.
- The District will purchase the basic curriculum software as outlined by the TAT.

Administrator Machines

- All administrators and support staff workstations have Microsoft Office, iWorks, iLife, Mail, Safari, Contribute, and FileMaker Pro.
- All administrators and support staff workstations are provided, by request, with access to a Windows PC through Microsoft Remote Desktop or Virtual Machine.

Student Information System:

Administrators, teachers, counselors, and other support staff will have access to the student information database at the level they require to perform their jobs and support the education and learning of the students in Los Gatos Union School District.

- The PowerSchool student database program has been installed and is maintained at all sites.
- The PowerSchool interface has been customized to best support the needs of the LGUSD staff, parents and students.
- The district has implemented training in PowerSchool, on an as-needed basis, conducted by the Technology Director, for all staff members.
- Each year, PowerSchool training will include sessions in August for secretaries and support staff, and training for teachers before the start of school. Further training will be given as needed.

Library Information Systems:

Beginning on the first week of each school year, all school library media centers will be open for teacher and student use. The Alexandria Library Automation System will be operating to improve student access to information and for the circulation, inventory, statistical analysis and acquisition of library books and materials. All staff and students will have access to information about their school library collections from any school computer workstation including classroom computers.

- Access to the Alexandria Online Catalog is available in all classrooms at all school sites.
- Ongoing training in Alexandria for both library media specialists and classroom teachers will be scheduled as needed.

Technical Support:

The district will maintain formal technology standards, protocols and procedures to ensure the effective and consistent deployment of technology at all sites and promote cost effective management practices at all levels.

During the 2007-08 school year, the TAT developed the Technology policies, standards, procedures and protocols. In addition, the Director of Technology worked with the Director of Fiscal Services and the Inventory Control Group (ICG) to develop the Asset Management Policies and Procedures with respect to all technology assets. All school sites are provided with a clearly written set of District technology policies, standards, procedures and protocols which delineates the type of equipment, hardware and software purchased, how it is funded, ordered, received, inventoried, installed, and properly used, when it will become obsolete and the process by which it will be removed from District use.

The District will maintain a comprehensive support system to ensure that instructional technology interruptions are kept to a minimum. All network, hardware and software applications will be maintained, repaired and upgraded in a timely and cost effective manner.

The technology necessary to address the goals and objectives of the District Technology Plan will perform with minimal interruptions. When interruptions do occur, they will be addressed within the shortest time possible, always within 24 hours.

- All district technology assets will continue to be recorded in the Web Help Desk by the Director of Technology. A record will be kept of all repairs and the replacement of any technology hardware that is not functioning properly. An annual report of all repairs and replacements will be given to the TAT to assist in planning and future purchases.
- Throughout the school year, the Director of Technology will oversee the Data Technician and the Computer Technician as they monitor and make minor repairs to staff workstations.
- On a monthly basis, the Director of Technology will analyze information from the Web Help Desk to evaluate and support uninterrupted services to all classrooms. Results of this monitoring will be reported to the District TAT on a quarterly basis.
- All troubleshooting requests to the Web Help Desk will be addressed within 24 hours. All tech requests will be monitored by the Director of Technology and a summary of technical support issues will be reported quarterly to the District TAT.

5b. & c. Infrastructure Needs & Benchmarks

The District wide-area network and the site local-area networks are the foundation of all District technology and will support teachers and students pursuing their technology goals by delivering service quickly and without interruption.

5b. & c. Infrastructure, Hardware, Software & Technical Support Benchmarks	
Goal 5b1:	LGUSD will supply all classrooms and students in the district with increased bandwidth to support network and internet-based applications.
Objective 5b1:	By 2012, the district schools and district will increase network bandwidth in order to optimize delivery, speed and dependability and insure that all teachers and staff that the technology goals and objectives are supported.
Year 1 Benchmark:	By 2010, the district data center & Fisher will install necessary hardware to optimize delivery.
Year 2 Benchmark:	By 2011, Lexington modernization will install necessary network to optimize delivery.
Year 3 Benchmark:	By 2012, Daves, Blossom & Van Meter will install necessary hardware to optimize delivery.
Goal 5b2:	LGUSD will support teaching and learning by maintaining a 3:1 or better student to computer ratio.
Objective 5b2:	By 2012, the district schools and district will decrease the student to computer ratio at Fisher and Van Meter.
Year 1 Benchmark:	By 2010, all schools will replace 20% of the obsolete computers and purchase additional computers
Year 2 Benchmark:	By 2011, Fisher & Van Meter will purchase sufficient hardware to decrease the ratio to a 3:1 ratio
Year 3 Benchmark:	By 2012, all schools will establish an every other year replacement policy that maintains the 3:1 ratio.
Goal 5b3:	LGUSD will support teaching and learning in the 21 st Century
Objective 5b3:	By 2012, all District students will have equal & flexible access to technology resources through the use of mobile labs
Year 1 Benchmark:	By 2010, one mobile curriculum carts (32 laptops) will be available at each elementary site
Year 2 Benchmark:	By 2011, Fisher will replace all 4 laptop curriculum carts

Year 3 Benchmark: By 2012, teachers will make full use of mobile technologies to meet the curricular goals				
Implementation Plan				
	Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
1.	Order additional bandwidth	Fall 2009	Director of Technology, Technicians	Purchase Order
2.	Conduct needs assessment to determine which computers will be replaced	Spring 2009, ongoing	Director of Technology, Technicians Mentor	Web Help Desk Asset report
3.	Purchase additional Computers & mobile laptop carts	2010 ongoing	Director of Technology, Technicians	Purchase Order
4.	Install and configure additional computers	As needed	Director of Technology, Technicians	Web Help Desk

5d. Monitoring Goals & Benchmarks

The Superintendent and the LGUSD Board of Trustees will review semi annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Technology, school site Administrators, the Technology Integration Mentor, and the TAT. This report will be in conjunction with budgetary developments and semi annual district administrative reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

6. Funding and Budget

The Los Gatos Union School District has a commitment to support the use of technology for the benefit of our students, staff, parents and community using state lottery funds. In these times of limited financial resources it becomes even more important to utilize all available sources of funding. The district is committed to securing ongoing, stable funding to support the curriculum resources, staff development, technology tools, infrastructure and technical support which are necessary to implement the District Technology Plan. Parents in the Los Gatos Union School District strongly support technology as evidenced by an on-going annual donation of \$100,000 raised by the Los Gatos Education Foundation to fund a full-time Technology Integration Mentor.

6a. Adequate Funding Sources

The Los Gatos Union School District is committed to funding and supporting the use of technology for the benefit of our students, staff, parents and the school community.

Funding Source	Established	Potential	Description
ERATE	Yes	Yes	Provides a 40% discount/reimbursement for Internet Service and Telecommunications
Grants	Limited	Yes	Will pursue grants to support staff development goals and content development
School site funds (restricted & unrestricted)	Yes	Yes	Lottery funds that support technology
General Funds (District)	Yes	Yes	Pays for the salaries of Technology Department and for hardware and software
Education Fund (LGEF)	No	Yes	Provides funds for professional development & Technology Integration Mentor
H&SC (Home & School Club)	Yes	Yes	Donations of new equipment
Technology Partners*	Yes	Yes	Technical advice, Server hardware/software sharing when possible.

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- In spring the Director of Technology will work with the Director of Fiscal Services to develop the yearly technology budget using state lottery funds to support both site and district technology.
- Yearly, the LGUSD will apply for EETT technology grant funding to support the District Professional Development goals.
- The Los Gatos Education Foundation (LGEF) continues to support technology with funding for a Technology Integration Mentor and the Director of Technology will apply for LGEF grants for special projects as needed.
- The District will continue to support technology with funding for a full-time Data Technician and a full-time Computer Technician.
- The District will continue to support the teacher laptop refresh program with the established rollover account that will fund the purchase of new laptops every three to four years.

6b. Estimated implementation costs for term of the plan

Line Item Category	Description	2008-09	2009-10	2010-11	2011-12
1000-1999 Certificated Personnel Salaries	Director of Technology	\$115,556	\$119,022	\$122,592	\$126,269
3000-3999 Certificated Personnel Benefits	Director of Technology	\$24,597	\$25,334	\$26,094	\$26,876
1000-1999 Certificated Personnel Salaries	Technology Integration Mentor (funded by the LGEF Foundation)	\$87,920	\$90,557	\$93,273	\$96,071
3000-3999 Certificated Personnel Benefits	Technology Integration Mentor (funded by the LGEF Foundation)	\$19,254	\$19,831	\$20,425	\$21,037
2000-2999 Classified Personnel Salaries	2 (FTE) District Technology Assistants – Data Technician & Computer Technician	\$104,038	\$107,159	\$110,373	\$113,684
3000-3999 Classified Personnel Benefits	2 (FTE) District Technology Assistants – Data Technician & Computer Technician	\$37,226	\$38,342	\$39,492	\$40,676
4000-4999 Books & Supplies	Technical support and staff development materials	\$8,104	\$8,306	\$8,513	\$8,725
5000-5999 Operating Expenditures	Repairs, licenses, upgrades, and other services	\$101,871	\$104,417	\$107,027	\$109,702
6000-6999 Capital Outlay	Capital outlay at all sites	\$294,542	\$303,655	\$314,864	\$324,485
6000-6999 Capital Outlay	Capital outlay at district – Teacher Laptop Refresh Reserve Account*	\$70,000	\$70,000	\$70,000	\$70,000

*In the spring of 2008, the district identified and established a funding source for the teacher laptop refresh program. Every three years, teacher laptops will be replaced and the older laptops will be reimaged and repurposed for student mobile carts at each site.

6c. District's Replacement Policy

The Los Gatos Union School District follows a plan by which obsolete equipment is replaced on a regular basis. Approximately every 3-4 years the teacher laptop computers are upgraded and the student lab computers are replaced. The computer lab equipment is repurposed for use in the lower elementary grade classrooms whenever reasonable. The teacher laptops will be clean installed and be repurposed as mobile labs for student use. Each spring, the Director of Technology and the TAT evaluate the district's technology needs and determine hardware and software upgrades to be made during the summer. Student machines are clean installed over the summer. Teacher laptops are clean installed when they return from the summer break. Files are backed-up and stored on the servers while all applications and operating systems are upgraded to the latest versions. Obsolete, broken or unusable equipment is recycled through the district warehouse.

6d. Process to Monitor

By April of each year, the Director of Technology will meet with the Director of Fiscal Services to develop the technology budget for the following year. This meeting will include an analysis of the previous year's budget along with recommendations by the District TAT and site administrators. In preparation for this meeting, the Director of Technology and the Technology Integration Mentor will give a quarterly report to the TAT on all purchases and their impact on the Technology Plan. From these quarterly reports, the TAT will submit recommendations for the next year's budget.

7. Monitoring and Evaluation

The Los Gatos Union School District has developed several strategies to monitor and assess the impact of a standards-based, technology embedded curriculum on student achievement. Technology evaluation tools will be used to capture the full range of student learning. The District will also develop strategies to assess the performance of all district technology components including telecommunication service, the network, hardware and software.

7a. Process for Evaluating the Plan's Progress and Impact on Teaching & Learning

The monitoring and evaluation of technology instruction will be overseen by the Superintendent, Director of Technology, Director of Curriculum & Instruction, and the Technology Integration Mentor with assistance from the District TAT and Site Technology Specialist teams. This plan will be reviewed by the District TAT and Curriculum Council each year to determine progress and needs in conjunction with the budget development process described above. Embedded in the text of each component of this plan is a description and schedule of how each of the goals and benchmarks for each component will be evaluated.

7b. c. Evaluating the Effect of Implementation/Communication, Process & Schedule:

The Superintendent and the Director of Technology will review semi annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Technology, Technology Integration Mentor, and the District TAT. A final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process. A complete timeline is located in Appendix J.

8. Effective Collaborative Strategies with Adult Literacy Providers

The Los Gatos Union School District has a history of support and partnerships with local community organizations including the Los Gatos Education Foundation (LGEF), the Los Gatos Art Docents, the Los Gatos-Saratoga Recreation Department and the *Parenting* Continuum. The District has attempted to form an association with our three local private schools, St. Mary's, Yavenah and Hillbrook, to share information about our technology plan, to collaborate on technology staff development and to better provide services for our students, parents and community. Presently there has not been a need identified for this collaboration. Each year the Director of Technology and the Coordinator of Student Programs will pursue collaboration opportunities.

Los Gatos Union School District is located in an affluent suburban area south of San Jose. The majority of our students, parents and community are English literate. Presently, we have not had a need to provide adult language literacy or collaborate with adult language literacy providers.

9. Effective Research-based Methods & Strategies

9.a. Describe how the plan has utilized reliable research behind the model design, and explain how the plan included thoughtful examination of education technology models and strategies:

The goal of the Los Gatos Union School District Technology Plan is to improve student learning. Research shows that technology can be an important tool towards achieving this goal when it is embedded within the content of the curriculum. Los Gatos Union School District promotes the integration of technology and curriculum through differentiated instruction and project-based learning. This strategy is also used to develop the skills and knowledge necessary for teachers to use technology effectively as an instructional tool. By planning our professional development around classroom imbedded technology projects that incorporate a continuum of technology skills, our teachers learn how to use technology to support their instructional programs.

The California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks. In addition, the Los Gatos Union School District has adopted the National Educational Technology Standards for Teachers (NETS*T).

Researchers from WestEd, in *The Learning Return On Our Education Technology Investment. A review of findings from research*, highlights the distinction between “learning *from* computers and learning *with* computers:

- Technology as one piece of the puzzle
- Adequate and appropriate teacher training
- Changing teacher beliefs about learning and teaching
- Sufficient and accessible equipment
- Long-term planning
- Technical and instructional support
- Technology integration within the curricular framework

The Los Gatos Union School District, through research, community and staff input, identified five key issues:

- Digital Literacy
- Global Awareness
- Artistic Enrichment
- Academic Proficiency
- Principled Citizenship and Self-Reliance
- Continuous Improvement Through Results Based Outcomes

Goal #1 - Model Best Practices

Teachers in the Los Gatos Union School District will be trained to use technology using the best educational practices and research supported strategies to promote student learning in all curricular areas. Appropriate District and site administration annually review the k-8 course offerings and content in relation to student demographics and identified coursework needs. Currently, the district is using streaming video resources like United Streaming to increase student engagement in core content. The district is looking into the use of Moddle to extend education beyond the school walls. Moddle would be used to make core content (assignments and resources) available to students and their parents all the time and to encourage student dialog.

Implementation Plan:

1. Beginning in August 2007, all technology professional development was designed to support educational practices and research-supported strategies which teachers are expected to use to promote student learning.
2. The Los Gatos Union School District will maintain subscriptions at all school sites for educational technology journals such as, *Learning and Leading with Technology*, *T.H.E. Journal*, and *Technology & Learning*, to promote the use of research based best practices in technology instruction.
3. The District TAT and the Director of Technology will continue to use the following online resources as they develop the District Technology Professional Development Program:

CARET <http://caret.iste.org/>

CLRN <http://www.clrn.org>

ISTE's <http://www.iste.org>

NETS*T <http://www.iste.org>

Report on Science and Technology Panel on Educational Technology <http://www.ostp.gov/PCAST/k-12ed.html>

SETDA <http://www.setda.org>

Research Summary:

Curriculum Component	Plan Sec	Resource Annotation	Resource Summary
Math	3d	<p>Pilter, et.al, Howard. <i>Using Technology with Classroom Instruction That Works</i>. Alexandria: ASCD, 2007.</p> <p>AACTE, <i>Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators</i>. New York: Routledge</p>	<p>LGUSD educators must effectively use technology in mathematics instruction. We will ensure the use of the most effective research-based applications in standards-based learning activities.</p>
Information Literacy	3e	<p>Thornburgh David "Technology in K-12 Education," 1996 http://www.air.org/forum/abthornburg.htm</p> <p>NETS*T & NETS*S http://www.iste.org</p>	<p>Teachers need to critically evaluate the effectiveness of information that is found on the web. Students as well as teachers should be able to evaluate web sites.</p> <p>Once educators and students become accustomed to finding information on the web, they must validate the sources.</p> <p>Teachers must guide students in as they strive to become responsible digital citizens.</p>
Integrating Technology	3	<p>Edutopia Edutopia staff, "PBL Research Summary: Studies Validate Project-Based Learning." <i>Edutopia</i> 11/01/2001 16 Jan 2009 http://www.edutopia.org/project-based-learning-research</p>	<p>Teachers design learning environments that emphasize meaningful learning problems, focus on the application of knowledge rather than the simple acquisition of knowledge, and encourage students to apply their knowledge.</p>
Professional Development	4	<p>Joyce, B. & Showers, B. (1995). <i>Student Achievement Through Staff Development</i>. New York: Longman Publishers</p> <p>AACTE, <i>Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators</i>. New York: Routledge, 2008</p>	<p>Staff development must be individualized to the needs of the teacher. Planned integration of technology in education that directly involves teachers consistently, allows teachers to engage students in meaningful educational practice.</p>
Infrastructure	5	<p>Gulek, J., Demirtas, H. (2005) Learning With Technology: The Impact of Laptop Use on Student Achievement. <i>The Journal of Technology, Learning, and Assessment</i>, 3(2),</p>	<p>Technology tools must connect to classroom curriculum and support learning goals for the district. Staying ahead of the curve so students are able to use the most up-to-date technologies is a LGUSD Technology Department goal.</p>
Collaboration & Community	8	<p>Dufour, Richard, 2008 <i>Revisiting Professional Learning Communities at Work: New Insights for Improving Schools</i>.</p> <p>Project Cornerstone's Developmental Assets http://www.projectcornerstone.org/html/assets/41assets.htm</p>	<p>Collaboration enables the staff to develop a culture of inquiry, and can be linked to remarkable gains in student achievement. In addition, collaboration increases the confidence among all school community members, and helps reduce the fear of risk-taking by providing encouragement. .and moral support</p>

9b. Use of Technology to Extend or Supplement the Curriculum

The District's Curriculum Council and site administration annually review the K-8 course offerings and content in relation to student demographics and identified coursework needs. Currently, the district is using streaming video resources like *Discovery Streaming* to increase student engagement in core content. Fisher Middle School Science department is utilizing streaming videos to expand their Life and Physical Science curriculum to enhance and expand student learning beyond the classroom walls. Similarly, the fourth and fifth grade-level teams are collaborating at each elementary site to develop learning activities around streaming video. In addition, all teachers in our district maintain active websites that families can access, which extends the learning from the classroom environment to the home and provides opportunities for students to work with parents and others in the community. Some of the exemplary e-learning opportunities include book blogs and web-based learning activities for students.

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A Fair(y) Use Tale

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Archer, J. et al. (2000). *Technology and Learning*. San Francisco Jossey-Bass.

Are You Cyber Safe?

<http://www.ctap4.org/cybersafety>

Center for Safe and Responsible Internet Use

<http://www.csriu.org/>

Common Sense Media

<http://www.commonsensemedia.org/>

ConnectSafely

<http://www.connectsafely.org/>

Copyright Bay – Univ. of St. Francis

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<http://www.edutopia.org/project-based-learning-research>

Framework for 21st Century Learning

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120

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Appendix A

Student Technology Standards

The LGUSD Educational Technology Plan is driven by the District Academic Content Standards and supports the educational mission and instructional goals of the Los Gatos Union School District. It stresses the importance of rigorous and sustained staff development to the integration of technology into the curriculum. It is also consistent with the professional development and student achievement goals of the National Educational Technology Standards, the e-rate application guidelines and teacher credentialing guidelines for technology proficiency.

The Technology Standards for Students in the Los Gatos Union School District are divided into six broad categories. Standards within each category are introduced, reinforced, and mastered by students. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

National Educational Technology Standards (2007)

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**

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

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. **Critical Thinking, Problem-Solving & Decision-Making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. **Digital Citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Appendix B

NETS Grade Level Performance Indicators

The numbers in parentheses after each item identify the standards (1–6) listed below most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The National Educational Technology Standard (NETS) categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Grades Pre-K –2

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2:

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Grades 3 – 5

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5:

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

Grades 6-8

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8:

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

Appendix C LGUSD Core Technology Skills Continuum K-8

LGUSD Core Technology Skills Continuum K-8		Competency Level by Grade									
Goals and Competencies		K	1	2	3	4	5	6	7	8	
NETS # 1 Creativity and Innovation											
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.											
Goal 1.1	<i>Students will apply existing knowledge to generate new ideas, products, or processes.</i>										
		K	1	2	3	4	5	6	7	8	
1.1.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution		I	R	R	R	M	M	A	A	
1.1.2	Use digital-imaging technology to modify or create works of art for use in a digital presentation					I	R	M	A	A	
Goal 1.2	<i>Students will create original works as a means of personal or group expression.</i>										
		K	1	2	3	4	5	6	7	8	
1.2.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources	I	R	R	R	R	M	M	A	A	
1.2.2	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area				I	R	R	M	M	A	
1.2.3	Create original animations or videos documenting school, community, or local events					I	R	M	A	A	
1.2.4	Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content								I	R	
Goal 1.3	<i>Students will use models and simulations to explore complex systems and issues.</i>										
		K	1	2	3	4	5	6	7	8	
1.3.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals		I	R	R	R	M	A	A	A	
1.3.2	Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software	I	R	R	M	M	A	A	A	A	
1.3.3	Use curriculum-specific simulations to practice critical-thinking processes						I	R	M	M	
Goal 1.4	<i>Students will identify trends and forecast possibilities</i>										
		K	1	2	3	4	5	6	7	8	
1.4.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals		I	R	R	R	M	A	A	A	
1.4.2	Gather data, examine patterns, and apply information for decision making using digital tools and resources			I	R	M	M	A	A	A	
Competency Levels		I = Introduce			R = Reinforce			M = Mastered		A = Applied	

Core Technology Skills Continuum K-8		Competency Level by Grade											
Goals and Competencies		K	1	2	3	4	5	6	7	8			
NETS # 2 Communications and Collaboration													
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others													
Goal 2.1	<i>Students will interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.</i>												
		K	1	2	3	4	5	6	7	8			
2.1.1	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area		I	R	R	R	R	M	M	A			
Goal 2.2	<i>Students will communicate information and ideas effectively to multiple audiences using a variety of media and formats.</i>												
		K	1	2	3	4	5	6	7	8			
2.2.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources			I	R	R	M	M	A	A			
Goal 2.3	<i>Students will develop cultural understanding and global awareness by engaging with learners of other cultures.</i>												
		K	1	2	3	4	5	6	7	8			
2.3.1	Engage in learning activities with learners from multiple cultures through electronic means							I	R	R			
2.3.2	Participate in a cooperative learning project in an online learning community									I			
2.3.3	Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners									I			
Goal 2.4	<i>Students will contribute to project teams to produce original works or solve problems.</i>												
		K	1	2	3	4	5	6	7	8			
2.4.1	Create original animations or videos documenting school, community, or local events							I	R	R			
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade											
Goals and Competencies		K	1	2	3	4	5	6	7	8			
NETS # 3 Research and Information Fluency													
Students apply digital tools to gather, evaluate, and use information.													
Goal 3.1	Students will plan strategies to guide inquiry.												
		K	1	2	3	4	5	6	7	8			
3.1.1	Identify and investigate a global issue and generate possible solutions using digital tools and resources.				I	R	R	M	A	A			
3.1.2	Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness							I	R	M			
3.1.3	Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions							I	R	R			
Goal 3.2	Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.												
		K	1	2	3	4	5	6	7	8			
3.2.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.			I	R	R	M	M	A	A			
3.2.2	Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources							I	R	M			
Goal 3.3	Students will evaluate and select information sources and digital tools based on the appropriateness to specific tasks.												
		K	1	2	3	4	5	6	7	8			
3.3.1	Find and evaluate information related to a current or historical person or event using digital resources.					I	R	R	M	M			
3.3.2	Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.					I	R	R	M	A			
3.3.3	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.				I	R	R	M	A	A			
3.3.5	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	M	A	A			
Goal 3.4	Students will process data and report results.												
		K	1	2	3	4	5	6	7	8			
3.4.1	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M			
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade									
Goals and Competencies		K	1	2	3	4	5	6	7	8	
NETS # 4 Critical Thinking Problem-Solving & Decision-Making											
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.											
Goal 4.1	Students identify and define authentic problems and significant questions for investigation.										
4.1.1	Produce a media-rich digital story about a significant local event based on first-person interviews.					I	R	M	A	A	
4.1.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R	
Goal 4.2	Students plan and manage activities to develop a solution or complete a project.										
4.2.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.			I	R	R	M	M	A	A	
4.2.2	Identify and investigate a global issue and generate possible solutions using digital tools and resources.				I	R	R	M	A	A	
4.2.3	Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				I	R	R	R	M	A	
Goal 4.3	Students collect and analyze data to identify solutions and/or make informed decisions.										
4.3.1	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.			I	R	R	R	M	M	A	
4.3.2	Conduct science experiments using digital instruments and measurement devices.				I	R	R	M	A	A	
4.3.3	Gather data, examine patterns, and apply information for decision making using digital tools and resources.						I	R	M	A	
4.3.4	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M	
Competency Levels		I = Introduce		R = Reinforce		M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade									
Goal 4.4	Students use multiple processes and diverse perspectives to explore alternative solutions.										
		K	1	2	3	4	5	6	7	8	
4.4.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.			I	R	R	M	A	A	A	
4.4.2	Independently apply digital tools and resources to address a variety of tasks and problems.	I	R	R	R	M	M	A	A	A	
4.4.3	Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.				I	R	R	M	M	A	
4.4.4	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	M	M	A	
4.4.5	Independently develop and apply strategies for identifying and solving routine hardware and software problems.				I	R	R	R	M	A	
4.4.6	Employ curriculum-specific simulations to practice critical-thinking processes.							I	R	R	
NETS # 5 Digital Citizenship											
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.											
Goal 5.1	Students advocate and practice safe, legal, and responsible use of information and technology.										
		K	1	2	3	4	5	6	7	8	
5.1.1	Practice injury prevention by applying a variety of ergonomic strategies when using technology.	I	R	R	R	R	R	M	M	A	
5.1.2	Debate the effect of existing and emerging technologies on individuals, society, and the global community.				I	R	R	R	M	M	
5.1.3	Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.					I	R	R	M	A	
5.1.4	Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.					I	R	M	M	A	
Goal 5.2	Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.										
		K	1	2	3	4	5	6	7	8	
5.2.1	Demonstrate the safe and cooperative use of technology.	I	R	R							
5.2.2	Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.							I	R	R	
Competency Levels		I = Introduce		R = Reinforce		M = Mastered			A = Applied		

Goal 5.3	Students demonstrate personal responsibility for lifelong learning.									
		K	1	2	3	4	5	6	7	8
5.3.1	Demonstrate the safe and cooperative use of technology	I	R	R	R	M	M	M	A	A
Core Technology Skills Continuum K-8					Competency Level by Grade					
Goal 5.4	Students exhibit leadership for digital citizenship.									
		K	1	2	3	4	5	6	7	8
5.4.1	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R
NETS # 6 Technology Operations and Concepts										
Students demonstrate a sound understanding of technology concepts, systems and operations.										
Goal 6.1	Students understand and use technology systems.									
		K	1	2	3	4	5	6	7	8
6.1.1	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M
6.1.2	Integrate a variety of file types to create and illustrate a document or presentation.					I	R	R	M	M
6.1.3	Independently develop and apply strategies for identifying and solving routine hardware and software problems.					I	R	R	M	M
Goal 6.2	Students select and use applications effectively and productively.									
		K	1	2	3	4	5	6	7	8
6.2.1	Use digital-imaging technology to modify or create works of art for use in a digital presentation.				I	R	R	M	A	A
6.2.2	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.				I	R	R	M	A	A
6.2.3	Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				I	R	R	M	A	A
6.2.4	Create original animations or videos documenting school, community, or local events.							I	R	R
6.2.5	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	R	M	M
6.2.6	Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.							I	R	R
Competency Levels		I = Introduce		R = Reinforce		M = Mastered		A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade									
Goals and Competencies		K	1	2	3	4	5	6	7	8	
Goal 6.3	Students troubleshoot systems and applications.										
		K	1	2	3	4	5	6	7	8	
6.3.1	Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.	I	R	R	R	M	M	M	A	A	
6.3.2	Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.							I	R	R	
Goal 6.4	Students transfer current knowledge to learning of new technologies.										
		K	1	2	3	4	5	6	7	8	
6.4.1	Communicate about technology using developmentally appropriate and accurate terminology.	I	R	R	R	M	M	M	A	A	
6.4.2	Conduct science experiments using digital instruments and measurement devices.				I	R	R	M	M	A	
6.4.3	Debate the effect of existing and emerging technologies on individuals, society, and the global community.				I	R	R	M	M	A	
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied

Appendix D**LGUSD Keyboarding Scope & Sequence**

Grade	Skill	Software	Activities & Duration	WPM & accuracy
K	Exploratory	Type to Learn Jr.	Periodic exploration	N/A
1	Exploratory	Type to Learn Jr.	Periodic exploration	N/A
2	Beginning	Type to Learn Jr.	10 minute warm up. Introduction to word processing	N/A
3	Beginning	Type to Learn 3 Word processing	10 minute warm up Beginning word processing	10 WPM
4	Developing	Type to Learn 3 Word processing	10 min. warm up Advanced vocabulary settings Explicit word processing lessons	15 WPM 90%
5	Developing	Type to Learn 3 Word processing	10 min. warm up Advanced vocabulary settings Adjust other settings as needed Explicit word processing lessons	25 WPM 90%
6	Intermediate	Type to Learn 3 Word processing	10 min. warm up Individualize settings as needed Explicit word processing lessons	30 WPM 95%
7	Intermediate	Word processing	Incorporated into academic projects.	40 WPM 98%
8	Advanced	Word processing	Incorporated into academic projects.	45 WPM 98%

LGUSD Keyboarding Scope & Sequence

Exploratory:

Students explore the keyboard and use left or right hands to utilize the keyboard without crossing over.

Beginning:

Students are formally introduced to proper keyboarding techniques such as correct hand and body positions. Students practice touch-keyboarding techniques for operating the alphabetic keyboard and use punctuation as grade-level appropriate. Students produce brief documents at the keyboard, and begin proofreading and correcting errors. By the end of this level, students will type 10 WPM.

Developing:

Students use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate. Students utilize keyboarding skills when creating academic projects, and use language skills including capitalization, spelling, proofreading, and correcting errors. Students demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction. By the end of this level, students will type 25 WPM.

Intermediate

Students demonstrate touch-keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate. Students produce documents at the keyboard, proofread, and correct errors. Students use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate and demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction. By the end of this level, students will type a minimum of 40 WPM.

Advanced:

Students demonstrate mastery of beginning, developing and intermediate keyboarding skills. Students apply touch-keyboarding skills with appropriate speed and accuracy that makes typing more productive than handwriting. By the end of this level, students will type a minimum of 45 WPM.

Recommendations Summary:

Students experience keyboarding as brief warm-up or closing lessons in grades K-3 with little or no emphasis on more advanced skills. Formal keyboarding is introduced in third grade as a five-minute warm-up with attention to follow up word processing activities. As students' keyboarding ability develops, instructors adjust software settings and lesson duration to accommodate diverse learning needs. By the end of fifth grade, all students will demonstrate proper keyboarding techniques with a minimum of 25 WPM without looking at the keyboard. As an option, instructors may introduce keyboard covers as early as fourth grade as needed to encourage students to rely on touch-typing skills.

Appendix E

Core Software

The Los Gatos Union School District students and teachers have access to a wide variety of software. Due to the range of computer hardware across the district, separate software loads are necessary for the different operating systems. The lists below represent the similarities and differences according to operating systems Mac OS X Panther (10.3), Mac OS X Tiger (10.4) and Mac OS X Leopard (10.5).

Student Software Suite – OS X Panther (10.3)

Loaded on student machines in grades K-2

Productivity & Skills

Alexandria (library software)

Safari & Camino (web browsers)

Microsoft Office 2004

- Word
- Excel
- PowerPoint

iWork '05

- Keynote
- Pages

Stationery Studio

TypetoLearn3

TypetoLearnJR

Creativity & Innovation

Google SketchUp 6

iCal

Inspiration 7

Kidspiration 2

KidPix Deluxe 3X

Comic Life

Student Software Suite – OS X Tiger (10.4)

Loaded on student machines in grades 3-8

Productivity & Skills

Alexandria (library software)

Calculator, Grapher

Dictionary, Thesaurus

Safari & Camino (web browsers)

2006 World Book

- Encyclopedia
- Atlas
- Dictionary

Microsoft Office 2004

- Word
- Excel
- PowerPoint

iWork '06 & '08

- Keynote
- Numbers
- Pages

Stationery Studio

TypetoLearn3

TypetoLearnJR

Creativity & Innovation

iLife '06 & iLife'08

- GarageBand
- iMovie
- iPhoto
- iTunes
- iWeb

GoogleEarth & Google SketchUp 6

Inspiration 7

Kidspiration 2

KidPix Deluxe 3X

Comic Life

Photo Booth

Teacher Software – Mac OS X Leopard 10.5

Productivity & Skills

Calculator, Grapher

Dictionary, Thesaurus

Safari & Firefox (web browsers)

2006 World Book

- Encyclopedia
- Atlas
- Dictionary

Microsoft Office 2008

- Word
- Excel
- PowerPoint

iWork '08

- Keynote
- Numbers
- Pages

Stationery Studio

PowerTeacher Gradebook

Creativity & Innovation

iLife'08

- GarageBand
- iMovie
- iPhoto
- iTunes
- iWeb
- iDVD

GoogleEarth & Google SketchUp 6

iCal,

iChat

Inspiration 7

KidPix Deluxe 3X

Comic Life

Photo Booth

Appendix F**Minimum Hardware Standards**

To support its technology goals and objectives, the Los Gatos Union School District has set a minimum level of equipment and hardware standards for workstations throughout the district. Whenever possible, hardware will be upgraded to exceed minimum standards. The District is responsible for providing all network equipment such as servers, switches, wiring and routers. The district will be responsible for providing teachers with a MacBook laptop but each school site will be responsible for providing student workstation equipment that meets District standards.

District Office Workstations

Apple iMac with 2.66 GHz Intel Core Duo 2 processor at or better, 2GB memory, CDR/DVD super drive, 320 GB hard drive, 20” display, running MAC OS 10.5, network access and access to Apple “Virtual Machine” and Windows XP where appropriate (i.e., Business Department). Network access and access to a local network printer. All laptop computers will have Airport (wireless network) cards installed.

Administrator/Teacher Laptops

Apple MacBook laptop with 2.1 GHz Intel Core Duo 2 processor at or better, 1GB memory, CDR/DVD super drive, 120 GB hard drive, 13” display, running MAC OS 10.5, network access and access to Apple “Virtual Machine” and Windows XP where appropriate (i.e., Business Department). Network access and access to a local network printer. All laptop computers will have Airport (wireless network) cards installed.

School Computer Lab Workstations

Apple iMac with 2.66 GHz Intel Core Duo 2 processor at or better, 2GB memory, CDR/DVD super drive, 320 GB hard drive, 20” display, running MAC OS 10.5, network access and access to a nearby network printer.

Classroom Student Workstations

Apple iMac with 2.66 GHz Intel Core Duo 2 processor at or better, 2GB memory, CDR/DVD super drive, 320 GB hard drive, 20” display, running MAC OS 10.5, network access and access to a nearby network printer.

Servers

Apple Power MAC * with two 2.8GHz Quad-Core Intel Xeon processors

- * 2GB memory
- * ATI Radeon HD
- * 320GB Serial ATA hard drive
- * SuperDrive

Appendix G



Los Gatos Union School District Student Internet Use Contract



Before a Los Gatos Union School District student is allowed to access the Internet from school, he/she must first receive age-appropriate Internet instruction at school, agree to the following rules and responsibilities, along with their parent sign the Student Internet Use Contract, and return the signature page to their teacher.

I, _____, agree to the following when using a computer, other school equipment or when working on the Internet:

- ☛ I will use the district computers and equipment for educational purposes.
- ☛ I understand that the use of the district’s computer system is a privilege and the violation of any of these rules could result in loss of computer use, Internet use and/or other disciplinary action.
- ☛ I will not access email or download applications or materials (music included).
- ☛ I will obey all copyright laws. (I will not copy other people's words or pictures without asking.)
- ☛ I will only log on to a computer with **my** username and password.
- ☛ I will not access another person's folder, work or files.
- ☛ I will not attempt to bypass or circumvent District filters (i.e. Bess Internet Proxy).
- ☛ I will not cause damage to the school computers, the computer network or other school equipment.
- ☛ I will not create, access, display, distribute or download offensive (bad) messages, pictures or materials.
- ☛ I will not use the computer or network to harass or insult others.
- ☛ I will tell my teacher immediately if I come across any information that makes me feel uncomfortable.
- ☛ I will not take part in an interactive web project *unless* an adult directly supervises me.
- ☛ I will not enter or participate in a chat room or social networking site.
- ☛ I will not give out any personal information such as my name, address, telephone number, or the name and location of my school. I will not fill out any Internet forms and surveys unless instructed to do so by an adult at school.

Student & Parent/Guardian Agreement:

I understand and agree to these district policies. I will only use the District computer system in a reasonable and responsible manner as directed by a teacher or other District representative. I understand that if I violate this agreement, I will face disciplinary action and may lose access to the District computer system. I agree to obey all of the above stated rules and regulations.

(Parent signature)

(Printed Parent name)

(Date)

(Student signature)

(Printed Student name)

(Date)

OPT OUT! – **Internet Use – I DO NOT GIVE** permission to LGUSD to allow my student to access the internet from computers at school.



WORK/PHOTO/VIDEO RELEASE FORM

I authorize **Los Gatos School District** to create photographs, video, and audio recordings of my child, as well as written or recorded oral descriptions of my child and their school projects. These materials will be used for educational purposes and only the student's first name will be included in the video credits or picture captions.

I understand that **Los Gatos School District** may revise, annotate, edit and otherwise alter the recorded material to emphasize certain aspects of my child and their projects.

I understand that **Los Gatos School District** owns all copyright to these materials. I hereby release **Los Gatos School District** and its employees from any and all claims of any nature whatsoever which now or may hereafter have in connection with these recorded materials, including but not limited to claims based on defamation, copyright infringement, trademark infringement, or infringement of my right of privacy or of my right to publicity.

I understand that I have the right to request erasure of any part of a recording at the time of its creation or within three days thereafter. A copy of any recording will be made available to me for viewing if requested.

I authorize **Los Gatos School District** to publish photographs, video, or audio of me or my child, as well as written or recorded oral descriptions on the district websites. These materials will be used for educational purposes only and only as part of **Los Gatos School District Programs**. I understand that in the case of student work, *only first names* will be used to identify the author. I understand that *only first names* will be used with photographs or videos of students. The permission extends through the period of time the original project remains published on the Web.

(Parent signature)

(Printed Parent name)

(Date)

(Student signature)

(Printed Student name)

(Date)

OPT OUT! – Student Work on Web
 I DO NOT GIVE permission to LGUSD to publish my son or daughter's work on the class, school or district web site.

OPT OUT! – Student Photo or Video on Web
 I DO NOT GIVE permission to LGUSD to publish my son or daughter's photo or video on the class, school or district web site.

Teacher Technology Standards

The Technology Standards for Teachers in the Los Gatos Union School District are divided into six broad categories. Standards within each category are introduced, reinforced, and mastered by teachers. Administrators can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

National Educational Technology Standards for Teachers (2008)

7. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

8. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. **Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. **Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

1. participate in local and global learning communities to explore creative applications of technology to improve student learning.
2. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
3. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
4. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Appendix I

Technology Integration Matrix		Levels of Technology Integration into the Curriculum				
		Entry: The teacher uses technology to deliver curriculum content to students.	Adoption: The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point.	Adaptation: The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	Infusion: The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.	Transformation: The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Characteristics of the Learning Environment	Active: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	Collaborative: Students use technology tools to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to utilize collaborative tools, such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
	Constructive: Students use technology tools to build understanding rather than simply receive information.	Technology is used to deliver information to students.	Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students utilize technology to make connections and construct understanding across disciplines and throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
	Authentic: Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities that are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
	Goal Directed: Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.

Produced by the Florida Center for Instructional Technology, College of Education, University of South Florida c 2007

Appendix J Evaluation Timeline

POSITION		ABBREVIATION												
Director of Education Services		DES												
Director of Curriculum & Instruction		C&I												
Director of Technology		DT												
Technology Integration Mentor		TM												
District Technology Action Team		TAT												
Site Administrators		ADM												
Superintendent		SUP												
School Site Council		SSC												
Technology Team		TT												
Classroom Teachers		CT												
Goal	Task timeline	2009-2010			2010-2011				2011-2012				Responsible Party	
		S	F	W	S	S	F	W	S	S	F	W		S
3d	Review adopted math text supplemental tech resources including publisher software and websites.				X				X				X	C&I
3d	Explore and pilot supplemental programs such as National Library of Virtual Manipulatives (NLVM).			X	X		X	X	X					CT, DT, TM
3d	Provide staff development on math software and online resources.	X	X	X	X	X	X	X	X	X	X	X	X	TM
3d	Create and post on Employee Intranet a matrix of math curriculum software and web resources that is supported by the district.	X	X											TM, DT
3d	Review and pilot formative assessment program such as Pearson Benchmark and Inform with Elementary teachers.			X										DT, CT, TM
3e	Create the <i>LGUSD Student Technology Survey</i>	X												TM, DT, TAT

Goal	Task timeline	2009-2010				2010-2011				2011-2012				Responsible Party
		S	F	W	S	S	F	W	S	S	F	W	S	
3e	Conduct an annual assessment of technology and information literacy skills using the <i>Online LGUSD Student Technology Survey</i> (Grades 4 – 8)		X				X				X			DT, TM, TAT
3e	Train teacher leaders at each site in technology and information literacy skills.		X											TM
3e 3f 3g	Provide staff development for teachers on how to integrate technology and information literacy skills that includes ethical use of technology & internet safety.		X				X				X			TM
3e 3f 3g	TAT will revise and update the District’s Acceptable Use Policy (AUP) to ensure that it clearly references the ethical and lawful use of information technology, safe and responsible online practices as they relate to Internet safety, cyberbullying, online privacy and online predators.			X										TAT, DT
3e 3f 3g	The Student Services, Curriculum and Instruction and Technology Departments will research work with the <i>Parenting</i> Continuum to develop a parent education series on Internet Safety including but not limited to discussions regarding cyberbullying, online privacy, social networking and online predators.		X											DES, DT
3h	Acquire needed technology								X					DT
3h	Install and maintain technology	X	X	X	X	X	X	X	X	X	X	X	X	DT, TT
3h	Provide staff development in technology integration	X	X	X	X	X	X	X	X	X	X	X	X	TM
3h	Secure funds to purchase mobile computer carts for all sites.								X					DT, SUP
3i	The Director of Technology will support the use of the PowerSchool student database at all school sites to increase teacher productivity, efficiency and data-driven decision making in the classroom.		X											TAT, DT
3i	Online report cards and assessment reports will be created by the Director of Technology and made available to all teachers through PowerGrade and PowerSchool Teacher.		X											DT

Goal	Task timeline	2009-2010				2010-2011				2011-2012				Responsible Party
		S	F	W	S	S	F	W	S	S	F	W	S	
3i	In August of each year and then on an as-needed basis, training will be given to all staff by the Director of Technology on the use of PowerSchool for the collection of student data, record keeping, assessment and data analysis for instructional design.		X											DT
4b1	Provide staff development on approved math software and text supplemental technology resources including publisher software and websites and other online resources such as the National Library of Virtual Manipulatives (NLVM)		X			X				X				TM
4b1	Provide staff development on formative assessment program such as Pearson Benchmark and Inform			X										TM, DT
4b1	Provide staff development on data collection, analysis and reporting utilizing a spreadsheet software program		X											TM
4b2	The District will support and maintain a Technology Integration Mentor under the direction of the Director of Technology to provide technology staff development in coordination with the District staff development program.		X			X				X				TAT, DT
4b2	The Technology Integration Mentor will develop and maintain a multi-year plan for professional development to address differentiation.	X				X				X				TM
4b2	The Technology Integration Mentor will offer regular classes for all staff based on results of the California Department of Education’s EdTech Profile, staff technology surveys, requests by teachers and district academic and instructional focus areas will be offered.				X									TM
4b2	Site administrators will ensure that the classroom teacher is responsible for integrating technology into the core curriculum using district adopted materials and resources to differentiate instruction.								X					TM, DT

Goal	Task timeline	2009-2010				2010-2011				2011-2012				Responsible Party
		S	F	W	S	S	F	W	S	S	F	W	S	
4b2	The Technology Integration Mentor will provide staff development on presentation design and delivery utilizing software programs such as PowerPoint or Keynote.	X	X	X	X	X	X	X	X	X	X	X	X	TM
4b2	The District will support technology staff development with comprehensive online web resources posted on the LGUSD web site and through the District Intranet collaboratively maintained by the District technology team.								X					TM, CT
4b2	The District will promote and support teacher participation in technology conferences and summer institutes.	X	X	X	X	X	X	X	X	X	X	X	X	DT, C&I
4b3	Teachers, administrators and support staff will participate in with California Department of Education’s EdTech Profile and become familiar with levels of staff technology proficiency through discussions at staff meetings, during workshops on staff development days, and postings to the LGUSD web site.				X				X				X	DT, ADM
4b3	The District Technology Integration Mentor will offer regular district staff development in the integration of technology into the curriculum and basic computer and technology skills.	X	X	X	X	X	X	X	X	X	X	X	X	TM
4b3	The Technology Integration Mentor will provide staff development in the area of Internet Research and Appropriate and Ethical Use of Information Technology	X	X	X	X	X	X	X	X	X	X	X	X	TM
4b3	Site administrators will adopt and implement common teacher observation tools supported by technology resources.		X											DT, C&I, ADM
4b3	All new teachers will attend an Introduction to District Technology workshop during their new teacher orientation before the start of school.	X				X				X				DT, SUP

Goal	Task timeline	2009-2010				2010-2011				2011-2012				Responsible Party
		S	F	W	S	S	F	W	S	S	F	W	S	
4b4	The Director of Technology will work with the Director of Curriculum and Instruction to insure that technology integration classes are offered on regularly scheduled staff development days.		X				X				X			DT, C&I
4b4	All staff will have the opportunity to attend technology integration learning opportunities through District staff development, Foothill College (LINC), UCSC, San Jose State, RAFT and the SCCOE. They will be publicized on the district website and through staff email announcements.	X	X	X	X	X	X	X	X	X	X	X	X	DT, TM
4b4	Throughout the 2009-2010 school year, the Technology Integration Mentor will offer regular District staff development in the curricular use of technology and technology integration.	X	X	X	X	X	X	X	X	X	X	X	X	DT, TM
4b4	Teachers, administrators and support staff will become familiar with the National Educational Technology Standards (NETS*S) and the District K-8 Core Technology Skills Continuum through the LGUSD web site at staff meetings and during workshops on staff development days.	X	X	X	X	X	X	X	X	X	X	X	X	DT, TM, CT
4b4	Staff participation in local and statewide technology conferences such as the SV Mini-CUE and the CUE Conference will be promoted and supported.				X			X					X	DT, TM
4b4	The Director of Technology will work closely with the District Technology Action Team, District Curriculum Leadership Council and the Director of Curriculum and Instruction to integrate technology-based projects into training in core curriculum areas.		X				X				X			TAT, DT, C&I
5b	Order additional bandwidth						X							DT
5b	Needs assessment to determine which computers will be replaced					X								TT, DT
5b	Purchase additional Computers						X				X			SUP, DT, ADM
5b	Install and configure additional computers						X				X			TT, DT

Appendix C – Criteria for EETT Funded Technology Plans

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

For corresponding EETT Requirements, see the EETT Technology Plan Requirement (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 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 new plan, can include technology plan development in the first year).	9	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 required (7/1/xx to 6/30/xx) .	The plan is less than three years or more than five years in length. Incorrect Format: Plan duration is 2008-2011.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	10	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 (App D).			
a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.	11	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.	12	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district’s curricular goals that are supported by this tech plan. Note: Include a list document types, as well as summary description of each.	14	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.

<p>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.</p>	<p>16</p>	<p>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.</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>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.</p>	<p>17</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>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>
<p>f. New! List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2008).</p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. New! List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)</p>	<p>19</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>20</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.</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>21</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district’s student record-keeping and assessment efforts.</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>22</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</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>23</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 EETT Requirement(s): 5 and 12 (Appendix D).</p>			
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>23</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 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 district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>27</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>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>33</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 EETT Requirement(s): 6 and 12 (Appendix D).</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>36</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support</p>	<p>41</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between</p>

needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		support the implementation of the district’s Curriculum and Professional Development Components.	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 for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.	41	The annual benchmarks 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 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 the annual benchmarks 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).			
a. List established and potential funding sources.	42	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.
b. Estimate annual implementation costs for the term of the plan.	43	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.	44	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.	45	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).			
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	45	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.

<p>b. Schedule for evaluating the effect of plan implementation.</p>	<p>46</p>	<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>46</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>a. 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.)</p>	<p>46</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>
<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>			
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>46</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>b. 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>49</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>