



knowledge

It is the mission of the South Pasadena Unified School District to promote high academic achievement, build character, and foster creativity for every student.

South Pasadena Unified School District

Technology Plan July 1, 2009 – June 30, 2012

Board of Education

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South Pasadena Unified School District
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South Pasadena Unified School District District Technology Use Plan

District Profile

The city of South Pasadena is located in the West San Gabriel Valley. South Pasadena Unified School District is comprised of three elementary schools (Arroyo Vista, Marengo and Monterey Hills), Middle School and High School. Currently student enrollment is approximately 4200.



SPUSD has consistently remained a high achieving school district. Recently one of our elementary schools (Monterey Hills) has been named a California Distinguished School. Our Elementary Schools have Academic Performance Index (API) scores in the 900 range. Our Middle School and High school have API scores in the mid 800s.

The Middle School will be undergoing Phase III Modernization. Technology improvements have become a part of the modernization with an allocation of Bond funds.

In 1998 the District along with the City of South Pasadena, began an ambitious project to connect all sites and facilities with multi-stranded fiber optic cable using pathways from the cable company. Currently all school sites are connected to the District Office via fiber optic cable for data and voice.

In 2008, the SPUSD School Board in collaboration with the Leadership Team established Strategic Goals for the District. Technology goals have been incorporated into the District's Strategic Goals.

1. Plan Duration July 1, 2009 – June 30, 2012

The Board of Education of the South Pasadena Unified School District has set forth a strong student-centered philosophical base for District programs:

“In order for today’s students to become contributing citizens of this rapidly changing, highly technological and interdependent society, the District commits itself to safe and secure schools in which all students, regardless of background, can achieve and grow.”

Today’s technology expands learning opportunities. Never before have we been able to access information without regard to distance and time. But today’s technologies are not merely electronic devices or tools. We believe that technology is a process that

combines people, tools, plans and principles in a systematic approach to accomplish a purpose. This plan reflects our current thinking. Because we live in a rapidly-changing world, we realize that in our culture of change we will need to review and revisit our plans with new understandings in the years to come.

Using curriculum and instruction as the driving component of the Technology Plan and following the District's Strategic Goals, the District for the next three years shall expand its technology use in a number of areas.

- Teachers will have available an increased range of technology tools they can use in their instruction and will increase the number of technology-based lessons they deliver to students
- Students will achieve minimum technology proficiency by the end of the 5th grade
- The District will develop the Passages Program at grades 5, 8, 10, and 12, where students will exhibit their proficiency in core curriculum using technology as a tool for research, analysis, and public presentation.
- The District will provide increased access to technology for students both during and outside of the school day
- The District will implement district-wide programs for online attendance, grade book management, grade posting, and web publishing
- The district will identify, acquire or develop, and implement systems for communicating statewide assessment results to teachers, programs for creating and analyzing classroom assessments, and a standards-based report card
- The District will improve technology-based communication with the community
- All teachers will achieve personal and instructional proficiency
- The District will provide professional development opportunities and training, maintain and support existing infrastructure, and ensure that modernization efforts encompass adequate plans for technology
- The District, with the guidance of the SPUSD Technology Committee, will provide increased technical support, and monitor and support the implementation of this plan.

2. Stakeholders

The District Technology Plan Committee is responsible for reviewing site technology plans and evaluating conformance of plans with the District Technology Plan, as well as for monitoring progress with regards to the Technology Plan itself. The District Technology Plan Committee is a team of volunteers who have met to create this plan. The members of the Technology Committee gathered input from their sites and offered a perspective within the district (administrator, teacher) and outside of the district (parent).

The Assistant Superintendent of Instructional Services and Director of Technology composed the draft of the Technology Plan for submittal to the members. After the committee approves the Technology Plan, the School Board and Superintendent will receive a copy for approval. A PDF copy will also be available on the District website once it has been approved by the Board.

Each school will have a site technology committee that will develop and update a Site Technology Plan, including goals for technology (how technology will be used to meet curricular needs), identified technology needs (training, curriculum integration, equipment, other resources, etc.), and an implementation schedule. The Site Technology Plan shall provide for the achievement of the district technology outcomes and shall be consistent with the District Technology Plan. The work of the site technology committee shall be coordinated at each site by a site technology coordinator.

Planning and Writing

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Director of Technology

Tech Committee Members

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Emily Williams
Cecil Smith
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Assistant Superintendent of Business
Student Database Technician
Principal Middle School / Parent
Principal Elementary School
Librarian Middle School
Librarian High School
Elementary School Teacher
Elementary School Teacher
Middle School Teacher
Instructional Aide Computer Lab
Parent

District Goal

The District set forth Board approved Strategic Goals in 2008. One of the Strategic Goals is support for technology.

- Create a technology environment that improves access to information
- Provide a reliable network infrastructure to support bandwidth needs
- Provide a technical support structure that standardizes request for technical assistance
- Create a long range plan to increase the level of comfort using technology and skills in day-to-day activities
- Provide opportunities for professional development in technology

The District has adopted the State Standards in language arts, math, science, social studies and visual and performing arts.

Students will be given the opportunity to be able to effectively use technology in order to live, learn, and work successfully in an increasingly complex and information-rich society. In a successful educational setting, technology will help students to become:

- Capable information technology users.
- Discerning users of information gathered.
- Problem posers, solvers and decision makers.
- Creative and effective users of productivity tools.
- Communicators, collaborators, publishers, and producers.
- Informed, responsible, and contributing citizens.

3. Curriculum

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

The growth of technology resources at South Pasadena schools has expanded beyond the classroom.

The transition from paper to online grading and attendance has been implemented. Teachers have the ability to record grades online on and off campus. Parents are able to monitor the progress of their child via a Parent Portal feature on our student information system (Aeries).

Every teacher has a District provided email. The District's email system incorporates a groupware environment. Groups, referred to as 'conferences', have been created for each school site and district-wide to allow collaborative communication. Information can be shared among many users.

The District has increased the usage of student computer login accounts. Prior to 2007, only the High School students had login accounts. This has been expanded to the Middle School, and it is expected that, in the next three years, every student at all levels will have an account. Student login accounts will give the District the ability to allow access after school (at home). The Library Management system Follett Destiny allows students to login with their unique account inside or outside the District's network.

Students actively use computers on a daily basis. Computer labs are available at each school site. The Middle School and High School have multiple labs, some used for specialized programs (graphics). The Internet is used for research, assessment and homework. Many teachers have posted their syllabus and assignments online. The District is also exploring the use of Moodle and Wikispaces to facilitate communication between teacher and students.

After school computer usage has been made available at the Middle School and High school. The District's Extended Daycare program has available computers.

The District has also addressed the students with special needs by providing technology to support learning (laptops and Alpha Smarts).

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

The use of technology in the curriculum has become an essential part of the learning process. In particular, online multimedia (video clips) has resulted in the need to increase bandwidth and provide the network equipment to support it.

Each classroom has multiple network access ports and at least one computer. To expand the availability of the network, wireless access points are being incorporated into the overall network design.

To support the multimedia component, many classrooms have projectors, with some science labs utilizing document imaging cameras.

Students have experience with the two major computer platforms (PCs and Macs). Macs are primarily used at the elementary levels and PCs are mainly used at the Middle and High School levels.

The student information system (SIS) has been an essential component on providing data assessment. The District has been expanding the online availability of the data assessment access (LARS and Data Director).

The District has made efforts to standardize hardware and software. Microsoft Office has become the standard for word processing, spreadsheets and presentations. The Adobe Creative Suite has also become part of the standard.

The District has established a standard for parent communication. Connect ED provides emergency notification, parental outreach and student attendance communications. Any SPUSD administrator can dial an 800-number, record a personalized voice message and send it to selected recipients at their home, cell or office number, and can also send the same message in written form, via email.

In addition, within the District, resources are available at individual schools including online research databases, online encyclopedias, textbook software, webpage authoring software, electronic grade books, and a wide variety of specialized, age-appropriate software resources for each grade level. The District and school sites provide a variety of additional technology tools, including televisions, VCR/DVD players, LCD projectors, digital video and still cameras, tape recorders with multiple headphones for activity centers, overhead projectors, and assistive technology for students with special needs (e.g., Alpha Smart notebooks).

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

SPUSD Vision Statement

Our students reach their individual potential by developing intellectual abilities, emotional maturity, unique talents, love of learning and responsibility for their own learning. They confidently participate in the complex, global environment.

The Board of Education has adopted standards in the core academic areas of English language arts, math, science, history/social science and English language development. In addition, South Pasadena Unified School District has also established standards in the areas of physical education and visual and performing arts, foreign language and

technology. For technology, the National Educational Technology Standards for Students served as the model for our students.

Adoptions in language arts, math and science have provided teachers with resources for purposes of intervention, general instruction, as well as enrichment. Digital media is available from the publishers. The curricular goals and Technology Plan are aligned with the State Standards.

Below you will find an overview of District technology standards, K-12:

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient and can integrate the use of technology.
2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

The curricular goals to address these standards are stated below.

Goal 1: All four core subject areas (language arts, mathematics, social studies, and science) will utilize appropriate subject specific software that supports the District's curricular goals and academic content standards.

Goal 2: All teachers will effectively utilize a range of technology tools (hardware or software) to plan and implement lessons and units that integrate appropriate technology in subject-specific content areas to support the District's curricular goals and academic content standards.

Goal 3: Students will demonstrate grade level appropriate technology and information literacy skills as part of their learning experience through use of computers in classroom projects for electronic research, presentation design and delivery, content creation, exploration, data analysis, skill building, and/or problem solving and information interpretation.

Goal 4: All K-12 students will follow the District's Acceptable Use Policy (AUP). Curriculum will be provided on the ethical use of information technology.

Goal 5: All teachers will use the District's web attendance, gradebook, grade posting, and web publishing style to efficiently take attendance and record grades.

Goal 6: Technology to make assessment more efficient will be made available to all teachers so that they can meet individual student's academic needs.

Goal 7: The District will provide resources to ensure that all teachers and administrators are accessible to parents.

At the three elementary schools, all students, K-5, visit the computer lab weekly. Students acquire the technology skills found in the National Educational Technology Standards (NETS) Appendix A, through the International Society for Technology in Education (ISTE) program. Students continue to acquire technical skills in Middle School by expanding the use of digital media and online resources for class assignments. All High School students are expected to understand how to handle online content knowledge and information technology skills. The emphasis is on preparing students for real-world skills based on an increasing real time knowledge-based workforce.

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

GOAL 1. ALL FOUR CORE SUBJECT AREAS (LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE) WILL UTILIZE APPROPRIATE SUBJECT SPECIFIC SOFTWARE THAT SUPPORT THE DISTRICT'S CURRICULAR GOALS AND ACADEMIC CONTENT STANDARDS.

Implementation Plan:

Below you will find the objective and timeline for Goal 1. Responsibility to find these materials will be that of the Assistant Superintendent of Instructional Services along with the site principals and teachers. Principals will supervise the implementation and evaluation of these tools. Funds will be provided by categorical funds, grants and PTA donations. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Services.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
1.1 Grades K-5 Students will be able to utilize office applications to support the curricular goals in all four core subject areas	50% will be introduced to word process and digital presentation applications	60% will be introduced to word process and digital presentation applications	70% will be introduced to word process and digital presentation applications	80% will be introduced to word process and digital presentation applications
Grades 6-8 Students will be able to utilize office applications to support the curricular goals in all four core subject areas	50% will be able to use digital media and online resources for class assignments	60% will be able to use digital media and online resources for class assignments	70% will be able to use digital media and online resources for class assignments	80% will be able to use digital media and online resources for class assignments
Grades 9-12 Students will be able to utilize office applications to support the curricular goals in all four core subject areas	50% will be introduced to word process and digital presentation applications	60% will be introduced to word process and digital presentation applications	70% will be introduced to word process and digital presentation applications	80% will be introduced to word process and digital presentation applications

1.2 K-12 students and teachers will use technology-based applications to improve proficiency for students in ELD and other interventions	20% of EL students will receive technology-enhanced intervention a minimum of 1 day a week	40% of EL students will receive technology-enhanced intervention a minimum of 1 day a week	60% of EL students will receive technology-enhanced intervention a minimum of 1 day a week	80% of EL students will receive technology-enhanced intervention a minimum of 1 day a week
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GOAL 2. ALL TEACHERS WILL EFFECTIVELY UTILIZE A RANGE OF TECHNOLOGY TOOLS (HARDWARE OR SOFTWARE) TO PLAN AND IMPLEMENT LESSONS AND UNITS THAT INTEGRATE APPROPRIATE TECHNOLOGY IN SUBJECT-SPECIFIC CONTENT AREAS TO SUPPORT THE DISTRICT'S CURRICULAR GOALS AND ACADEMIC CONTENT STANDARDS.

Implementation Plan

Below you will find the objective and timeline for Goal 1. Responsibility to find these materials will be that of the Assistant Superintendent of Instructional Services along with the site principals and teachers. Principals will supervise the implementation and evaluation of these tools. Funds will be provided by categorical funds, grants and a potential combination of PTA, SPEF, and Parcel Tax revenue. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Services.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
2.1 All teachers will utilize technology tools for instruction.	50% of teachers will use technology tools in their instruction, including computer-based technology.	60% of teachers will use technology tools in their instruction, including computer-based technology.	70% of teachers will use technology tools in their instruction, including computer-based technology.	80% of teachers will use technology tools in their instruction, including computer-based technology.
2.2 All teachers will incorporate technology into their lessons	50% of teachers will include in their lesson plan a use of technology in instruction.	60% of teachers will include in their lesson plan a use of technology in instruction.	70% of teachers will include in their lesson plan a use of technology in instruction.	80% of teachers will include in their lesson plan a use of technology in instruction.
2.3 All teachers will have access to a common set of technology tools in their classroom	50% of teachers will have a common set of technology tools in their classroom	60% of teachers will have a common set of technology tools in their classroom	70% of teachers will have a common set of technology tools in their classroom	80% of teachers will have a common set of technology tools in their classroom

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

GOAL 3. STUDENTS WILL DEMONSTRATE GRADE LEVEL APPROPRIATE TECHNOLOGY AND INFORMATION LITERACY SKILLS AS PART OF THEIR LEARNING EXPERIENCE THROUGH USE OF COMPUTERS IN CLASSROOM PROJECTS FOR ELECTRONIC RESEARCH, PRESENTATION DESIGN AND DELIVERY, CONTENT CREATION, EXPLORATION, DATA ANALYSIS, SKILL BUILDING, AND /OR PROBLEM SOLVING AND INFORMATION INTERPRETATION.

Implementation Plan

Below you will find the objective and timeline for Goal 3. At the three elementary schools, all students, K-5, visit the computer lab weekly. Students acquire the technology skills found in the NETS through the ISTE (see Appendix A) program as well as how to access, interpret, evaluate, organize, select, and produce information. Students continue to acquire skills these in Middle School with technology classes being part of the elective wheel as well as frequent classroom visitations to the computer lab. As students progress to the High School, the use of technology (applications, multimedia, online research) will be more prevalent. Upon graduation, students will possess the skills to disaggregate substantial content knowledge and information technology skills needed in the workplace. Funds will be provided by District categorical funds. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Services.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
3.1 Grades K-3 Students will be able to master keyboarding functions	50% of students will have basic typing skills. Students will be able to cut, copy and paste, save files.	60% of students will have basic typing skills. Students will be able to cut, copy and paste, save files.	70% of students will have basic typing skills. Students will be able to cut, copy and paste, save files.	80% of students will have basic typing skills. Students will be able to cut, copy and paste, save files.
3.2 Grades 4-6 Students will be able to use word processing and multimedia applications. Introduction to online research.	50% of students will be able to use word processing function like spell checking and formatting. Students will follow online safety (i-SAFE)	60% of students will be able to use word processing function like spell checking and formatting. Students will follow online safety (i-SAFE)	70% of students will be able to use word processing function like spell checking and formatting. Students will follow online safety (i-SAFE)	80% of students will be able to use word processing function like spell checking and formatting. Students will follow online safety (i-SAFE)

3.3 Grades 7-12 Students will use office applications on assignments	50% of students will be able to utilize all aspects of technology (online, apps) for research and assignments.	60% of students will be able to utilize all aspects of technology (online, apps) for research and assignments.	70% of students will be able to utilize all aspects of technology (online, apps) for research and assignments.	80% of students will be able to utilize all aspects of technology (online, apps) for research and assignments.
3.4 All students will have daily instructional access to internet-connected computers, applications and/or assistive technology to support their academic needs.	50% of students will have daily instructional access to internet-connected computers, applications and/or assistive technology to support their academic needs.	60% of students will have daily instructional access to internet-connected computers, applications and/or assistive technology to support their academic needs.	70% of students will have daily instructional access to internet-connected computers, applications and/or assistive technology to support their academic needs.	80% of students will have daily instructional access to internet-connected computers, applications and/or assistive technology to support their academic needs.

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

GOAL 4. ALL K-12 STUDENTS WILL FOLLOW THE DISTRICT'S ACCEPTABLE USE POLICY (AUP). CURRICULUM WILL BE PROVIDED ON THE ETHICAL USE OF INFORMATION TECHNOLOGY.

Implementation Plan

Below are the objectives and timelines for Goal 4. Review of the Acceptable Use Policy (AUP) to the students will be conducted through the libraries and computer labs. The District will provide a standard on ethical use of technology and Internet safety. The AUP will be reviewed and updated during the annual review of the Technology Plan. The below are examples of unethical usage:

- Plagiarism, copyright infringement
- Illegal downloading of copyrighted and licensed materials

The Technology Committee will review and evaluate available resources, like i-SAFE to comply with Chavez Bill AB 307. The Children's Internet Protection Act (CIPA) will uphold the District's commitment to provide content filtering to students. The overall monitoring program will be done by the Principals, Assistant Superintendent of Instructional Services and Director of Technology.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
4.1 All Teachers will have completed training on Ethical use of Technology using i-SAFE.	30% of teachers will have completed the certification process in compliance with AB 307	50% of teachers will have completed the certification process in compliance with AB 307	70% of teachers will have completed the certification process in compliance with AB 307	80% of teachers will have completed the certification process in compliance with AB 307
4.2 All students will acquire information literacy skills to address Ethical use of Technology.	Evaluate and introduce an Internet safety program (i-SAFE) to the students	All sites will develop a plan on how to include the Internet Safety program into the curriculum	All sites will evaluate the effectiveness of the implementation of the Internet Safety program	All sites will utilize a standard Internet Safety curriculum and continue to monitor the effectiveness

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

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
4.3 All Teachers will have completed training on Internet Safety using i-SAFE.	30% of teachers will have completed the certification process in compliance with AB 307	50% of teachers will have completed the certification process in compliance with AB 307	70% of teachers will have completed the certification process in compliance with AB 307	80% of teachers will have completed the certification process in compliance with AB 307
4.4 All students will acquire information literacy skills to address Internet safety and evaluation of resources.	Evaluate and introduce an Internet safety program (i-SAFE) to the students	All sites will develop a plan on how to include the Internet Safety program into the curriculum	All sites will evaluate the effectiveness of the implementation of the Internet Safety program	All sites will utilize a standard Internet Safety curriculum and continue to monitor the effectiveness

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

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
4.5 All students will have access to technology during the regular school day.	All students will have access to technology during the school day through assigned classes and teachers' utilization of computer laboratories. Special needs students will have access to specialized technologies as needed.	School sites will develop a plan to provide students with increased access to technology during nutrition and lunch.	School sites will begin to implement plans to provide students with increased access to technology during nutrition and lunch.	School sites will evaluate the effectiveness of the increased access to technology to ensure that all students' needs are addressed.
4.6 All students will have access to technology outside of regular school hours.	Each school site will conduct a needs assessment to determine students' technology needs outside of the school day.	School sites will develop plans to increase student access to technology outside of the school day and will explore possible staffing and funding sources to fulfill this plan.	School sites will continue to explore funding issues and will begin implementing plans to increase student access to technology outside of the school day.	School sites will implement plans to increase access to technology outside of the school day.

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

GOAL 5. ALL TEACHERS WILL USE THE DISTRICT'S WEB ATTENDANCE, GRADEBOOK, GRADE POSTING, AND WEB PUBLISHING SYSTEM TO EFFICIENTLY TAKE ATTENDANCE AND RECORD GRADES.

Implementation Program

Below you will find the objective and timeline for Goal 5. The Director of Technology, District Data Technician, and the Assistant Superintendent of Instructional Services will provide staff development as well as technical support. Staff development will include classes pertaining to the use of grade books, the web attendance system, and web publishing. Funds will be provided by the District general funds and categorical funds. The Ed Tech Profile will help to monitor this objective. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Services.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
5.1 All teachers will use the District's web attendance system to efficiently take attendance.	A selected school will begin implementation after meeting the requirements. The District will explore security access issues.	Teachers at all school sites will use the District's web attendance system to efficiently take attendance.	All teachers will use the District's web attendance system to efficiently take attendance.	All teachers will continue to use the District's web attendance system to efficiently take attendance.
5.2 All teachers will use the District's grade book, grade posting, and web publishing systems to efficiently post grades.	60% of all 6 th through 12 th grade teachers will be trained to use the selected online grade book program. 6 th through 12 th grade teachers at all school sites will utilize this system to calculate and post grades across the district.	70% of all 6 th through 12 th grade teachers will be trained to use the selected online grade book program. 6 th through 12 th grade teachers at all school sites will utilize this system to calculate and post grades across the district.	70% of all teachers will be trained to use the selected online grade book program. 6 th through 12 th grade teachers at all school sites will utilize this system to calculate and post grades.	80% of all teachers will be trained to use the selected online grade book program. 6 th through 12 th grade teachers at all school sites will utilize this system to calculate and post grades.

GOAL 6. TECHNOLOGY TO MAKE ASSESSMENT MORE EFFICIENT WILL BE MADE AVAILABLE TO ALL TEACHERS SO THAT THEY CAN MEET INDIVIDUAL STUDENT'S ACADEMIC NEEDS.

Implementation Program

Below you will find the objective and timeline for Goal 6. The Director of Technology, District Data Technician, and the Assistant Superintendent of Instruction will provide staff development as well as technical support. Staff development will include classes pertaining to the use of LARS, assessment tools, and standards-based report cards. The Ed Tech Profile will help to monitor this objective. Funds will be provided by the District's general funds and categorical funds. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Service

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
6.1 Statewide assessment information will be made available to all teachers in a variety of formats	District will upload assessment data to student database and train staff to run reports. District will explore the feasibility of providing to all sites. Teachers will use Aeries ABI to view student data.	Statewide assessment reports will be provided to teachers in a variety of formats. Teachers at all school sites will use the Aeries ABI feature to view student data.	Reports will continue to be provided to teachers. All teachers will use the Aeries ABI feature to view student data.	Reports will continue to be provided to teachers. All teachers will continue to use the Aeries ABI feature to view student data.
6.2 All 6 th through 12 th grade teachers will use the District's assessment systems to efficiently create, analyze, and revise classroom assessments.	The District will explore various electronic assessment authoring tools. The District will select an electronic assessment authoring tool for use across the District.	All site-level technology coordinators will be trained to use the selected electronic assessment authoring tool. They will pilot this program and use it to create, analyze, and revise classroom assessments.	All 6 th through 12 th grade teachers will be trained to use electronic assessment authoring tool. 6 th through 12 th grade teachers at all school sites will utilize this program to create, analyze, and revise classroom assessments.	All 6 th through 12 th grade teachers will utilize the selected electronic assessment authoring tool to create, analyze, and revise classroom assessments.
6.3 All K-5 teachers will utilize a standards-based report card to report and analyze student progress.	The District will work with all 1-5 teachers to revisit the format of the standards-based report card at the 1-5 level, including compatibility with Aeries.	The District will select and pilot a format for a standards-based report card at the 1-5 level that is compatible with Aeries.	All K-5 teachers will utilize the new standards-based report card. Aeries will be used to analyze achievement information.	All K-5 teachers will utilize the new standards-based report card. Aeries will be used to analyze achievement information.

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

GOAL 7. THE DISTRICT WILL PROVIDE RESOURCES TO ENSURE THAT ALL TEACHERS AND ADMINISTRATORS ARE ACCESSIBLE TO PARENTS.

Implementation Program

Below you will find the objective and timeline for Goal 7. The Director of Technology, District Data Technician, and the Assistant Superintendent of Instructional Services will provide staff development as well as technical support. Staff development will include classes pertaining to the use of online communications. The EdTechProfile will help to monitor this objective. Funds will be provided by the District general funds and categorical funds. The overall monitoring program will be done by the Principals and Assistant Superintendent of Instructional Services.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
7.1 All teachers and administrators will use e-mail to communicate effectively with parents.	All teachers and administrators will have and regularly access district e-mail accounts, including the conference option for collaboration. Emergency cards will be revised to include e-mail addresses.	A directory of staff e-mail addresses will be made available to all parents and community members. Each school site will develop a directory of parent e-mail addresses for staff use.	Schools will continue to maintain a directory of parent e-mail addresses and will send school communications regularly.	Schools will continue to maintain a directory of parent e-mail addresses and to send school communications regularly.
7.2 All district and site websites will be effective and up-to-date conduits of information to the community.	Each school site and the district office will maintain an up-to-date website.	Each school site and the district office will continue to maintain an up-to-date website.	Each school site and the district office will continue to maintain an up-to-date website with links to all teacher websites for all teachers.	Each school site and the district office will continue to maintain an up-to-date website with links to all teacher websites for all teachers.
7.3 Voicemail will be an effective and up-to-date avenue of communication with parents.	All staff will have access to voicemail, be trained in its use, and check it regularly.	All staff will have access to voicemail, be trained in its use, and check it regularly.	All staff will have access to voicemail, be trained in its use, and check it regularly.	All staff will have access to voicemail, be trained in its use, and check it regularly.

7.4 Aeries progress reports for 6-12 grades will be utilized to provide parents and students with up-to-date information about students' progress and grades.	All 6-12 teachers will migrate towards Aeries ABI grade book program	All 6-12 technology trainers will be trained to use Aeries grade book. The trainers will be the point person to rollout the grade book to other teachers.	All 6-12 teachers will be trained to use the grade book program. These teachers at the middle school and high school sites will utilize this system to calculate and record grades, and will send reports electronically.	All 6-12 teachers will utilize the grade book program to calculate and record grades, and will send reports electronically.
7.5 The autodialer and email system will be utilized as an effective avenue of communication with parents.	Each school site will utilize its autodialer and an email broadcast process system to communicate effectively with families.	Each school site will utilize its autodialer and an email broadcast process system to communicate effectively with families.	Each school site will utilize its autodialer system and an email broadcast process to communicate effectively with families.	Each school site will utilize its autodialer system and an email broadcast process to communicate effectively with families.

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

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

Evaluations include:

- Each trimester, all grade levels or departments will meet at a faculty meeting to share and collaborate on lessons that integrate technology into the core curriculum. The variety of new tools and strategies used will be evaluated by the grade level or department to determine effectiveness. Agendas and roll sheets will be kept from those meetings.
- Each trimester, all grade levels or departments will complete a technology curriculum checklist to self-monitor their progress in integrating technology into core curriculum. These checklists will be reviewed by the site administrator and each site administrator will report those findings to the Assistant Superintendent of Instructional Services.
- Each trimester the site technology committee and the district technology committee will also review each school's findings of the self-assessments.
- Evaluation of the stated benchmarks at the end of the 3-year plan by the district technology committee.
- Online surveys from teacher and parents will be used to provide information on progress and needed improvements.
- Ongoing monitoring of technology activities by school site technology committees. Agendas and roll sheets will be kept from those meetings.

4. Professional Development

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

SPUSD recognizes that in order for real change to take place on how teachers conduct lessons and administrators use data collection, quality Professional Development is required. The success of meaningful technology use in the District rests on the effectiveness of all staff members' development in the understanding and use of technology. Instruction in how to understand and use technology will support the strengthening of instructional strategies identified as appropriate by the District's technology plan.

The District recognizes three levels of technological proficiency within SPUSD staff. From Level 1, it generally takes three years to reach Level 3.

Level 1 Personal Proficiency: Using technology for personal use

Level 2 Instructional Proficiency: Incorporating technology into instruction

Level 3 Leadership Proficiency: Training colleagues to reach levels 1 and 2

Level 1 – Personal Proficiency

Objective - All teachers are able to

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

Proficiencies - All teachers are able to:

- Activate a personal computer and install software.
- Use basic computer troubleshooting skills.
- Use a word processing application.
- Use a spreadsheet and/or file management application.
- Use the Internet to access, evaluate, and use information.
- Use e-mail.
- Use common media display tools.
- Use technology equipment safely.

Level 2 – Instructional Proficiency

Objective - All teachers are able to:

- Apply educational technology skills.
- Integrate technology outcomes into lesson plans.

Proficiencies - All teachers are able to:

- Use technology to present information in the classroom.

- Develop Internet-based research lessons based on information literacy. Concepts (requiring students to use technology to locate, evaluate, and collect information from a variety of sources, to use technology tools to process data and report results, and to evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks).
- Develop technology-embedded student assignments in which students use basic applications to research, synthesize, and/or present information.
- Use technology to prepare students to be successful citizens.
- Develop technology-embedded student assignments in which students use basic applications to research, synthesize, and/or present information.
- Understand technological issues involving safety practices, ethics, and equitable access.
- Use computer-based technology for classroom management, i.e. attendance, grades, IEPs.

Level 3 - Leadership Proficiency

Objective – Technology teacher leaders (30% of all teachers) are able to:

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

Proficiencies - Technology teacher leaders (30% of all teachers) are able to:

- Use a variety of technology tools.
- Demonstrate and teach instructional technology proficiency.
- Lead in the development of site technology plans.
- Support the integration of technology into the curriculum.

Using the information that has been gathered from the EdTechProfile survey and observation software, it has been determined that the majority of staff members are between introductory and intermediate levels.

Teachers that have actively used a higher degree of multimedia presentation in instruction have generated interest among the other staff. This has led to an increase in request for presentation software (PowerPoint, Keynote) and hardware (projectors).

Administrators and administrative staff have attained a level of technical competency using email, word processing, spreadsheets and presentations. Student database users have attained an average level of database knowledge. They are able to create queries, run reports and search fields for information.

The District is committed to expanding the opportunities for technical professional development. Labs at school sites will be utilized during off hours and professional development days.

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

GOAL 4b. All teachers, administrator and staff will have access to District provided technology training classes through after school professional development classes and workshops.

Implementation Program

Below you will find the objective and timeline for Goal 4b. The Director of Technology, the District Data Technician, and the Assistant Superintendent of Instructional Services, and teacher leaders will provide staff development. Staff development will include District classes, conferences and Professional Development Days. The EdTechProfile will monitor this objective. Funds will be provided by the District’s general funds, categorical funds, ROP funds and donations. The overall monitoring program can be found at the end of curriculum goals.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
4b.1 All teachers will have access to District provided technology training classes through after school professional development classes and workshops.	All teachers will have access to 6 hours of District provided technology training classes.	All teachers will have access to 10 hours of District provided technology training classes.	All teachers will have access to 15 hours of District provided technology training classes.	All teachers will have access to 20 hours of District provided technology training classes.
4b.2 All administrators and staff will have access to District provided technology training classes through after school professional development classes and workshops	All administrators and staff will have access to 6 hours of District provided technology training classes.	All administrators and staff will have access to 10 hours of District provided technology training classes.	All administrators and staff will have access to 15 hours of District provided technology training classes.	All administrators and staff will have access to 20 hours of District provided technology training classes.
4b.3 30% of teachers will attain leadership proficiency and will become the trainers in a District-wide trainer-of-trainers staff development model.	Site technology leaders will work to identify a cadre of teachers with leadership potential. The District will train all site technology coordinators in the use of new applications and tools.	Site technology leaders begin training a cadre of teachers with leadership potential (one per grade level or subject area). The District will continue to train all site technology coordinators in the use of new applications and tools.	Site technology leaders expand leadership cadre to include 15% of teachers. Coordinators implement a trainer-of-trainers staff development model; District continues training site technology coordinators.	Site technology leaders expand their leadership cadre to include 30% of teachers. Coordinators continue trainer-of-trainers staff development model; District continues training site technology coordinators.

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

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

- Ongoing annual assessment through EdTechProfile to determine future staff training and professional growth needs. Aggregated results (at the site and district levels) will be collected, reviewed, and reported to the school board to show progress, highlights and new goals for technology integration. Board agendas will be evidence
- Ongoing feedback from PAR and BTSA committee members where possible and appropriate.
- Each trimester, all grade levels or departments will meet at a faculty meeting to share and collaborate on lessons that integrate technology into the core curriculum. Agendas and roll sheets will be collected.
- Each trimester, all grade levels or departments will complete a technology curriculum checklist to self-monitor their progress in integrating technology into core curriculum. These checklists will be reviewed by the site administrator and each site administrator will report those findings to the Assistant Superintendent of Instructional Services.
- Each trimester the site technology committee and the district technology committee will also review each school's findings of the self-assessments.
- Evaluation of the stated benchmarks at the end of the 3 -year plan by the district technology committee.
- Ongoing monitoring of technology activities by school site technology committees. Agendas and roll sheets will be collected.

5. Infrastructure Hardware Technical Support and Software

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

Existing Hardware

Using network discovery tools to identify network enabled devices and classify them in hardware categories, the table below was created.

All computers have an internet connection, online learning resources, and basic software applications determined by the District set standards. Each site has a point-to-point connection for data and voice via a District owned Single Mode Fiber connection to the District Office.

The Sites have a local server to run applications and store staff and student data. Each administration staff and teacher has a home folder on the server for storage. Students at the Middle and High School have home folders. Preparations have been made to expand home folders for Elementary students.

The network layout design has been standardized. This design will be followed on the Phase III Modernization of the Middle School. The MDF (Main Distribution Frame) is the location of the head-end network connection. The MDF will also have the phone switch. Each building wing will have an IDF (Intermediate Distribution Frame). Each IDF will home-run back the MDF via Fiber Optic cable.

Classrooms under modernization or new construction will have 7 (seven) data connections and one voice connection. The voice connection will be able to support VoIP (Voice over IP).

The Technology Department has established minimum specifications for new technology purchases, gifts of new equipment, and donations of used equipment as follows:

Category	Minimum Requirement
PC or Apple Mac Computer	Pentium Dual Core or equivalent
Processor	Dual or Quad Core
Memory	4 GB
Hard Drive size	80 GB
Monitor	17" – 19" Flat Screen LCD
Sound Card	Integrated
Network Card	Integrated
Keyboard Required	
Mouse Required	
Printer	Dell or HP Laser Printer
Scanner	USB or firewire with software
CD/CD-R/CD-RW/DVD/DVD-R	USB or firewire with software

South Pasadena Unified School District's Instructional Technology Inventory						
	Arroyo Vista	Marengo	Monterey Hills	South Pas Middle School	South Pas High School	Totals
Students Enrolled (CBEDS)	595	632	500	1013	1508	4248
Available Computers	162	130	97	165	362	916
Student: Computer Ratio	3.7 to 1	4.9 to 1	5.2 to 1	6.1 to 1	4.1 to 1	

Funding for technology will be found in a variety of sources. Categorical monies such as Title I, II, and III offer some funds. Title V allows funds for new and innovative technology programs. Money from the General fund can also fill in the rest of the costs with PTA, SPEF (South Pasadena Educational Foundation), and various small grants also contributing to the specific sites and the District.

Existing Internet Access

Internet service is provided by AT&T on a LACOE (Los Angeles County Office of Education) service contract. The District has upgraded from a copper T1 (1.544Mbps) to a fiber optic Opt-E Man circuit rated at 20Mbps with the capacity for 1Gbps.

The core network equipment between the sites (MDF) has been upgraded to Cisco Catalyst Switches (4500 and 3560) connected at gigabit full duplex speed. Fiber Data connections at the site between the MDF and IDF are enabled at gigabit and 10/100Mbps speed.

Internet content filtering is handled by LACOE using an 8e6 filter at their location. Email

Spam and virus protection is handled by a service contract.

Existing Electronic Learning Resources

The District has been working toward standardizing Electronic Learning Resources. Office Suite applications have been standardized to Microsoft Office for both Macs and PCs.

With the increase in Internet bandwidth, video on-demand streaming (United Streaming, TeacherTube) has been made available for teachers and students.

To facilitate the direction of web application moving to Web 2.0, the District has enabled a Parent Portal to view their child's progress and grades. The District has recently upgraded the library management program from Spectrum Winnebago to Follett Destiny. The Destiny application is accessible on the Internet outside of the District.

Existing Technical Support

The South Pasadena Unified School District has provided all district staff with hardware, electronic learning resources, networking, and a telecommunication infrastructure. The number of computers in the classrooms and labs has also increased.

The Director of Technology supervises two (2) computer technicians and is primarily responsible for the day-to-day operation (monitor servers, network, email support and purchasing technology) and maintaining the District's network. The Director and support staff will help facilitate projects that require technical expertise (i.e. software and lab installs).

High level technical support has been augmented by purchasing a support contract with a Technical Consultant. This contract is based on hours used and as needed. The service covers Gold Level Support from Microsoft and Cisco engineers.

The 1.5 District Computer Technicians provide network, desktop and application support. The other half has been designated to support the High School. Each elementary school has a 19.75 hour/week Lab Aide to help facilitate instruction using technology. To help reduce the amount of onsite visits, the District utilizes web-based remote desktop access software.

The District uses custom written online Help Desk system. Users can submit problems online and will receive an email response on the resolution. An internal technical knowledgebase has been setup to allow other techs to post solutions to problems for others to see.

Figures gathered from the Help Desk system show the following:

- 28% of problems are handled the same day
- 19% of problems are addressed in one day
- 20% of problems take longer than 7 days to address

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

Hardware Needed

Hardware standards need to be established, updated and adhered to in order to maintain a consistent setup at all sites. The benefits will be:

- Simplified maintenance and support
- Ability to stock replacement parts for immediate repairs
- Training on number of hardware items will be reduced
- Users moving from site to site will work with consistent hardware setup
- A life cycle of 5 years will be established for replacing computers.

The network infrastructure will need to support gigabit speed between MDF and IDF. The District has already reached the goal of gigabit speed between District Office and sites.

Network switches that are older than 7 years will need to be replaced with Cisco Catalyst Switches. Cisco has a trade-in program to recover around 10% or greater of the purchase price towards new equipment.

A standard classroom setup will include the following:

- Voice telephone port with ability to support future VoIP (Voice over IP)
- Cable or equivalent TV signal input jack
- Viewing screen (LCD or projector)
- Video input device to interface computer into viewing device
- One teacher workstation connected to the network
- Three student workstations network
- Ability to connect to an on-site wireless access point

To support Federal Electronics Challenge (FEC – www.federalelectronicschallenge.net) Green initiative, the District will implement electronic products that reduce power consumption and manage obsolete electronic waste (ewaste) in an environmentally safe way.

Electronic Learning Resources Needed

Data storage requirements will increase as the amount of multimedia materials are incorporated into the curriculum and into students' work on student assignments.

Document sharing system (Xerox DocuShare) will help facilitate the centralizing of reprographics operations.

Teachers have expressed an interest to utilize multimedia enhanced curriculum. The resources needed include:

- Video display (LCD, Projector, Document Camera)
- Necessary cabling
- Media resource library (United Streaming, YouTube, TeacherTube, Discovery Channel, Safari Montage)

The District will explore the increased usage of multimedia instructional materials and equipment to support the curriculum. To act as a guideline for the site technology plan, levels of multimedia equipment have been outlined by grade level.

- Standard Instruction – Technology will be present in the classroom to allow the teacher access to online materials, which includes access to the student database for online attendance. The computer lab will be available to enhance instruction.
- Multimedia Enhanced Instruction – In addition to the above, the teacher will have available multimedia equipment to support the curriculum.
- Multimedia Enhanced with Student Participation – This level will engage the students visually and interactively. The teacher will be able to quickly monitor student comprehension with the voting (clicker) participation device.

Grades K-5 Equipment	Standard Instruction	Multimedia Enhanced Instruction	Multimedia Enhanced Instruction with Student Participation
	By 2010 all classrooms have available the following	By 2011 50% of the classrooms have available the following	2011-12, 70% of the classrooms have available the following
Phone	X	X	X
TV with Cable access, video player	X	X	X
One Teacher Workstation (Laptop or Desktop)	X	X	X
Ability to connect to Laser Printer	X	X	X
Projector		X	X
Speakers		X	X
3-5 student computer workstations		X	X
Document Camera (Elmo)			X
Interactive Whiteboard and or Tablet, Voting Device			X
Notebook Computers or Handheld device			X

Grades 6-8 (Instruction will be enhanced with computer lab exercises) Equipment	Standard Instruction	Multimedia Enhanced Instruction	Multimedia Enhanced Instruction with Student Participation
	By 2010 all classrooms have available the following	By 2011 50% of the classrooms have available the following	2011-12, 70% of the classrooms have available the following
Phone	X	X	X
TV with Cable access, video player	X	X	X
One Teacher Workstation (Laptop or Desktop)	X	X	X
Ability to connect to Laser Printer	X	X	X
Projector (on cart or ceiling mounted)		X	X
Speakers		X	X
5 student computer workstations		X	X
Document Camera (Elmo)			X
Interactive Whiteboard and or Tablet, Voting Device			X
Notebook Computers			X

Grades 9-12 (Instruction will be enhanced with computer lab exercises) Equipment	Standard Instruction	Multimedia Enhanced Instruction	Multimedia Enhanced Instruction with Student Participation
	By 2010 all classrooms have available the following	By 2011 70% of the classrooms have available the following	2011-12, 80% of the classrooms have available the following
Phone	X	X	X
TV with Cable access, video player	X	X	X
One Teacher Workstation (Laptop or Desktop)	X	X	X
Ability to connect to Laser Printer	X	X	X
Projector (on cart or ceiling mounted)		X	X
Speakers		X	X
5 student computer workstations		X	X
Document Camera (Elmo)			X
Interactive Whiteboard and or Tablet, Voting Device			X
Notebook Computers			X

Networking and Telecommunications Infrastructure Needed

The District already has in place a fiber optic backbone connection between sites. This fiber infrastructure supports both data and voice. To utilize the potential bandwidth capacity, the District will need to progressively replace aging network switches. At certain designated MDF and IDF location, the replacement switches will support Power Over Ethernet (PoE).

Wireless access point locations will require:

- Authentication to access network resources
- Securing wireless access points
- Wireless access point management tools

The District Technology Department will look into Network Access Control (NAC) to enhance network security.

Physical Plant Modifications Needed

The power consumption at each site's MDF is projected to become lower as servers and switches are consolidated. Some MDF locations require the addition or upgrade of existing air conditioning. Options that are being considered are a climate controlled cabinet or modifying existing HVAC systems.

Technical Support Needed

The District recognizes the need to increase the availability of technical support. Currently the computer to technician ratio is around 400:1, well above the recommended standard of 50:1 established by BECTA (British Educational Communications and Technology Agency).

The reliance on technology has created a greater urgency for support timeliness (same day or next day response). The Technology Department has only been documenting request that have been submitted online. There is a need to record all technical requests to show greater accountability on the actual work performed by the Technology Department. Technical Professional Development will be offered to all staff to ensure the maximum usage of technology.

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

Implementation Program

Year	2009	2010	2011	2012	Responsibility
Hardware Replaced or Purchased	50% of 7+ years old equipment will be replaced	70% of 7+ years old equipment will be replaced	80% of 7+ years old equipment will be replaced	90% of 7+ years old equipment will be replaced	Sites and Director of Technology
Infrastructure Replaced or Purchased	50% of 7+ years old equipment will be replaced	70% of 7+ years old equipment will be replaced	80% of 7+ years old equipment will be replaced	90% of 7+ years old equipment will be replaced	Director of Technology
Learning Resources Purchased	Purchase as needed or required	Purchase as needed or required	Purchase as needed or required	Purchase as needed or required	Director of Technology and Asst Supt of Instructional Services
Technicians	2 FTE	2.5 FTE	3 FTE	4 FTE	Director of Technology
Technical Access	All staff will use Tech Support System to report problems. 10% will do basic troubleshooting skills	All staff will use Tech Support System to report problems. 20% will do basic troubleshooting skills	All staff will use Tech Support System to report problems. 30% will do basic troubleshooting skills	All staff will use Tech Support System to report problems. 50% will do basic troubleshooting skills	Director of Technology

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

The Director of Technology will establish the standards and develop the long range planning. Each site's Technology Committee will establish the immediate needs for their site.

The District Technology Committee will review the Technology Plan biannually to ensure that progress has been made and if modification or addendums need to be made. Information will be shared with the Leadership Team comprised of the Superintendent, Assistant Superintendents, Principals, Assistant Principals and Directors.

Technical Data Collection will be obtained from the Help Desk system and network monitoring tools. The compiled data will be analyzed to identify areas for improvement.

6. Funding and Budget

SPUSD views the funding for technology as a component to meet the District's Strategic Goals. These goals were established and approved by the School Board to improve student achievement. To support the vision of the District, long range fiscal planning will provide consistent funding during variation in the State budget.

The District budget includes funding for technical management and support for all sites. The District funds annually maintenance agreements and upgrades network equipment.

6a. List of established and potential funding sources.

The following list of established and potential funding sources is an approximation:

- Title I – Disadvantaged Students
- Title II – Teacher Quality
- Title V – Innovative Strategies
- EETT – Technology Support and Staff Development
- Grants
- E-Rate
- General Funds
- Private Donations
 - Education Foundation (South Pasadena Education Foundation)
 - Parent Teacher Association
 - Measure M Bond
 - Parcel Tax (pending voter approval)
- School Improvements

The District will also explore the potential for allocating additional General Budget Funds toward technology use.

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

Projected Budget Category	Item Descriptions	Est. Year 1 Cost	Est. Year 2 Cost	Est. Year 3 Cost	E-rate Eligible Amount
1000-1999 Certificated Salaries	Site Level Site Technology Coordinators 1 @ each K-6 Site 2 @SPMS 3 FTE @ SPHS	\$40,000	\$40,000	\$40,000	N/A
2000-2999 Classified Salaries	District Level Director of Technology Computer Technician 3 Instructional Assistants	\$200,000	\$200,000	\$200,000	N/A
3000-3999 Employee Benefits	Certificated and Classified STRS (8.25%) PERS (13.02%) SUI (.45%) OASDI (.45%) W/C (2.6%) W/C (2.6%) Medicare (1.45%) OASDI (6.2%) Health & Welfare (\$8,000 Max) Medicare Health & Welfare (\$8,000 Max)	\$63,000	\$63,000	\$63,000	N/A
4000-4999 Materials & Supplies	District Level Software & Supplies Site Level Software & Supplies	\$32,500	\$32,500	\$32,500	N/A
5000-5999 Other Services & Operating Expenses	District Level Internet Service Telephone Service Cell Phone Service Network Consultant Maintenance/Repairs Infrastructure Upgrades Security (Anti-Theft) Norton Anti-Virus Software Microsoft School Agreement Aeries software Support Website Conferences Net Support Software Security (Anti-Theft) Security (Network)	\$50,000	\$50,000	\$50,000	\$100,000
6000-6999 Capital Outlay	Network equipment \$50,00	0	\$50,000	\$50,000	N/A
Total Projected Expenditures		\$435,500	\$435,500	\$435,500	\$100,000**

** E-Rate discount has been calculated at 40% based on < 20% participation in the NLSP (School Lunch Program)

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

Each year, school sites identify obsolete equipment, and the District coordinates the removal and disposal of that equipment. Obsolete equipment is replaced as needed, and as funds are available, by the school site. A site inventory database is maintained by the Maintenance and Operations Office. Equipment in need of repairs is classified as ‘obsolete’ if the cost of the repair exceeds 70% of the value for equipment older than 3 years.

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

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

Site Technology Committee

Each school will have a Site Technology Committee acting as a sub-committee of its School Site Council. This committee will consist of teachers, students, parents, and administrators. The Committee shall develop and keep current a site technology plan.

The Site Technology Plan shall:

- Include school and department goals for technology at all grade levels (how technology meets curricular needs).
- Identify needs for technology (teacher and staff training, curriculum integration, equipment and other resources).
- Provide for the achievement of the District technology outcomes.
- Align with the district technology plan.
- Keep detailed minutes, agendas and roll sheets of meetings.

7. Monitoring and Evaluation

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

Technology's impact on student learning and attainment of the District's curricular goals are monitored by the District Technology Committee and reported to the Superintendent and Board of Education annually.

A district survey and evaluation will be conducted each year and reported to the committee for review. Benchmarks and progress of implement will be monitored by the District Technology Committee. Student achievement is evaluated using multiple measures, including standardized test scores. The District Technology Plan will be revised each year, along with the Site Technology Use Plans.

Teachers and site administrator will annually complete the EdTechProfile to help monitor the usage and expansion of instructional technology. Student technology usage will be monitored by feedback from the teachers. Student equity of access to technology will be included. Benchmarks and monitoring will help establish whether progress is being made and what modifications need to be made. Successful implementation of the technology plan will be determined from academic information showing student achievement improvement.

Final evaluation of technology's impact on student learning and attainment of the District's curricular goals will be reported at the end of the technology plan cycle (every 3 years). All objectives and components will be reviewed, evaluated, and revised as needed by the District Technology Committee. The Committee will assist in making recommendations and adjustments to the District and Site Technology Plan.

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

The District Technology Committee meets three times a year. This committee oversees the implementation of the Technology Plan.

2009-2012 District Technology Committee Meetings

Timeline	Action Item	Responsibility
2 nd Quarter	Plan, review and revise Technology Plan	Tech Committee
3 rd Quarter	Plan, review and finalize. Submit to the Board for review	Tech Committee Assistant Supt. Of Instructional Services Director of Technology
4 th Quarter	Progress report. Plan Staff Development	Assistant Supt. Of Instructional Services Director of Technology

In subsequent years, the District Technology Committee will meet on a quarterly basis to evaluate the plan and its implementation, to plan future activities, and to ensure that the goals and benchmarks outlined in the Technology Plan are being met.

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

The Process

The information obtained through the monitoring and evaluation process will be used to formulate the basis of the next revision of the Technology Plan. This Plan will continue to change as technology continues to redefine our classrooms. The District Technology Committee will continue to use the information gathered through the monitoring and evaluation phase of the current plan to make ongoing recommendations to the South Pasadena Unified School District's Board of Education to foster technological change and advancement.

The Communication

Communication between the stakeholders will take place twice a year at scheduled meetings and on the District's e-mail system. Annually, a report will be made available to the Board of Education to review to show the District's direction of technology usage. It is also the intent that the Technology Plan shall serve as a guide and explanation for technology fund raising efforts and offer justification for monetary donations.

8. Collaborative Strategies with Adult Literacy Providers

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

The ROP program provides students with occupational training opportunities in a specific job skill that can assist students in obtaining full-time and part-time employment. These following classes integrate technology into the core of the subject matter. Currently, students are offered classes in Computer Accounting, Computer Assisted Drafting (CAD), and Graphic Design. The District is also evaluating the feasibility of having a Cisco Academy and establishing a partnership with a local community college.

GOAL 10. THE DISTRICT WILL PLAN WITH LOCAL ADULT LITERACY PROVIDERS TO ASSIST THE DISTRICT IN COLLABORATIVELY PROVIDING ADULT LITERACY PROGRAMS.

Objective	Benchmarks			
	12/2009	12/2010	12/2011	12/2012
10.1The District will partner with local service clubs, volunteer programs, Regional Occupational Programs, and Parent Education for planning and implementation of technology programs that will benefit both day and evening students of all ages.	District will provide two adult literacy/parent and community offerings at the high school.	District will provide at least three adult literacy/parent and community offerings at the middle school and high school.	District will provide at least three adult literacy/parent and community offerings at all district sites.	District will provide at least four adult literacy/parent and community offerings at all district sites.

9. Effective Researched Based Methods and Strategies

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

Burns, Mary. "From Compliance to Commitment: Technology as a Catalyst for Communities of Learning." Phi Delta Kappan December 2002: 295.

A two-year professional development project for K-12 teachers is detailed. The study concluded that professional development in technology that provided basic instruction linked to curriculum was more effective than intensive focus on technology skills alone. Technology instruction was relevant to the curriculum, teachers worked together around a limited number of computers, and facilitators provided only basic instruction. This replicated classroom conditions and teachers learned skills and strategies for implementing technology into their curriculum.

Our plan recognizes the need for comprehensive teacher training, and we will implement strategies contained in this study. Relevancy and applicability are crucial for teachers to embrace and implement technology in the classroom.

Olson, Allan. "Technology that Moves Assessment and Student Achievement Forward." MultiMedia & Internet@Schools November/December 2004: 26.

Robertson, Peter. "Results Matter." Technology & Learning September 2005: 31.

Both these articles point to the need for automated data collection, ranging from assessment data to attendance, grade, and other relevant information. With information available immediately, teachers can chart students individually and create customized instruction using other software tools.

Data collection and management are integral components of every technology plan, but should not overwhelm other uses of technology. As we upgrade our software and implement new programs, we will continue to focus on classroom needs as well as assessment needs. As Robertson states, we will "seek out applications that support and extend quality instruction and provide assessment data as a by-product."

David Bowman. "Thinking Through the Technology Puzzle: Winning True Integration." The Educational Technology Journal October 2004 :14:1
<http://fno.org/oct04/covoct.html>

Teachers are not supposed to “teach technology”: they are supposed to teach their subjects and create conditions for student learning, which is the foundation of technology integration. The article outlines poor uses of technology in the classroom but then gives appropriate and practical suggestion. It also stresses professional development to enhance teaching and learning and the use of computer technology and the learning environment.

This research relates to this technology plan because of the encouragement of technology for questioning, exploration, discovery and communication. There is also an interest in focusing professional development strategies on the teaching and learning process and helping to make technology resources more available for the staff.

Barron, Anne E., Kate Kemker, Christine Harmes, Kimberly Kalaydjian. “ Large-Scale Research Study on Technology in K-12 Schools: Technology Integration as It Relates to the National Technology Standards”. February 2006
<http://www.questia.com/PM.qst?a=o&d=5002540546>

White, Noel, Cathy Ringstaff, Loretta Kelley. “Getting the Most from Technology in Schools”. January 2002

Spending on computer-based technology in schools continues to grow, based on an expectation that student learning will follow, yet policy makers are still unsure of how to get the most return on this investment. Research shows that in addition to monetary investment, planning and organization are required if computer-based technology is to enhance student learning.

Both of these articles highlight the focus on teachers’ instructional modes related to technology integration as outlined in the National Educational Technology Standards for Students. Approximately 50% of the teachers who responded to the surveys indicated they were using technology as a classroom communication tool; smaller percentages were reported for technology integration as productivity, research, or problem solving tools. In comparisons across subject areas, statistically significant differences were noted when teachers used computers as a research tool or as a problem-solving/decision-making tool. In both cases, science teachers report the highest usage followed by mathematics teachers.

This research highlights technology must be integrated into daily lessons, and not left as stand-alone subject. Staff development will be a necessary part of our work in the next 4 years to guarantee teachers have the opportunity to share with one another and learn ways to integrate technology into classroom teaching.

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

The District has implemented language testing for college credit utilizing approved testing software and multimedia computers. The language test results are recorded and sent for evaluation.

To enhance and expand the availability of advanced courses, online and distance learning will be incorporated into the current curriculum. Online Advanced Placement courses will offer a variety of course offerings. The advantage of online courses also extends to the participation of courses. Course offerings that normally would need to be cancelled due to insufficient enrollment could still take place.

The District has taken steps to ensure that sufficient bandwidth is available to handle video conferencing and streaming that is often used in an online curriculum.

Appendix A – ISTE National Education Technology Standards (NETS)

Students (Est. 2007)

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, and 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.

Teachers (Est. 2008)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement,

and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for

students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. 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

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

Teachers 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 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 and 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:

- a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- b.** 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
- c.** 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
- d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Appendix C – Criteria for EETT Funded Technology Plans

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1-2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3-4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	5	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.	5-6	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.	6-8	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>9-10</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>11-12</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. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>12-13</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. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>13</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>14</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>14-16</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>17-18</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>18</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>19-20</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>

b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	21	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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.
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.	22	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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	23-25	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The 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.

b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	26-29	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	30	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	32	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	33	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.

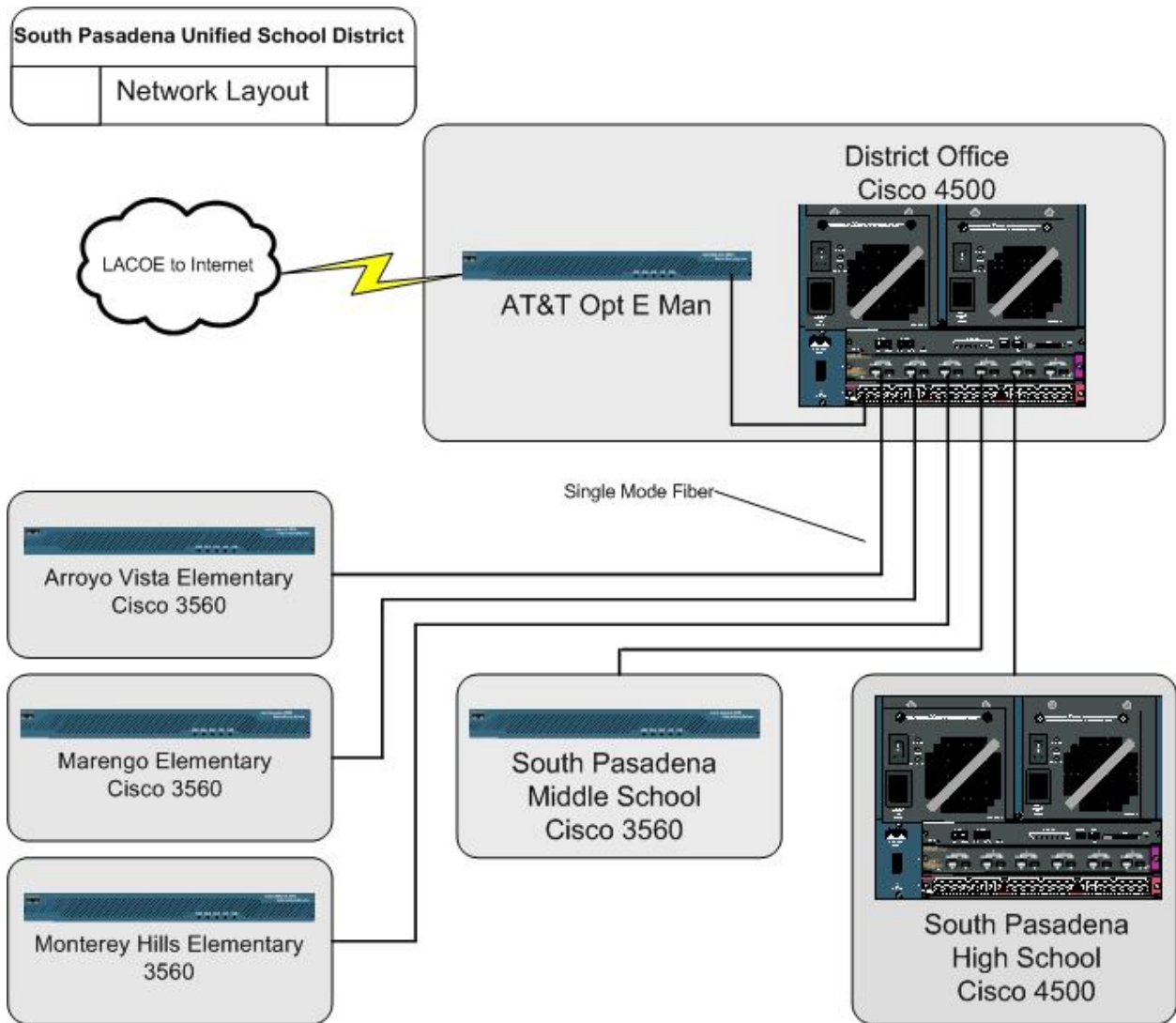
c. Describe the district's replacement policy for obsolete equipment.	34	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not 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.	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	35	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	35-36	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	36	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	37	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	38-39	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. 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.	40	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix D – Network Diagram



External Connection to Internet

SPUSD connects to the internet with Fiber Optic cable provided by the service provider. The capacity is in place for future gigabit speed.

Internal Connections (point to point)

Each site connects back to the District via multi stranded fiber optic cable. The fiber optic cable is owned by the District and internal connection speed is rated at 1Gbps.

Appendix J – Technology Plan Contract Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19 - 65029

School Code (Direct funded charters only): _____

LEA Name: South Pasadena Unified School District

*Salutation: Mr. Ms. Dr.

*First Name: Gen

*Last Name: Naydo

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*Zip Code: 91030

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*Required information in the ETPRS

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