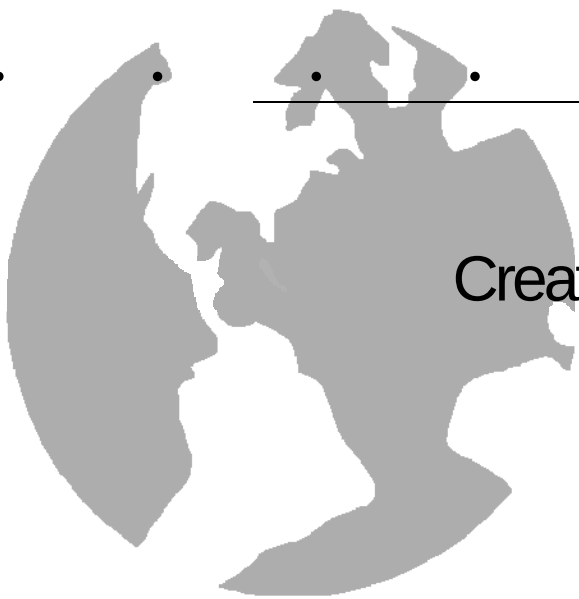


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Del Mar Union School District

Educational Technology Plan

2008 – 2013



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Creating Lifelong Learners

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December 2007

Enhancing Education Through Technology (EETT)



Del Mar Union School District Application

Online Submission Deadline

Cycle B

December 7, 2007

The Del Mar Union School District's
June 30, 2008 – July 1, 2013
Educational Technology Plan
embraces the following beliefs and goal:

*The California Planning Commission for Educational Technology
believes that technology will
enhance students' learning;
increase the intellectual productivity of faculty; and
contribute to the management efficiency of administrators and staff
through the use of instructional and information technologies.*

*It has long been a goal of California's schools, colleges, and universities
to help its citizens become life-long learners who
acquire the knowledge, skills, and attitudes
required for present and future success in
their work and personal lives, and for
full democratic participation in a rapidly changing society.*

*The Commission believes that
educational technology supports this goal.*

**Excerpt from
The California Master Plan for Educational Technology**

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Del Mar Union School District Board of Trustees:

Dr. Annette Easton	President of the Board
Dr. Janet Lamborghini	Clerk of the Board
	Rep. to North City West School Facilities Finance Authority (NCW/JPA)
Linda Crawford	Rep. to Legislative Action Network (LAN)
Steven McDowell	Rep. to Del Mar Schools Education Foundation
Katherine White	Rep. to North Coastal Consortium for Special Education (NCCSE)

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Introduction

The Del Mar Union School District is located in San Diego County, California and serves approximately 4,000 students. Del Mar has become one of the fastest growing school districts in California having increased from 2 elementary schools in 1992, to 8 elementary schools in 2007. Four of the District's schools have already been designated California Distinguished Schools. Families are attracted to our district based on the outstanding learning opportunities and effective educational programs. Our student population has a diverse variety of cultures and ethnic backgrounds. The following chart is based on 2006-07 CBEDS data.

District	Dist. Code	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Response	Total
Del Mar Union Elementary	3768056	6 2.2%)	887 (23.1%)	6 (0.2%)	61 (1.6%)	223 (5.8%)	67 (1.7%)	2,580 (67.1%)	15 (0.4%)	3,845

Technology in the Del Mar Union School District will enhance student learning, improve the efficiency and productivity of staff members and facilitate communication among students, staff, and parents. This Plan addresses the following issues:

- District's integration of technology into classrooms to maximize student access and curriculum-based learning outcomes by providing resources, materials, and tools that meet individual needs and a wide range of learning styles;
- Infrastructure requirements (networks, electrical, phones, video, etc.) needed to implement an integrated, "invisible" network;
- Professional development / proficiency requirements needed to facilitate student learning;
- Administrative applications (record keeping, attendance, inter-site, and intra-site communications, etc.) to increase staff efficiency;
- Funding and Budget resources to insure that all of the Plan's components have the necessary equipment, training, and technical support;
- Effective process to monitor and evaluate all facets of the implementation;
- Adult literacy identification and input; and
- Research-based activities.

It is our belief that the implementation of this Technology Plan will enable the students of the District to apply technology as a learning tool, establish a solid foundation for future academic and personal success, and acquire the skills needed to become lifelong learners. For example, students will:

- Grow in technological literacy, providing for school and career success, and promoting lifelong learning for successful transition from school to workplace;
- Have additional opportunities for independent learning, developing abilities to problem solve and critically evaluate available resources, while learning digital etiquette and Internet safety;
- Develop thinking skills, visualize outcomes, solve problems creatively and learn independently, cooperatively, and collaboratively; and
- Learn how to access and manage information, practice skills, and develop competencies.

The Vision In Action

Meadowbrook School is an environmentally friendly site that has recently been refurbished to meet the 2020 environmental codes. Solar paneling and rain reclamation units adorn the rooftops. Classrooms are equipped with sensors adjusting light, temperature and oxygen to levels most conducive for learning. State of the art movable architecture will adjust classroom and auditorium walls to accommodate both class size and immediate need.

Although dawn is just breaking over the Del Mar Union School District, technology has continuously kept the school district buzzing throughout the night. Linked by the Del Mar Online Community (DMOC), night custodians have instant messaged with one another using their district provided palm pilots about progress and repairs at various school sites; parents on business trips, in different time zones and continents, have accessed their children's grades which are continuously uploaded onto the Community network and have emailed teachers with questions; and the Superintendent, accompanied by a team of staff members, has just posted a blog highlighting key points from a national technology conference on preparing our students for jobs that don't yet exist.

... and all this before 7:00 a.m.

A Day in the Life of Meadowbrook Elementary School

7:05 am: While most teachers have already logged onto the Del Mar Online Community from homes or their classrooms, fifth grade teacher Courtney Mann is caught in traffic. While waiting at a stoplight, she reaches for her district provided iPhone, so she can effortlessly videoconference with her Professional Learning Community through the DMOC. She is ensured her team is aware of her status and prepared to intervene if necessary. Simultaneously, a first grade parent has also logged onto the DMOC to report her child's absence, while a second grade teacher uses the Voice Over IP system to share his daily plans with his substitute.

7:10 am: Staff from all corners of the school have enabled the shared online calendaring system for activities, updates, and important memos of the day. Meanwhile, in the Main Office's conference room, the Special Education staff is preparing to video-conference with an out-of-state parent for an emergency IEP.

7:20 am: Less than an hour before the school day officially begins with students, teachers all over the campus are preparing lessons on their interactive whiteboards, developed during their virtual staff development from last week. The office staff is preparing an electronic memo regarding camp to send to sixth grade parents.

7:45 am: Using their district provided computers, teachers access the attendance feature of the DMOC, which instantaneously provides the office with the average daily attendance and simultaneously contacts families, via voice and email, to confirm the absences.

... and the school bell rings

Throughout the school day, as the principal and Board of Trustees tour the school site, they observe the following interactive learning opportunities, which have become so ingrained in the school culture no one can remember a time when it wasn't common place at Meadowbrook Elementary:

Fifth grade students are video conferencing with Colonial Elementary in Maryland to learn about life during the Revolutionary War.

The third grade is linked into a distance learning presentation with an astronaut based on the recently built space station on the Moon.

In the AVID Art Studio, second graders are hard at work creating 3-D sculptures that will be on virtual display on the District's website.

Meanwhile, the second grade teachers are using this planning time to review the scores from the online spelling test the students completed during language arts. Utilizing the DMOC's ability to instantly compute data, the teachers use this immediate feedback to generate an electronic report on the standards each student has mastered to determine the next instructional steps. This data is daily communicated to parents and the principal via a secure, log in required, assessment page in the DMOC network.

The sixth graders, each with their own laptop, are reading aloud from their online social studies text, highlighting important facts provided by the Smithsonian Institute that they will need for an upcoming test on Mesopotamia.

In the Technology Lab, students are instant messaging experts and mastering a 3-D CAD program to aid in the development of solar car prototypes. These machines will be constructed and testing the following week with the Science Specialist in the Science Lab.

Concurrently, the district nurse is online confirming all students' and parent volunteers' immunizations are up-to-date and preparing to use the voice activated IP system to send reminders home to those families that need it.

Finally, the team visits a fourth grade class where the teacher is participating in a live broadcast for one of her students who is hospitalized with an illness. Able to still participate, this student can receive her treatments while continuing her fourth grade curriculum.

As the bell rings and the school day concludes...

The staff at Meadowbrook Elementary School receives an instant message from Sacramento that there's a critical CTA meeting that will begin shortly. Teachers, using the DMOC, log-on to their union page to participate in the discussion.

Simultaneously, a video reminder is being sent out through the DMOC from the PTA to all parents reminding them to tune in to the virtual School Board Meeting, where the topic will be Cyber Safety: Protect Your Child from Internet Bullies.

By 3:30 pm: As part of the daily homework routine, students in need of remedial help log on to the DMOC to download and revisit lessons recorded from that day. ELL students also log on to the same site to reinforce each lesson in English. All students have access to district provided online tutorials and enrichment. Parents and private tutors log-on to the DMOC to review notes saved from the interactive whiteboards during core instruction, and to review grades and teacher comments.

Soon, the night custodians will report for their shifts. Although the lights may dim across the campus, the DMOC is still a buzz of activity linking the entire community with the express goal of nurturing and supporting lifelong learners.

I. Plan Duration

The duration of the Plan will be five years (July 1, 2008 through June 30, 2013); the Plan will be reviewed and updated annually. The focus of this technology plan is the curriculum and professional development components while maintaining hardware, and infrastructure standards. In addition to maintaining legal compliance, the purpose of this 5-year Plan is to identify strategies that will help the Del Mar Union School District meet National Education Technology Standards and promote student achievement on State and District adopted subject and grade level content standards through the use of technology. Del Mar School Union District strives for effective integration of technology into the classroom in support of student achievement.

The Del Mar Union School District views the use of technology as an essential tool for all students, staff, parents, and community members. The Plan provides documented research that supports strategies used in teaching and learning and promotes the California Content Standards-Based instruction.

The Plan evaluates current software applications, determines current technology needs, and sets forth a process for meeting and evaluating those needs. Please see the results of the Harris Interactive Poll on pages 141-142. The benchmarks, activities, and timelines in this plan are aligned with the District's curricular focus. The Del Mar Union School District Educational Technology Plan outlines our vision of where the District would like to be at the end of the 5-year period (June 30, 2013). The plan was rewritten in 2007 to reflect the revised criteria provided by the CTAP Management Committee. This includes the AB 307 (Chavez) Information Literacy; ethical use, copyright and fair use, and Internet safety.

This Plan will be monitored by District Curriculum, Data, Technology Administrators, School Administrators and site Instructional Technology Resource Teachers during monthly meetings, and will be reviewed and revised annually by Technology Stakeholders after the state releases achievement data for District school sites. Any modifications required through such reviews will be communicated to both the District Superintendent and School Board. The District Director of Technology will then work with the Superintendent to implement any required revisions directly with site-based administrators. It will be modified to accommodate State requirements, as mandated, as well as reflect the District's instructional goals. The Del Mar Union School District will be prepared for the various outcomes by setting forth technology action plans during its annual District Strategic Planning meetings. As with any long-term plan, reviews and possible modifications will need to take place in correlation with current State budgets. Assessing the District's 2006-07 General Fund Revenues, 80% of District revenue comes from local property taxes, 19% from state reserves, 1% from resources (parent, business), and 1% from the Federal budget.

Included in this Plan are nine essential components that are consistent with the California State approved guidelines:

- 1) Plan Duration
- 2) Stakeholders

- 3) Curriculum
- 4) Professional Development
- 5) Infrastructure (hardware, software, tech support)
- 6) Funding and Budget
- 7) Monitoring and Evaluation
- 8) Adult Literacy Input
- 9) Research Based Activities

Assessable goals, benchmarks, and timelines for all essential components are delineated for all the years that are covered by the Plan. It also addresses the 30 criteria to meet the state requirements.

II. Stakeholders

Educational Technology Committee 2007-08

Bishop, Thomas	Superintendent	858.755.9301 x3699	tbishop@dmusd.org
Bernard, Janet	Assistant Superintendent, Curriculum & Instruction	858.755.9301 x3693	jbernard@dmusd.org
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Mendoza, Richard	WAN/LAN Network/Computer Technician	858.755.9763 x6041	rmendoza@dmusd.org
Blake, Barrett	Apple Certified Technology Technician	858.755.9763 x6042	bblake@dmusd.org
Botler, Todd	District Web Master	858.755.9763 x6048	tbotler@dmusd.org
Guertin, Jonathon	Student Information/Data Management Coordinator	858.755.9301 x6105	jguertin@dmusd.org
Esmaili, Parissa	Instructional Technology Resource Teacher	858.481.7844 x3145	pesmaili@dmusd.org
Geisbauer, Julie	Instructional Technology Resource Teacher	858.259.7812 x3089	jgeisbauer@dmusd.org
Gianola, Jim	Instructional Technology Resource Teacher	858.481.4040 x3989	jgianola@dmusd.org

Honsberger, Mike	Instructional Technology Resource Teacher	858.482.4266 x3789	mhonsberger@dmusd.org
Hopper, Susie	Instructional Technology Resource Teacher	858.755.9763 x3489	shopper@dmusd.org
Moran, Gail	Instructional Technology Resource Teacher	858.755.9367 x3389	gmoran@dmusd.org
Steinman, Jennifer	Instructional Technology Resource Teacher	858.755.1060 x3842	jsteinman@dmusd.org
Swanson, Janese	Instructional Technology Resource Teacher	858.481.7844 x3189	jswanson@dmusd.org
Wolfertz, Janet	Instructional Technology Resource Teacher	858.481.6789 x3589	jwolfertz@dmusd.org
Disney, Emily	Principal Sycamore Ridge	858.755.1060	edisney@dmusd.org
Francis, Laurie	Principal Del Mar Hills	858.755.9763	lfrancis@dmusd.org
Jones, David	Principal Carmel Del Mar	858.481.6789	djones@dmusd.org
LaRose, Peg	Principal Sage Canyon	858.481.7844	plarose@dmusd.org
Paul, Susan	Principal Torrey Hills	858.481.4266	spaul@dmusd.org
Petersen, Shelley	Principal Ashley Falls	858.259.7812	spetersen@dmusd.org
Wardlow, Wendy	Principal Del Mar Heights	858.755.9367	wwardlow@dmusd.org
Wilson, Gary	Principal Ocean Air	858.481.4040	gwilson@dmusd.org

The Educational Technology Committee (Stakeholders to this technology plan) includes teachers, administrators, and classified employees representing all site and District levels' curriculum experts, and information technology staff. A subcommittee was formed to prepare an outline of the Plan and was facilitated by a representative of the California Technology Assistance Project (CTAP). The Plan was developed, reviewed, and evaluated by the entire committee along with School Board members and all Principals. Every effort is made to include all stakeholders, including the Strategic Planning Committee in the annual input and review process that takes place in March and April at the school site level and October at the District level. Students, parents, teachers, administrators, classified personnel, local community and local business members, receiving middle and high schools, higher institutions of learning, and local newspapers are included. (See 2007 Strategic Planning Committee Members, Section X, pages 143-144). The Del Mar Union School District recognizes that the development of an effective Educational Technology Plan necessitates the inclusion of a broad base of stakeholders, and that the development of such a plan involves an

ongoing continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation.

The Del Mar Union School District's Educational Technology Plan is based on current state curriculum and technology standards and the goals of the Del Mar Union School District in order to deliver rigorous academic courses. The mission of the Del Mar Union School District, the Board of Trustees, and Administration includes the goals of the technology plan and is included in the District's Local Education Agency Plan of the No Child Left Behind Act of 2001, revised March 19, 2003, and approved by the local governing board on June 18, 2003. The plan also reflects the most recent state requirements based on AB 307 (Chavez) regarding Internet safety and ethical use for 2007-08. Placement of technology within the overall District mission allows teachers and administrators to make informed decisions and create focused instruction. Additionally, the School Board sets yearly goals in the area of technology to ensure that the District is continually moving forward utilizing the power of technology as a tool for effective instruction, assessment, and as a resource for student and staff learners to achieve lifelong learning. In the ongoing oversight and evaluation of the Plan, a subset of the stakeholders will be involved in the reporting, overview, and assessment process of the plan during its implementation.

The Plan provides for ongoing staff development to integrate technology into the curriculum. It also addresses the new teacher credentialing guidelines for technology proficiency. The District's vision for technology use includes the effective and equitable long-term commitment of fiscal, personnel, and systemic resources. It also includes integration of technology into curricular areas to achieve content standards, improve student learning, and identify how and when students should acquire technology and information literacy skills. Enhancing teacher skills and strategies for technology use (record keeping, assessment, and integration of technology into instruction) is a major component of the Plan. The professional development component was based on needs assessments provided by technology surveys and the results of the Ed Tech Profile and Technology Use Surveys taken by all teachers and administrators. The district commits time allowed for training of teachers in technology and the use of technology in the classroom environment. Training is offered with a variety of classes based on teacher input. (Refer to tables and charts in section 4a, Professional Development.)

The Technology Plan includes an evaluation of needed infrastructure to achieve ongoing technological goals. Adequate infrastructure must be present and fully functional for complete professional development and curriculum integration to occur. The infrastructure includes networking capacity and Internet access, plus hardware, software, and technical support. Based upon input from all stakeholders, the Plan identifies current resources and existing infrastructure, and specifies goals and strategic plans for implementation of future needs. The District currently has multiple Local Area Networks that serve thousands of clients throughout the District, making it possible for staff and students to access information required for an enhanced technology program.

III. Curriculum Component

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

The next two sections, collectively describe student and teacher access to the technology, the uses they put it to, and the technology they actually use to be a user of technology.

All eight District schools are equipped with multiple Macintosh-based microcomputers in every classroom. We are currently providing over 800 computers to support the technology goals of the District. All classrooms are connected, through Ethernet switching technology, with from 2 to 8 network ports. The average number of connections for the District is six per classroom. This data network infrastructure provides students and teachers access to a variety of information resources including student academic data, Internet access/e-mail, Student Information System (secured using VPN technology), library electronic catalog, and District administrative functions as appropriate.

Labs:

All schools have a minimum of one Technology Lab equipped with 28-30 iMac computers (purchased in 2006) connected to the network. One site has two Technology Labs. Each computer is configured with access to the Internet, AppleWorks, iLife, iWorks and related courseware that is grade-level appropriate. All schools provide separate, scheduled technology classes taught by credentialed teachers. All students rotate through a beginning/intermediate technology course, aligned with the students' grade appropriate technology standards. All students (including GATE, Special Education, English Learners, etc.) have equal access to these technology resources.

Students/teachers have access to the Labs during school hours with the focus on Internet safety and research, keyboarding, multimedia presentations, and word processing software. The Labs are open before and after school with teacher assistance for students to work on various projects such as web site construction, special projects, homework/class assignments, and enrichment.

Classrooms:

The District has an average of 1 computer for every 4 students. The previous Technology Plan identified a goal of a 4:1 computer to student ratio. Del Mar met this goal. The classrooms have an average of 2 computers per classroom. Each computer is connected to the network and is configured with software for word processing, student enrichment software and access to the Internet. Teachers rotate students throughout the day and week so that all students have equal computer time.

The Del Mar School Union District is working to provide a classroom setup of technology equipment that includes:

- 1-3 classroom computers (laptop for projection system and 1-2 desktop computers) with Internet access
- Access to a networked printer

- Television with cable access and DVD/VCR
- Telephone (voice data)
- LCD projector with speakers connected to a document camera

Library Media Centers:

All schools have a Library Media Center that has computers available for students. The Media Center staff works closely with teachers and provides students with assistance on classroom assignments, research, multimedia, and word processing. All media centers use online computer card catalogs for easy access in finding available materials. In addition to weekly class times, most Media Centers are open before school, during lunch and after school for student use. Parents are welcome to use the computer resources in the Library Media Centers as well. Site based library funds have been used to purchase extra computers for the Library Media Centers.

Personal Laptops:

In 1999-2000, the District provided a Macintosh laptop computer for every certificated full time staff member and offered staff development technology courses at various sites within the District. As an incentive to attend a minimum of 20 hours of technology staff development over a two-year period, the laptop computers became the teachers' property in September 2001. This program was highly successful with 100% participation. From 2001-2003, all newly hired certificated staff was provided a Macintosh iBook laptop while receiving training for expanded technology use.

In 2004, the District initiated a new program to provide 24 hour access to technology by providing up to \$2500 at a simple interest of 5% to be paid back over 18 months (payroll deduction) to purchase a new Apple iBook or PowerBook. This "Laptop Buy" program continues to be a popular annual program to support technology use for all staff members by offering an opportunity to purchase a new personal laptop computer. The District also supports the entire staff with technical assistance given by the District Technology Team. Teachers have the choice to use either their personal laptop or a desktop computer located in every classroom with Internet access for daily record keeping and online attendance, email communication, and the updating of class assignments and information on their class web site.

Special Education:

Currently, technology is used throughout the Special Education Department for data management and instructional support. Special education staff use a web-based IEP management program for individualized education plan (IEP) development and service logs provided through the North County Consortium for Special Education (NCCSE). According to the Local Plan, this Special Education Local Planning Area's (SELPA) governance structure includes a Cabinet Committee, which is comprised of District Special Education Directors, the Board of Governors (District Superintendents) and a Board of Trustees (one board member representative from each School Board of Education). The Internet is used for correspondence with other professionals in the District and for communication with parents and families, as is a web-based communication program. Within the IEP process and mandate, all special education students have assistive technology considered for educational support according to their IEP.

Incorporating Education Models:

District decisions and actions are founded on recognized national and state sources to assist in the technology planning and execution of lessons. Models used in revising the Technology Plan include:

- *Education Technology Planning: A Guide for School Districts* by California Department of Education, found at <http://www.cde.ca.gov/re/pn/fd/edtechplngd.asp>
- *The National Education Technology Plan* by the U.S. Department of Education found at <http://www.nationaletechplan.org>.
- *Del Mar Schools Essential Standards K-6 for Reading, Writing, and Math* <http://www.dmusd.org>

Table 1 - Student summary of access, student to computer ratio, how, when, where, how often technology is available to students (October 2006 **CBEDS** student numbers and 2007 **Ed Tech Profile California Technology Survey** teacher and computer numbers were used to calculate ratios.)

All Students	Student Access	Student: Computer Ratio	When	How	Where
Ashley Falls School	100%	5:1	K – 3 rd -30 min/ every other wk 4 th -6 th 45 min every other wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Carmel Del Mar School	100%	5:1	K- 30 min/wk 1 st -6 th - 40 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Del Mar Heights School	100%	4:1	K- 2 nd –30 min/wk 3 rd – 40 min/wk 4 th - 6 th – 45- 60 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Del Mar Hills School	100%	3:1	K - 75 min/wk 1 st - 40 min/wk 2 nd & 3 rd – 45 min/wk 4 th - 6 th – 60 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Ocean Air School (Opened 2007-08)	100%	7:1	K-6 th - 40 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School

Sage Canyon School	100%	4:1	K – 30 min/wk 1 st -3 rd – 24 min/wk 4 th & 5 th – 45 min/wk 6 th – 60 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Sycamore Ridge	100%	4:1	K-30 min/wk 1 st , 2 nd , & 3 rd – 40 min/wk 4 th , 5 th , & 6 th -60 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
Torrey Hills School	100%	7:1	K – 30 min/wk 1 st & 2 nd -40 min/wk 3 rd -30 min/wk 4 th - 6 th – 90 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School
District Average (all sites)	100%	4:1	K – 24.8 min/wk 1st – 38.2 min/wk 2nd – 41.5 min/wk 3rd – 43.2 min/wk 4th – 55.8 min/wk 5th – 64.2 min/wk 6th – 65.8 min/wk	Equitable Schedule	Technology Lab, Classrooms, Media Centers, Before, During & After School

Table 2 - Teacher summary of access, teacher to computer ratio, how, when, where, how often technology is available to teachers (2006 California Technology Survey teacher and computer numbers were used to calculate ratios.)

All Teachers	Teacher Access	Ratio	When	How	Where
Ashley Falls School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home
Carmel Del Mar School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home
Del Mar Heights School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home
Del Mar Hills School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home
Ocean Air School	100%	1:1	24 hr / 7d	Personal laptop and/or Classroom Computer	School & Home

Sage Canyon School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home
Sycamore Ridge School	100%	1:1	24 hr/ 7d	Personal laptop and/or Classroom Computer	School & Home
Torrey Hills School	100%	1:1	24 hr / 7 d	Personal laptop and/or Classroom Computer	School & Home

Site	Computers		Classrooms	
	for Instruction	with CDRom	with Internet	with WAN
Ashley Falls	115	115	41	41
Carmel Del Mar	100	100	29	29
Del Mar Heights	106	100	34	34
Del Mar Hills	126	113	28	28
Ocean Air (Opened in 2007)	77	77	33	33
Sage Canyon	179	160	40	40
Sycamore Ridge	93	93	26	26
Torrey Hills	112	98	48	48

2007

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

Hardware

Del Mar Union School District has made a serious commitment to provide technology hardware and software. The purpose of hardware and software in District classrooms is to provide opportunities for students to achieve. The frequency and type of technology use varies at each school. Students have access to computing and technology experiences at least once daily.

Teachers and administrators use a variety of desktop and laptop computers for productivity, teaching, and learning. The most common uses for both teachers and administrators are communicating with colleagues and parents via email, creating instructional materials, and providing instruction with the use of technology. As stated previously, all schools have at least one Technology Lab furnished with 28-30 iMac computers. Printers are available either in classrooms or school site wings via a local area network. Peripheral equipment available at various schools includes: television monitors, video recorders, laser and digital videodisc players, digital cameras, scanners, LCD projectors with speakers, and document cameras.

Software

All Del Mar Union School District machines are licensed with the Macintosh OS X computer operating system, *AppleWorks*, and the multimedia *iLife suite (iMovie, iPhoto, iTunes and GarageBand)*, and *iWork (Pages, Keynote and Numbers)*. Many teachers use media design and educational software such as *KidPix* to enhance their curriculum, and management software such as *GradeBook Pro* to maintain efficient learning data and assessment records, to compute grades, communicate with parents, and aid students with current progress reports and missing assignments. All teacher computers in 4th - 6th grades are licensed with *GradeBook* software. *Apple Keynote Presentation* and *iLife* are utilized for multimedia projects, reports, and presentations in all grade levels 2nd through 6th as appropriate. *Accelerated Reader*, *Accelerated Math*, and *JiJi* are examples of software that support learning and are being used at some of the sites. Various other enrichment software is used by all kindergarten through sixth grade students for drill and reinforcement to strengthen skills. This courseware is integrated into the core curriculum and used by teachers and students on a daily basis.

Integration of Hardware and Software for Enhanced Instruction:

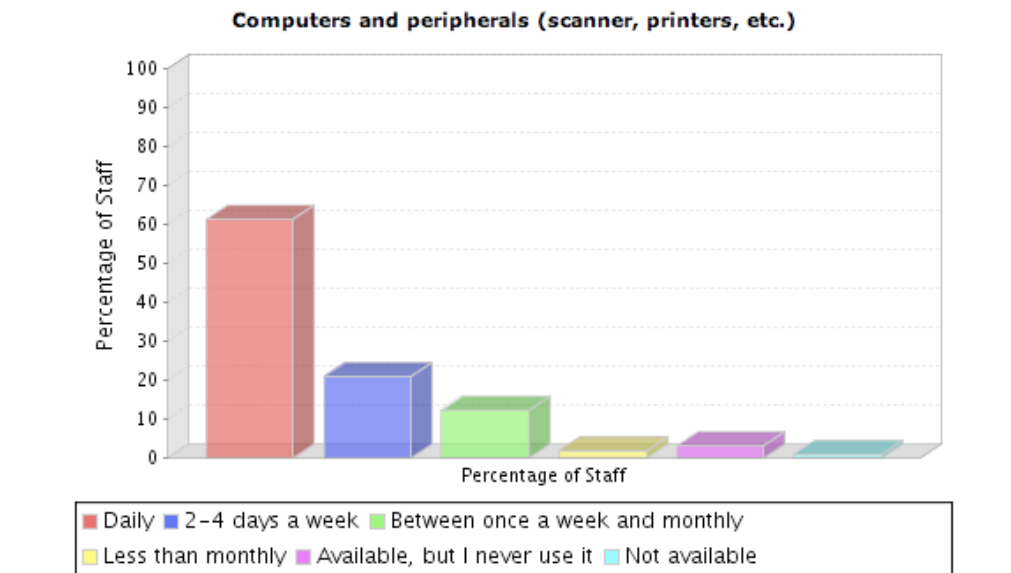
Classroom teachers and teachers in the Technology Lab collaborate to design lessons based on California standards supported with Technology skills. The *Del Mar Scope and Sequence for Instructional Technology* incorporates *The National Educational Technology Standards for Students: The Next Generation (NETS)* and Project-Based learning to provide a deeper understanding of classroom learning with the use of technology. The integration of subject matter helps the students gain skills in both the curricular area and technology. Teachers also utilize technology to prepare lessons and demonstrate concepts using laptops connected to LCD projections systems with speakers and a digital camera arm to display the information on a large screen. The projector and computer empower the teachers to connect lesson plans to immediate resources from the Internet, video on-demand such as *Unitedstreaming* videos, and a variety of presentations that offer real time learning experiences. Teachers create lessons using software such as *Appleworks* and *Keynote* using a variety of web based resources and educational web sites. Teachers regularly update their web page information to include daily homework assignments, class projects, and attach files for student reference at home. Classroom teachers also document field trips, and special learning experiences by using a digital camera and posting the pictures on the web page. *First Class* provides the teachers' email access, a desktop for professional collaboration using discussions, and a site for sharing documents. *Infinite Campus* is used for daily attendance and record keeping which is connected to our *Student Information System (SIS)*.

Students use *Appleworks* for basic word processing to create projects such as, brochures, newsletters, and reports. They also use digital cameras and *iLife* and *iWork* software such as, *iPhoto*, *iMovie*, *Keynote* and *GarageBand* to present reports, slideshows, musical compositions and movies that demonstrate understanding of the concept. Students create pictorial pages and/or stories using *Comic Life* and *Photo Booth*. Students' use of software is extended to curricular reinforcement to practice reading and math facts using courseware and web sites. Students learn to use the Internet safely as a research tool with teacher-bookmarked sites only and always under teacher supervision. Students also research with the electronic encyclopedia, *WorldBook*.

Internet Safety:

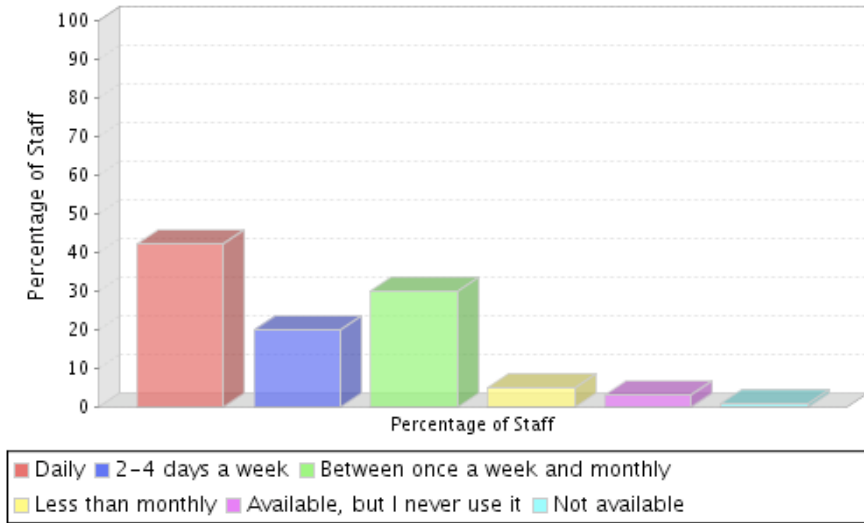
Based on the addition of Assembly Bill 307, the Del Mar Union School District Technology Plan addresses Internet safety, appropriate and ethical use of information and technology. All students, parents, and staff must complete and sign a Technology Use Form in compliance with District Board Policy No. 6017 “Student and Employee Access to Networked Information Resources” and “District Telecommunications Network Student Account Agreement” which details how technology is to be used (refer to pages 105 through 125). All students are limited to web browser access by parental signature of approval and only for use under the direct supervision of certificated staff. All District computers have web browser home pages that are set to open to *Yahooligans for Kids* to use a firewall and site filters to block inappropriate web sites and web links. Additionally, San Diego Office of Education provides *Websense*, a web browser preference set to block pop-up windows and supply a firewall to insure Internet safety.

2006 Technology Use Survey – How often do you use the following technology tools for classroom instruction?



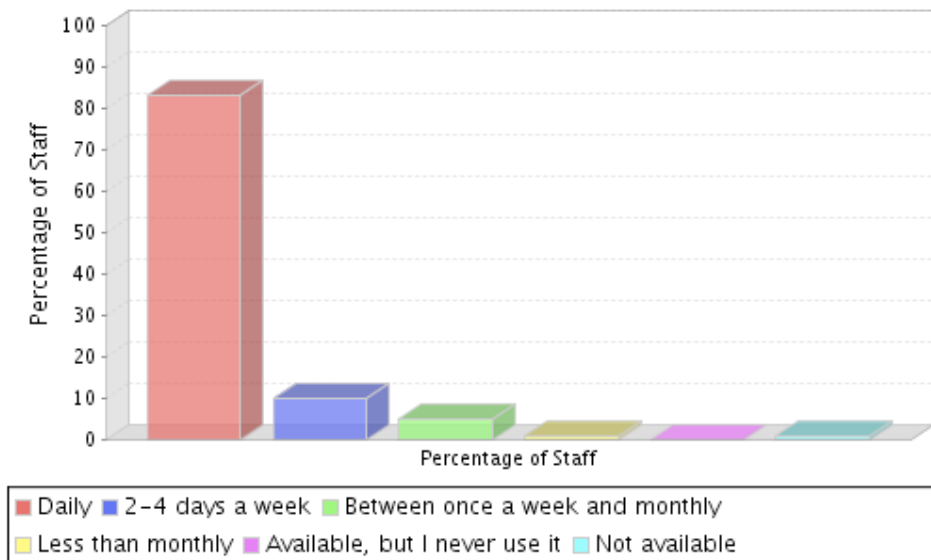
2006 Technology Use Survey – How often do you use the following technology tools for classroom instruction?

Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)

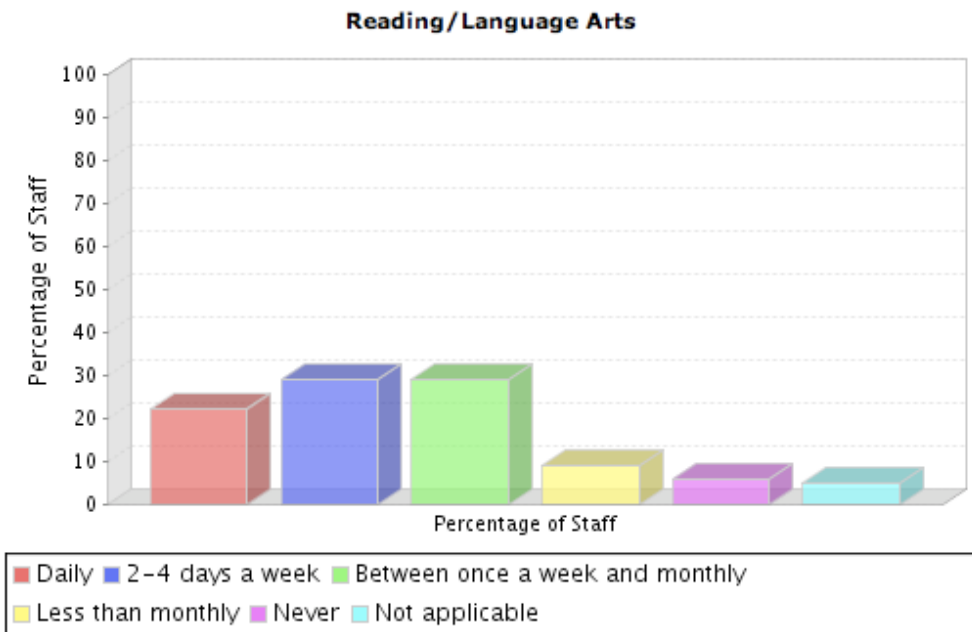


2006 Technology Use Survey – How often do you use the following technology tools for classroom management?

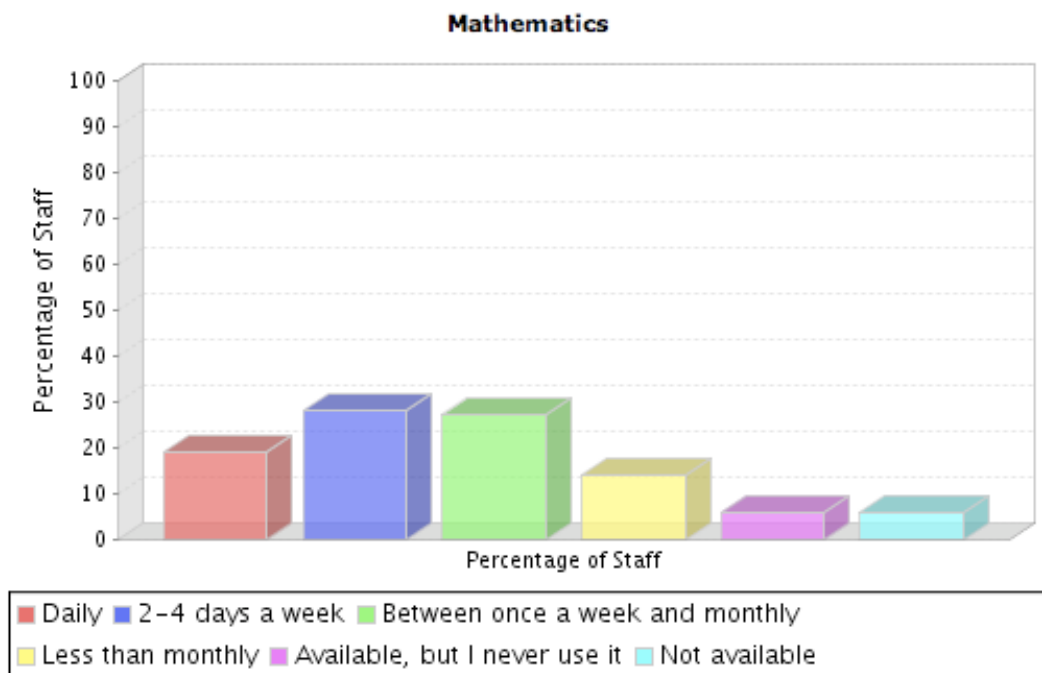
Computers and peripherals (scanner, printers, etc.)



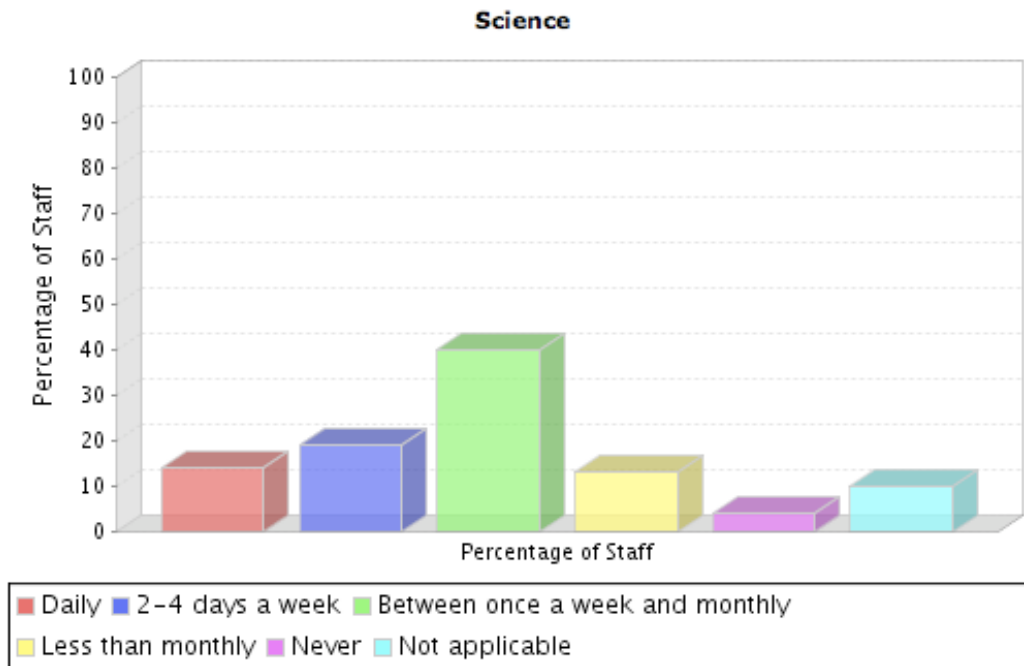
2006 Technology Use Survey – How often do you use technology tools for classroom instruction in Reading/Language Arts?



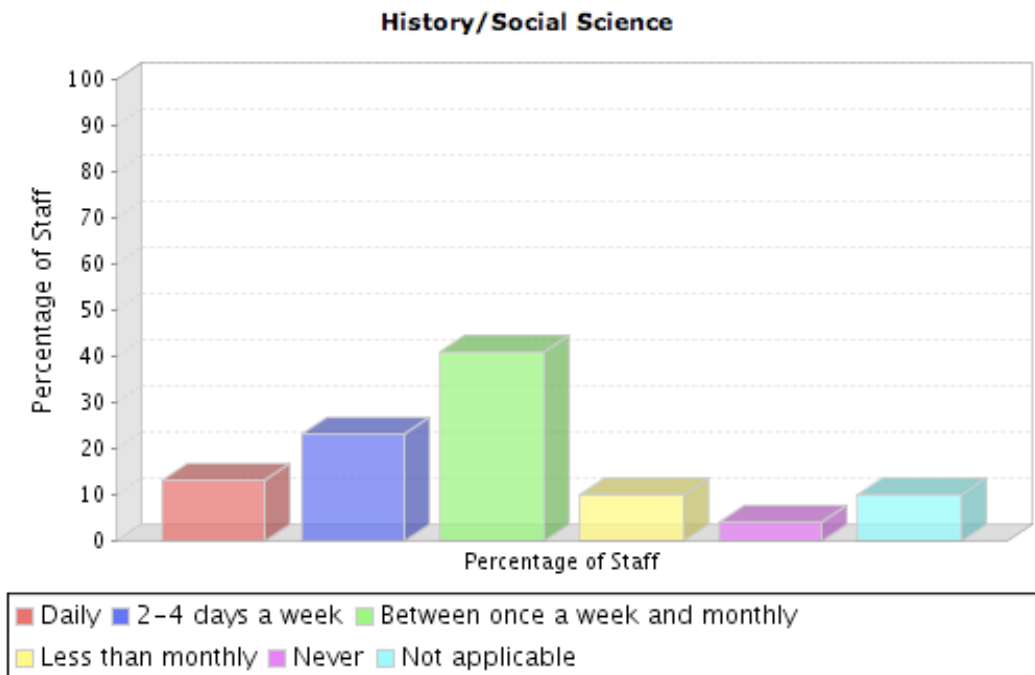
2006 Technology Use Survey – How often do you use technology tools for classroom instruction in Mathematics?



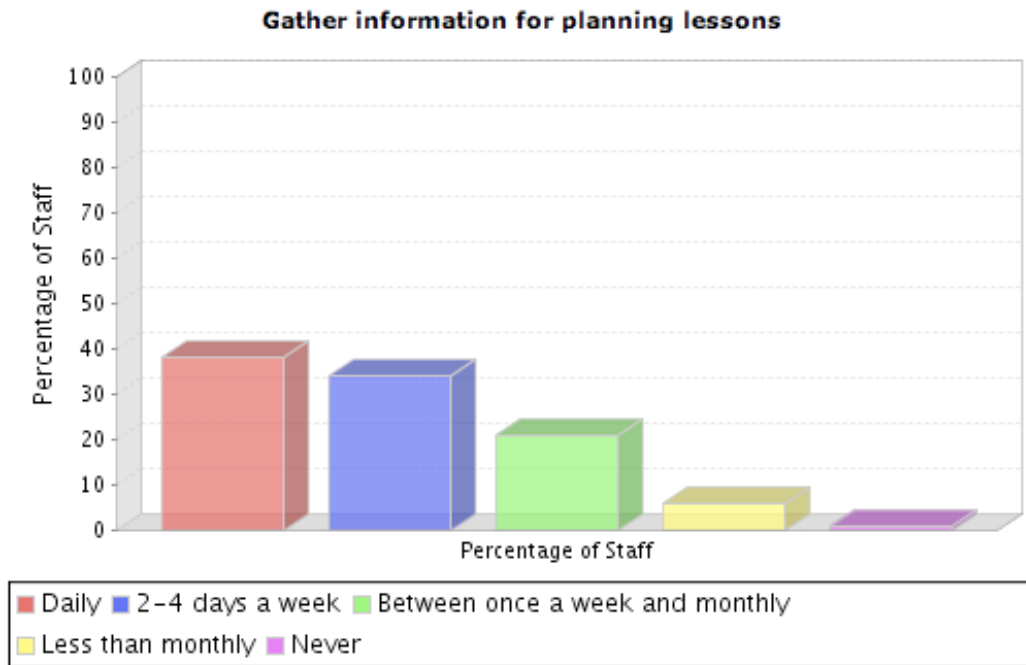
2006 Technology Use Survey – How often do you use technology tools for classroom instruction in Science?



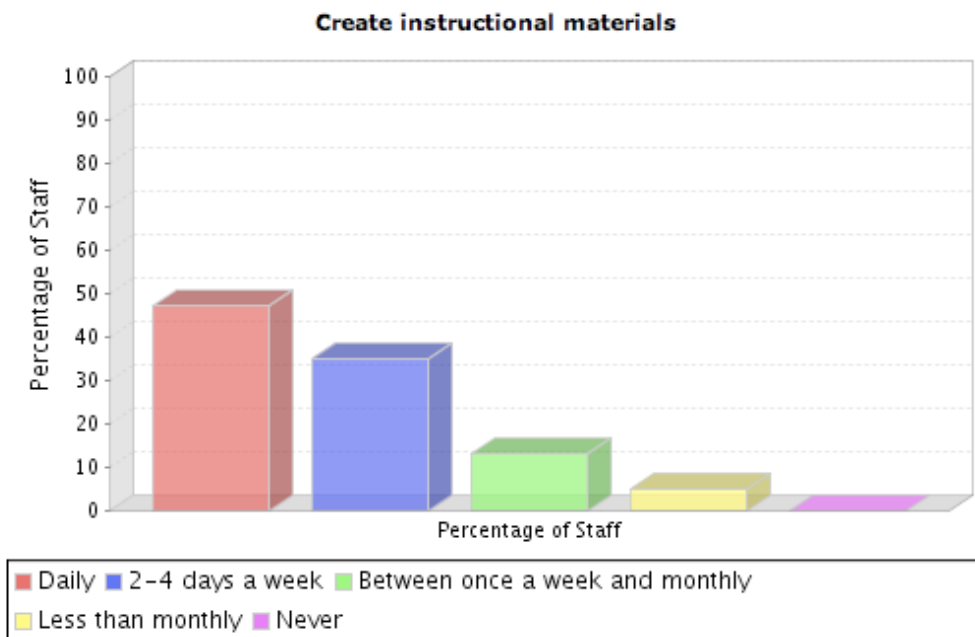
2006 Technology Use Survey- How often and in what subjects do you use technology tools for instruction?



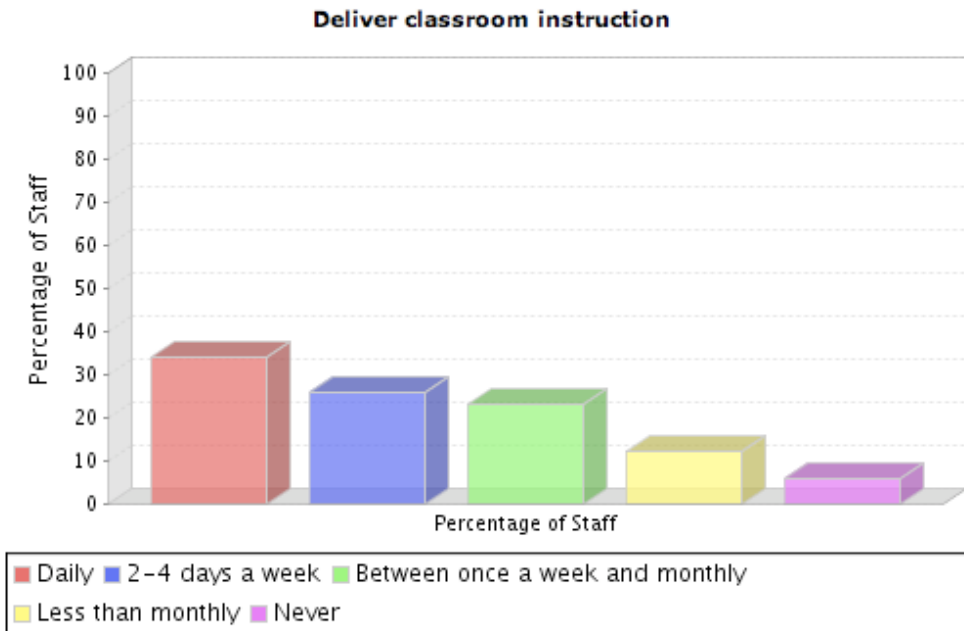
2006 Technology Use Survey- How often and in what subjects do you use technology tools for instruction?



2006 Technology Use Survey- How often and in what subjects do you use technology tools for instruction?



2006 Technology Use Survey- How often and in what subjects do you use technology tools for instruction?



In summary, in the last five years Del Mar Schools have made great gains in the integration of technology into the content areas. Lessons are being designed and implemented in Language Arts, math, science and history-social science. We are utilizing the most recent operating systems and updating our software and web resources continuously. We are truly using technology to increase learning and to become more productive in communicating, record keeping, and staff development. We must continue to put energy towards using technology to assist both teachers and students to achieve proficient levels of learning. We must remain proactive and continue to explore new educational resources with high levels of challenge as we strive to meet the needs of our learners. The District must provide the tools and resources for classroom integration, but also must model, train, and support the classroom teacher to help us continue and improve upon the current technology program.

3c. Summary of the District's Curricular Goals and Academic Content Standards in various District and site planning documents.

District curricular goals are aligned with the California State Standards in all subject and grade level areas. The Del Mar Union School District goals, the Board of Trustees goals, and each school's Improvement Plan outlines the technology mission for students: ***Students use technology as a communication and information tool to support thinking and problem solving, and promote the transition to life-long learning in all students.*** It is the belief of the Del Mar Union School District that technology is a means to an end and not the end in and of itself. We believe that technology is a tool for improved student learning, to be embedded into all curricula - not a separate curriculum unto itself. Building upon the District focus on curriculum planning, the model for technology use in our elementary schools was developed. Based on our most recent survey results, The Interactive

Harris Poll, (see pages 141-142) we believe the students, staff, and parents are very satisfied with the current level of technology provided in the Del Mar Schools, while the overall satisfaction rate was ranked high, we strive to continually improve the technological and curricular instruction occurring in the Technology Lab, Media Center, and the classroom.

Our Mission Statement applies to all Del Mar Union School District students. All students will realize that technology, not just the computer, is an integral part of their learning experience. Teachers and administrators will continue to develop and find appropriate uses for technology in the classroom. We will strive ***To live, learn, and work successfully in an increasingly complex and information-rich society.***

District Mission Statement

Supported by an involved community, an outstanding staff and a shared vision for academic excellence, the Del Mar Union School District is committed to providing a rigorous, inspiring, and nurturing educational program that is continually evolving to develop well-rounded individuals who embrace learning for life and who are prepared to meet the challenges of the future.

District Core Beliefs

- Every Individual Has Worth
- Individuals Deserve The Opportunity To Reach Their Potential
- Learning Is A Life-Long Process
- Everyone Has The Right To Be Safe
- Individuals and Communities Have Responsibilities to Each Other
- The Uniqueness Of Individuals Enriches The Community

The District's overall curricular goals are aligned with the California State Content Standards and the following planning resources were referenced in the current revision of the District Technology Plan:

- *Del Mar Union School District Curriculum Mapping: Integrated/Thematic* delineates by grade level and month: Curriculum Content, Essential Questions, Content Standards, Performance Skills, Assessment Tools, and Supporting Resources
- *California State Academic Standards*
- *Del Mar Union School District Essential Academic Standards* including Essential Questions
- *Del Mar Union School District Strategic Planning- 2007-08* Goals and Objectives
- *Del Mar Union School District Instructional Technology Scope and Sequence* with grade level concepts, activities, and assessments. It also identifies technology-supported goals to enhance overall student achievement, and acquisition of academic content and curricular goals
- *Harris Poll Survey 2006-07* represents opinions of students, teachers/staff, and parents as it relates to specific Computer Technology Issues

Del Mar Union School Strategic Planning Goal:
 Infuse Technology Throughout the District

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 and academic content standards.

The vision of the Del Mar Union School District for the following five years is to assist every teacher to utilize technology for experiences that prepare them to meet academic and technology standards and provide rigorous academic content. We base these standards on *Del Mar Union School District Curriculum Mapping: Integrated/Thematic*, *Del Mar Union School District Essential academic Standards*, and *California State Frameworks*. Teachers will be expected to meet the standards and performance indicators as listed in the *ISTE National Educational Technology Standards for Teachers*. (See Section X, page 129). Based on current and future funding, a 2:1 computer ratio per classroom and a 4:1 student computer ratio per school site will be necessary to meet these goals. Delivery of instruction will include the support of technology tools in the classroom consisting of a data projection system connected to a computer and speakers. The Instructional Technology Team will consist of representatives from all curricular areas to ensure resources are fairly distributed and to provide leadership in all subject areas.

Classroom teachers and Instructional Technology Resource Teachers will design delivery of instruction based on Grade Level Academic Concepts each year as per the *Del Mar Union School District Scope and Sequence*, *State and District Essential Academic Standards* and the *Instructional Technology Program Plan. Technology Standards and Profiles for Technology Literate Students* (NETS) will be used to plan technology-based activities in which students achieve success in learning, communication, and life skills.

All teachers will be required to use technology to improve the delivery of instruction and to assist all students in meeting state and District academic content standards and District curriculum goals.

Goal #1: Students will be proficient in meeting the California Content Standards in Reading/Language Arts, Mathematics, and Science.		
Objective: A minimum of 90% of students to perform at proficient or above		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will use technology to reinforce and extend learning in all curricular areas. Technology tools will include computers, cameras, and additional peripherals to support learning.	2008-2013	3, 8, 11, 12,
Students will use technology to provide literary responses, analysis of text, solve mathematical problems, and gather and analyze data using grade level appropriate software.	2008-2013	1, 3, 8, 11
Students will perform a technology-based learning activity in reading/language arts, mathematics, and science.	2008-2009	1, 9, 12
Teachers will use technology hardware and software to deliver instruction in the classroom.	2008-2013	3, 8, 12
Administration will ensure the textbook adoption process includes electronic resources compatible with District capability.	2008-2010	1, 3, 11

Instructional Technology Resource Teachers will assist classroom teachers in the identification of appropriate software and resources to assist students in meeting grade level standards.		2008-2010	1, 3, 4, 6, 8, 9
Benchmarks: End of year 1: 70% of students will score proficient or above End of year 2: 75% of students to score proficient or above End of year 3: 80% of students to perform proficient or above End of year 4: 85% of students to perform proficient or above End of year 5: 90% of students to perform at proficient or above			
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process	
Teacher and student surveys EdTech Profile student surveys SMART Goals STAR Tests District Assessments	Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.	

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #2: Students will integrate technology into all content areas to increase achievement in California Content Standards.		
Objective: A minimum of 90% of students to perform at proficient or above		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will use technology to reinforce and extend learning in all curricular areas. Technology tools will include computers, cameras, and additional peripherals to support learning.	2008-2009	3, 8, 11, 12,
Students will use technology to provide literary responses, analysis of text, solve mathematical problems, and gather and analyze data using grade level appropriate software.	2008-2013	1, 3, 8, 11
Students will perform a technology-based learning activity in reading/language arts, mathematics, and science.	2008-2009	1, 3, 8, 12
Students will use standards-based software, web base resources, and the Internet to research new knowledge and apply prior knowledge to complete computer projects. (ie. iMovie created to teach science and the human body systems)	2008-2013	3, 8, 12
Students will follow scope and sequence to develop K-6 grade level curricular and technology concepts.	2008-2010	1, 3, 11

Students will complete the Instructional Technology Program assessment project at the end of every school year.		2008-2010	1, 3, 4, 6, 8, 9
Benchmarks: End of year 1: 70% of students will score proficient or above End of year 2: 75% of students to score proficient or above End of year 3: 80% of students to perform proficient or above End of year 4: 85% of students to perform proficient or above End of year 5: 90% of students to perform at proficient or above			
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process	
Teacher and student surveys EdTech Profile student surveys SMART Goals STAR Tests District Assessments	Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.	

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

For example, students will create iMovies to capture Science Camp experience, a Keynote slide show Presentation to report on the systems of the human body, a Graphic organizers to detail a book summary, a spreadsheet to plot a daily bank account or the stock market, and a KidPix slide show to facilitate writing, editing, and illustrating skills. Students use word processing software to create a timeline that represents the local history of important community events. Students also use interactive websites to simulate the gold rush in California History.

Goal #3: Teachers will integrate technology into teaching of all content areas to increase student achievement in California Content Standards.		
Objectives: 100% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Teachers will use the standards-based software to support District curricular goals in both the classroom and the Technology Lab.	2008-2011	1, 3, 8, 10, 11, 12,
Instructional Technology Resource Teachers and classroom teachers will monitor student progress using the scope and sequence rubric.	2008-2013	8, 11
Teachers will use technology instructional program with grade level	2008-2013	3, 8, 11, 12

student profiles to design integrated lessons, deliver instruction, and assess proficiency levels.		
Teachers will use multi-media such as document cameras, LCD projectors, digital still and video cameras to enhance presentations.	2008-2013	1, 3, 8, 12
Teachers will use technology hardware and software to research, deliver instruction, and model computer skills in both the Technology Lab and the classroom.	2008-2013	3, 8, 12
Teachers will pilot and evaluate online content and designated software to determine potential for continued or expanded use in the digital community.	2008-2013	3, 4, 8, 11
Benchmarks: End of Year 1: 80% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level. End of Year 2: 85% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level. End of Year 3: 90% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level. End of Year 4: 95% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level. End of Year 5: 100% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys SMART Goals STAR Tests District Assessments	Annual Monthly Meetings with ITRT	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

For example, classroom teachers use a projector with a document camera, speakers, and a laptop to present a lesson using Keynote or PowerPoint to teach about Ancient Egypt, including a video from Discovery Education and virtual tours of ancient ruins embedded in the presentation. Teachers use the projection systems with the document camera displaying a page from the novel that the class is

reading together to pick out new vocabulary, figurative language, or important details. Teachers also use the projector to display math problems with manipulatives to teach the math skill. Teachers and students use digital cameras and built-in cameras (iSight) to capture photos and create a video diary.

Goal #4: Select and implement the use of a technology based diagnostic tool to improve student achievement.		
Objective: 100% of the schools will utilize technology diagnostic tools to improve student achievement. Assessments will assist in prioritizing individual curricular objectives.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will utilize technology diagnostic based tools.	2008-2013	3, 4, 8, 10, 11, 12,
Teachers will pilot and evaluate various technology diagnostic based tools to use as an assessment.	2008-2009	
Instructional Technology Resource Teachers and classroom teachers will use tools to assess, monitor, and evaluate student progress.	2008-2013	8, 12
Teachers will use results from diagnostic tools to plan and implement lessons with Professional Learning Communities Teams.	2009-2010	1, 3, 4, 8, 12
Benchmarks: End of year 1: 20% of the schools will utilize technology diagnostic software. End of year 2: 40% of the schools will utilize technology diagnostic software. End of year 3: 60% of the schools will utilize technology diagnostic software. End of year 4: 80% of the schools will utilize technology diagnostic software. End of year 5: 100% of the schools will utilize technology diagnostic software.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys STAR Tests District Assessments Accelerated Reading/Math	Annual	The site Administrator, Assistant Superintendent, Data Management Coordinator, and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team

4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

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

Over the next decade, the United States will face increasing competition in the global economy. These changes will have a definite impact on public education. Our students must be prepared for the highly competitive digital future that awaits them.

The focus of the 2008-2013 *Del Mar Union School District Instructional Technology Plan* is to provide ongoing systemic opportunities to integrate technology tools and resources into the curriculum that will enhance student achievement and meet academic content standards. The Instructional Technology Team will consist of representatives from all curricular areas to ensure resources are fairly distributed and provide leadership in all subject areas. **Instruction is scheduled for all students to receive integrated technology training in both the Technology Lab with a credentialed Instructional Technology Resource Teacher and/or a credentialed classroom teacher.** Lessons are planned in a collaborative approach with both teachers reteaching, reviewing, and reinforcing instructional technology and content standards to give student a consistent framework of knowledge.

Goal #5: Integrate the use of technology into the grade level instructional program.		
Objective: Technology skills will be integrated into the curriculum instruction 80% of the time.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will use technology tools to support learning grade level content standards and enhance student achievement.	2008-2013	1, 3, 6, 10, 11, 12,
Students will use technology to develop and extend grade level concepts, acquire technology and information literacy skills, and use digital media to support individual learning.	2008-2013	1, 3, 8, 11, 12
Teachers will work in a collaborative approach to integrate technology instruction in the Technology Lab and the classroom.	2008-2013	1, 8, 11, 12
Instructional Technology Resource Teachers and classroom teachers will plan, monitor, and evaluate student progress.	2008-2013	8, 12
Teachers will utilize technology tools in classrooms to include computers, projection systems with digital cameras, and software to support presentations for instruction.	2008-2013	2, 3, 8, 11, 12
Benchmarks:		
End of year 1: Technology will be integrated into the curriculum instruction 50% of the time.		

End of year 2: Technology will be integrated into the curriculum instruction 60% of the time. End of year 3: Technology will be integrated into the curriculum instruction 70% of the time. End of year 4: Technology will be integrated into the curriculum instruction 75% of the time. End of year 5: Technology will be integrated into the curriculum instruction 80% of the time.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Grade Level Technology Rubrics Teacher and student surveys EdTech Profile student surveys STAR Tests Discovery Education Video Data Accelerated Reading/Math	Annual	The site Administrator, Instructional Technology Resource Teacher, and Classroom Teachers will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Teachers use classroom instructional tools, books, worksheets, or maps to give instruction and layer the instruction with review and extension. Teachers collaborate to design a lesson to support and extend classroom learning using technology. For example, after teaching a first grade science lesson on “Matter”, students attend a science lab to perform experiments with the gas, liquid, and solid. The assessment utilizes computers where students stamp pictures in KidPix dividing the 3 states of matter. Another example includes the fifth grades studies of the fifty states and the final project includes creating a 3-fold state brochure in Pages to describe and present.

Goal #6 Use the Del Mar Instructional Technology Rubric to plan lessons and assess student understanding of technology concepts, including technology skills at grade level spans of K-2, Grades 3-5, and Grade 6.		
Objective: 90% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will demonstrate mastery of technology concepts at each grade level with project-based assessments in reading, writing, social science, and science.	2008-2013	3, 8, 12
Students will use developmentally appropriate technology tools to	2008-2013	8, 11, 12

construct, publish, and present integrated projects.		
Students will identify the parts of technology and develop the ability to perform computer operations using appropriate grade level resources.	2008-2010	3, 8, 12
Teachers will plan, implement, and evaluate technology strategies and resources in all curricular areas that support underachieving and accelerated students in extended learning programs.	2008-2013	1, 3, 8, 9, 11, 12
Benchmarks: End of year 1: 70% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and Classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills. End of year 2: 75% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and Classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills. End of year 3: 80% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and Classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills. End of year 4: 85% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and Classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills. End of year 5: 90% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and Classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Grade Level Technology Rubric EdTech Profile student surveys STAR Tests District Assessments Accelerated Reading/Math	Ongoing Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #7 All students will use technology tools to focus and extend their information literacy skills that will support student achievement.

Objective: 90% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will complete the technology skills at each grade level as stated in the Instructional Technology Scope and Sequence.	2008-2013	3, 8, 12
Teachers will use grade level Instructional Technology Scope and Sequence to design lessons that integrate and extend information literacy skills and the curricular content knowledge.	2008-2013	8, 12
Train teachers and implement projects that incorporate technology literacy in grades K-6.	2008-2013	3, 6, 8
Students and Teachers will use computers, software, hardware and peripheral technology tools to enhance their learning.	2009-2010	3, 5, 6, 8, 12

Benchmarks:

End of year 1: 70% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

End of year 2: 75% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

End of year 3: 80% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

End of year 4: 85% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

End of year 5: 90% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Grade Level Technology Rubrics Teacher and student surveys EdTech Profile student surveys District Assessments Accelerated Reading/Math	Annual	The Instructional Technology Resource Teacher and Classroom Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)

3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

The following section through page 40, describes the standards and the detail on how technology skills and information literacy skills will be implemented for our students.

The National Education Technology Standards (NETS) Project is an initiative from the *International Society of Education (ISTE)*. The NETS Project defines standards for students in integrating technology into the curriculum. The NETS standards also provide guidelines for student assessment in technology literacy and proficiency. These standards are called the Technology Foundation Standards and Del Mar uses these standards for all students.

The NETS Project has been updated in 2007 (see Publications, page128-129) to include a general set of profiles describing technology literate student activities based on developmental stages and related to the following six Key Standards.

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

These will be used as the foundation for identifying technology and information literacy skills all students are required to learn at each grade level. The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

A major component of the NETS Technology Foundation Standards for Students is the development of a general set of profiles called Profiles for Technology Literate Students (see pages 133-140), which provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

These Profiles provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades K-2
- Grades 3-5
- Grades 6-8

These skills will be introduced, reinforced, mastered, and integrated into a student's learning outcomes. The standards and performance indicators are based on input and feedback from educational technology experts, parents, teachers, and curriculum experts.

The Del Mar Union School District has developed grade level curriculum projects for grades K-2, 3-5, and 6-8 including benchmarks using the Instructional Technology Rubric as a measure to rate

their effectiveness (see pages 130-137). **These projects will continue to be developed and implemented during the five-year duration of this Technology Plan. The projects will be used to accomplish the goals as listed in 3d-3j.** Lessons and assessment projects will be taught during the Technology Lab classes and reinforced in the classroom. Students can save work to the server and access their portfolio projects from any computer on site.

These archived curriculum projects support instruction of the California Content Standards as well as the ISTE NET Standards. Archived curriculum examples for each grade level, as well as the *Connecting Curriculum and Technology Guide, 2004*, can be found at http://cnets.iste.org/search/s_search.html.

At a District level, the Del Mar Instructional Technology Planning team uses *the Del Mar Union School District Instructional Technology Scope and Sequence* to align the curriculum to the standards. The grade level concepts include:

- Etiquette and Safety
- Hardware and Software
- Keyboarding Skills
- Operations and File
- Graphics and Multimedia
- Internet Use and Research
- Assessment

Del Mar Union School District Instructional Technology Program:

Grade Level Concepts

	<i>Tool</i>	<i>Kdg</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>	<i>6th</i>
Etiquette and Safety								
<i>Students will demonstrate an understanding of computer etiquette.</i>								
▪ Respect equipment	Ethical	I	E	M	M	M	R	R
▪ Adhere to District policies and contracts	Ethical	I	E	M	M	M	R	R
▪ Respect other students' work	Ethical	I	E	M	M	M	R	R
Hardware and Software								
<i>Students will demonstrate an understanding of technology peripherals.</i>								
▪ Name the basic parts of a computer	Hardware	I	E	M	M	R	R	R
▪ Insert and eject Flash Drive/CD/DVD	Hardware				I	E	M	R
▪ Explain that a software program is a list of instructions	Software		I	E	M	M	R	R
▪ Display proper care of equipment	Hardware		I	E	M	M	R	R
▪ Explain functions & proper use of a mouse	Hardware	I	E	M	M	R	R	R
▪ Logon, open, navigate and close a software program	Software	I	E	M	M	R	R	R
▪ Identify a printer, scanner, digital still and video camera	Hardware			I	E	M	M	R
▪ Turn on and shut down a computer	Hardware			I	E	M	R	R
▪ Check cables to troubleshoot a computer	Hardware					I	E	M
▪ Use controls to adjust monitor and sound	Hardware	I	E	M	R	R	R	R

	Tool	Kdg	1st	2nd	3rd	4th	5th	6th
▪ Know when and how to restart or force quit the computer when it freezes	Hardware					I	E	M
▪ Troubleshoot a computer using error windows	Software						I	E
▪ Understand memory storage capacity	Hardware						I	E
▪ Use USB microphone	Hardware					I	E	M
▪ Operate a digital and video camera	Hardware					I	E	M
▪ Add paper to the printer	Hardware					I	E	M
▪ Explain various uses of, or differences between certain wires, cables, and components, like USB, firewire, Ethernet, wireless connections	Hardware							I
▪ Select specific pages to print using the Print Menu	Software				I	E	M	M
▪ Explain how a computer queues documents for printing	Software				I	E	M	M
▪ Demonstrate knowledge of proper use of USB port for flash drives and other external devices	Hardware				I	E	M	M
Keyboarding Skills								
<i>Students will develop keyboarding skills.</i>								
▪ Type name	Keyboarding	I	I	E	M	M	R	R
▪ Locate letters and numbers on the keyboard	Keyboarding	I	I	E	E	E	M	R
▪ Create upper case letters using the Shift key/ Caps Lock	Keyboarding	I	I	M	M	R	R	R
▪ Edit text using the Delete, space bar, tabs, punctuation, and Return key	Keyboarding	I	I	E	E	M	M	R
▪ Type with correct finger positions	Keyboarding	I	I	E	E	E	M	R
▪ Develop increasing speed and accuracy	Keyboarding				10	15	20	25
Formatting Skills								
<i>Students will develop formatting skills in a variety of applications</i>								
▪ Edit a document including using Spell Check and Thesaurus.	Software				I	E	M	R
▪ Format a document using alignment, font styles and paragraph formation	Software				I	E	M	R
▪ Use keystroke shortcuts to format text styles	Software				I	E	M	R
▪ Align text in a Header or Footer	Software						I	E
▪ Use Find and Replace from the Edit Menu	Software						I	E
▪ Insert page breaks	Software						I	E
▪ Use a templates to create a document	Software						I	E
▪ Browse a prepared spreadsheet	Software				I	E	M	R
▪ Use bullets and numbering	Software				I	E	M	R
▪ Use draw tools and text boxes to create a layout	Software				I	E	M	R
▪ Create story frames and dialogue	Software					I	E	M
▪ Create a document with columns	Software					I	E	M
▪ Browse a prepared database	Software					I	E	M
▪ Create graph or chart from spreadsheet data	Software							I
▪ Use symbol key shortcuts where appropriate	Software							I
Operations and Files								
<i>Students will demonstrate an understanding of computer operations and file management.</i>								

	Tool	Kdg	1st	2nd	3rd	4th	5th	6th
▪ Open and save personal files only	Hardware		I	M	M	M	R	R
▪ Use a pull down menu or key command to Open	Software		I	E	M	R	R	R
▪ Use a pull down menu or key command to Quit	Software	I	E	E	M	R	R	R
▪ Using Mouse clicks to select or open an object	Hardware	I	E	E	M	R	R	R
▪ Print and change printer	Hardware	I	I	E	E	M	R	R
▪ Identify icons	Software	I	E	E	M	R	R	R
▪ Save and retrieve documents	Software	I	E	E	E	M	M	R
▪ Use key commands and shortcuts	Hardware/ Software		I	E	E	E	M	R
▪ Start, restart, shut down	Hardware		I	E	M	R	R	R
▪ Use and manage folders	Software		I	E	E	M	M	R
▪ Log on/off a computer	Software	I	E	M	R	R	R	R
▪ Copy and paste images or text	Software				I	E	M	R
▪ Create new documents from the File Menu	Software				I	E	M	R
▪ Change page orientation	Software				I	E	M	R
▪ Open the Graphic Tool Bar and use to create drawings	Software				I	I	E	M
▪ Use the Save As option under the File Menu	Software				I	E	M	R
▪ Resize a window	Software				I	E	M	R
▪ Save to an external device, such as server, flash drive, CD	Software				I	E	M	R
▪ Identify changes in Menu Bars	Software					I	E	M
▪ Explain why files are contained in folders	Software			I	I	E	M	R
▪ Identify Directory paths in Finder window	Software					I	E	M
▪ Navigate multiple windows	Software					I	E	M
▪ Explain how computers are networked to a printer	Software					I	E	M
▪ Know basic keyboard commands	Software					I	E	M
▪ Create and name/rename folder	Software						I	E
▪ Convert or save file to different formats	Software						I	E
Graphics and Multimedia								
<i>Students will develop technology skills to enhance educational effectiveness.</i>								
▪ Draw and label a picture using multimedia software	Multimedia Software	I	E	E	M	M	R	R
▪ Create a picture story using objects	Multimedia Software	I	E	E	M	M	R	R
▪ Type a sentence(s) and draw a picture	Multimedia Software	I	E	E	M	M	R	R
▪ Change font size, size, and color in word processing or multimedia document	Multimedia or WP Software	I	E	E	E	M	R	R
▪ Create a slide show presentation	Multimedia Software		I	E	E	M	R	R
▪ Import, reshape, and resize graphics	Multimedia or WP Software			I	E	M	R	R
▪ Create a chart and graph using spreadsheet	Spreadsheet Software			I	I	E	M	R
▪ Use controls to operate media window/video file	Software	I	E	M	R	R	R	R
▪ Create & add multi-media elements to a slide show	Software			I	E	M	R	R

	Tool	Kdg	1st	2nd	3rd	4th	5th	6th
o Animation	Software				I	E	M	R
o Sound	Software					I	E	M
o Video	Software						I	E
▪ Edit graphic layering or arrangement	Software					I	E	M
▪ Use audio software to create or edit musical compositions	Software						I	E
▪ Edit video clips	Software						I	E
▪ Create a video clip to use in a class project	Software							I
▪ Add titles, transitions, and audio to video project	Software							I
▪ Manage timing for video editing	Software							I
Internet Use and Research								
<i>Students will demonstrate proper Internet use and research skills.</i>								
▪ Logon to teacher specified web sites	Browser	I	E	E	M	M	R	R
▪ Navigate web site using back and home button	Browser	I	I	E	E	M	M	R
▪ Understand browser and Internet vocabulary	Browser			I	E	M	R	R
▪ Use Favorites or Bookmarks	Browser				I	E	M	R
▪ Locate web sites using address locator box	Browser			I	E	M	M	R
▪ Use search engine to locate web sites	Browser						I	
▪ Properly cite information or graphics used from web sites	Browser				I	E	E	M
▪ Locate specific information using an electronic encyclopedia, dictionary, thesaurus, atlas or other reference media	Software			I	E	M	R	R
▪ Copy graphics from electronic media	Software				I	E	M	R
▪ Create timelines using computer software or web site	Software				I	E	M	R
▪ Identify links in a web page	Software				I	E	M	R
▪ Skim web sites for appropriate information	Software					I	E	M
▪ Evaluate web sites for content	Software						I	E
▪ Review appropriate Internet conduct for safety	Software						I	E
▪ Manage multiple web site windows	Software							I

Exit Goal: Del Mar Union School District students in grade 6 will be competent in computer hardware/software skills and will use available resources to acquire information literacy skills and use multimedia software and Internet access to become successful users of technology as they prepare for the outside world. (This includes knowledge of the terminology used for computer hardware/software, Internet safety, how technology improves learning, use of major software programs, and keyboard skills).

Objective: By the end of the sixth grade a Del Mar Union School District student will be able to:

Demonstrate an understanding of computer etiquette and Internet safety.

Demonstrate an understanding of technology peripherals with a variety of hardware and software.

Demonstrate a mastery of keyboarding skills.

Develop formatting skills in a variety of applications.

Demonstrate an understanding of computer operations and file management.
Develop technology skills to enhance educational effectiveness.
Demonstrate proper Internet use and research skills.
Develop technology skills to reinforce and extend student achievement.
Assessment: The classroom teacher and the Instructional Technology Resource Teacher will be responsible for assessing these skills with an annual review. Student proficiency will be assessed on the grade level Rubric and the sixth grade end of year project.

Sections 3f and 3g address Assembly Bill 307 on Ethical Use of Technology and Internet Safety.

f. Ethical Use of Technology

The following establishes a 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, Chavez).

Goal #8 Students will learn about information technology and the appropriate and ethical use of technology.		
Objective: 100% of students in grades 4-6 will practice safe, legal, and responsible use of information technology. This includes understanding the implications of copyright, fair use, plagiarism, and file sharing and/or downloading.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will be taught to recognize how copyright affects technology systems, information and software resources.	2008-2013	3, 8, 12
Students will be taught information technology skills during Technology Lab instruction at all grade levels using the scope and sequence concepts.	2008-2013	8, 11
Students learn to model acceptable computer etiquette and how to respect published documents on the Internet.	2008-2013	3, 8, 12
Students will be taught to distinguish between lawful and unlawful downloading and peer to peer file sharing, including the consequences and costs.	2008-2013	8, 12
Teachers will provide training and examples of appropriate research and citation practices to avoid plagiarism.	2008-2013	3, 8, 12
Benchmarks: End of year 1: 80% of students in grades 4-6 will practice safe, legal, and responsible use of information technology.		

End of year 2: 90% of students in grades 4-6 will practice safe, legal, and responsible use of information technology.

End of year 3: 100% of students in grades 4-6 will practice safe, legal, and responsible use of information technology.

End of year 4: 100% of students in grades 4-6 will practice safe, legal, and responsible use of information technology.

End of year 5: 100% of students in grades 4-6 will practice safe, legal, and responsible use of information technology.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys Student Assessment Projects	Ongoing Teacher Observation Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #9 Students understand issues related to ethical and legal use of technology.

Objective: Students will practice computer etiquette 100% of the time at school.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will be introduced to basic issues related to responsible use of technology information, define acceptable and unacceptable computer use and digital citizenship.	2008-2009	3, 8, 12
Students will practice legal and responsible use of technology using the K-6 grade level concepts and rubric, as presented in the Technology Lab.	2008-2010	8, 11, 12
Teachers will exhibit leadership for digital citizenship.	2009-2010	3, 8, 10, 12
Students and teachers will demonstrate personal responsibility for lifelong learning.	2008-2009	8, 11, 12
Benchmarks:		
End of year 1: Students will practice computer etiquette 90% of the time at school.		

End of year 2: Students will practice computer etiquette 95% of the time at school.
End of year 3: Students will practice computer etiquette 100% of the time at school.
End of year 4: Students will practice computer etiquette 100% of the time at school.
End of year 5: Students will practice computer etiquette 100% of the time at school.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys Student Assessment Projects	Ongoing Teacher Observation Annual	The site Administrator, Instructional Technology Resource Teacher, and Classroom Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

The Instructional Technology Resource Teacher will take the lead position for teaching the lessons in ethical use of technology. Grade level teachers will support the lessons in the classrooms during daily lesson integration. All teachers and library media staff will model responsible use of information technology during real time lessons presented on multimedia projection systems. In primary grades, teachers will introduce basics of digital citizenship, practical computer etiquette, and responsible use of information technology as specified in K-3 grade level concepts. The upper grades will expand this knowledge to recognize how copyright affects technology systems, information and software resources. Students will be taught to distinguish between lawful and unlawful downloading and peer to peer file sharing, including the consequences and costs using lessons based on the 4-6 grade level concepts.

g. Internet Safety

The following establishes a 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, Chavez).

Goal #10 Students are able to recognize the importance of safe and legal use of the Internet that supports collaboration, learning, and productivity.		
Objective: 100% of the students in grades 1-6 will learn to use the Internet in a safe, legal, and responsible manner by adhering to the District policies.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will recognize how world wide web users are affected as it relates to privacy and security.	2008-2013	3, 8

Students understand and discuss basic issues related to responsible use of technology information and define acceptable and unacceptable computer use.	2008-2013	8, 12
Students will be familiar with the District Policy on Network use including Internet online communication and privacy.	2008-2009	3, 8, 11, 12
Classroom Teachers and Instructional Technology Resource Teachers will provide training for locating, evaluating, and collecting information safely on the Internet.	2008-2013	8, 12
Teachers will use age-appropriate web-based resources to introduce the Internet-Safety Pledge and simulations to reinforce proper and legal use of the Internet.	2008-2013	3, 8, 12
Students describe acceptable computer etiquette and how to communicate with peers in a safe and responsible manner on the Internet.	2008-2013	8, 12
Benchmarks: End of year 1: Grades 5-6 will learn and practice safe, legal, and responsible use of the Internet. End of year 2: Grades 4-6 will learn and practice safe, legal, and responsible use of the Internet. End of year 3: Grades 3-6 will learn and practice safe, legal, and responsible use of the Internet. End of year 4: Grades 2-6 will learn and practice safe, legal, and responsible use of the Internet. End of year 5: Grades 1-6 will learn and practice safe, legal, and responsible use of the Internet.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys Teacher observation Assessment Projects EdTech Profiles	Ongoing Teacher Observation Annual	The site Administrator, Teachers, and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

The Instructional Technology Resource Teachers will be responsible for providing instruction to students on safe and legal use of the Internet to provide resources for collaboration, learning, and productivity. Classroom teachers and library media staff will support and model safe and legal use of the Internet in daily integration of the curriculum with lessons taught using multimedia resources. Primary students will learn how to use bookmarked Internet sites, provided by the teachers and filtered web browsers to assess information technology resources. Upper grade students will expand the use of Internet resources to include issues related to Internet communication, security, and

privacy. All students will study the Internet-Safety Pledge and simulation to reinforce proper and legal use of Internet resources.

h. Describe the district policy, practices, or goals that ensure equitable technology access for all students.

The Technology Plan is in alignment with the District's mission, content standards, and philosophy. This includes computers with Internet access and instructional software in every classroom, the Library/Media Center, and multiple technology labs. ***The DEL MAR UNION SCHOOL DISTRICT BOARD POLICY No. 6017*** (see pages 105-125) is the foundation for the practices that ensure equitable technology access for all students. ***The District Telecommunication Network Acceptable Use Policy*** (see pages 122-124) also supports equal access and appropriate use of technology for staff and students. **The result of utilizing and enforcing these district policies is, equal and appropriate technology access for ALL students, when they need it.**

Student and Employee Access to Networked Information Resources

- A. *The Board recognizes that as telecommunication and other new technologies shift the ways that information may be accessed, communicated and transferred by members of society, those changes may also alter instruction and student learning. The Board generally supports access by all students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources, for legitimate educational purposes.*

Goal #11 Access to appropriate technology is available to all students, including Special Education, GATE, English Language Learners, and underachieving students, as well as teachers, and other school staff.

Objective: The outcome of all our policies and practices is that all students will have access to technology in all subjects and in all classrooms and alternative locations where instruction occurs.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Confer with SELPA, NCCSE, and other organizations for special technology needed for the disabled and Special Education students.	2008-2009	1, 3, 4
Teachers will use technology to assist students with Special Education, GATE, and ELL needs.	2008-2013	8, 12
Representatives from Special Education, GATE, and English Language Learners will serve on the Educational Technology Committee to provide specialized support and input for members of the individual groups.	2008-2013	1, 8, 12
All schools will be encouraged to provide student access to technology in extended learning programs such as distance learning and other	2008-2013	1, 3, 11, 12

online programs to meet the needs of all students.		
A list of locations for after-school access to technology in community centers, libraries, or extended lab or media centers to ensure wider access to all students will be compiled and communicated. This information will be updated and added to parent newsletters.	2008-2010	3, 7, 8, 11
Benchmarks: End of year 1: 100% of students will have access to technology in all subjects and all classrooms where instruction occurs. End of year 2: 100% of students will have access to technology in all subjects and all classrooms where instruction occurs. End of year 3: 100% of students will have access to technology in all subjects and all classrooms where instruction occurs. End of year 4: 100% of students will have access to technology in all subjects and all classrooms where instruction occurs. End of year 5: 100% of students will have access to technology in all subjects and all classrooms where instruction occurs.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys STAR Tests District Assessments Accelerated Reading/Math	Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #12 Provide technology support to Special Education Department.		
Objective: Review and assess technology needs of Special Education Department to make recommendations for standards by 2013.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Special Education staff representatives and the Instructional Technology Team will review and assess current practices to support special education needs.	2008-2013	3, 8, 11

Confer with SELPA, NCCSE, and other organizations for special technology needed for the disabled and Special Education students.	2008-2012	3, 11
Instructional Technology Team will develop a recommendation for effective ways to meet the needs of the Special Education staff and students.	2008-2013	3, 8, 9, 11
The Director of Pupil Services and Director of Technology will present results of findings and make recommendations for improvements to the Educational Technology Committee.	2008-2013	10
All schools will be encouraged to provide student access to technology in extended learning programs such as distance learning and other online programs to meet the needs of all students.	2008-2011	1, 3, 4, 8, 12
Benchmarks: End of year 1: Review current practices to support Special Education students and staff. End of year 2: Assess current practices to support Special Education students and staff. End of year 3: Research models used to support Special Education departments currently used at other school districts. End of year 4: Develop a recommendation of standards to support technology use with Special Education staff and students. End of year 5: Present a recommendation of standards to support technology use with Special Education staff and students.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys STAR Tests District Assessments Accelerated Reading/Math	Annual	The site Administrator and Instructional Technology Resource Teacher will analyze the data and make recommendations for teaching modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

The total of all the effort and policy implementation described in this section (3h), insures that all students receive appropriate access to technology whenever they need it.

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

The Del Mar Union School District currently has a computer-based report card using a simple database. A suggested improvement would be a software component that directly connects student scores in a gradebook format to a progress report, which could be easily communicated to parents and students. The ability to produce student progress reports throughout the year keeps school-home communication current and supports collaboration to improve student academic achievement. This document would contain clear expectations based on California Content Standards in alignment with the District curriculum maps and essential questions. A more formal report card during quarterly periods would provide the opportunity to set and evaluate individual student goals. Individualized Education Plans also help to direct the grade level and site Professional Learning Communities to develop the reinforcement and extension necessary to meet the needs of all students. The additional component of collecting data for the purpose of utilizing online resources and directing instruction will be researched during this five-year plan.

Goal #13 Teachers will use technology to collect student data using an electronic record keeping/gradebook aligned to a District Standards-Based Report Card.		
Objective: The District will select and implement an electronic gradebook program to use in conjunction with an online Standards-Based Report Card.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Instructional Technology Team will research and assess components of electronic gradebook and report card software available.	2008-2013	1, 3, 10
Recommendation will be made to District selection committee for both record keeping/gradebook and report card software.	2008-2013	1, 3, 10
Training for teachers and implementation of record keeping/gradebook and standards-based report card.	2008-2013	1, 3, 10, 11, 12
Benchmarks: End of year 1: Instructional Technology Team, Data Management Coordinator, and Assistant Superintendent of Curriculum and Instruction will assess components of record keeping/gradebook and report card software. End of year 2: Instructional Technology Team and Assistant Superintendent of Curriculum and Instruction will select and implement electronic gradebook and report card software. Volunteer teachers will pilot new software. End of year 3: Teachers will be trained to implement new electronic gradebook and report card software. End of year 4: Instructional Technology Team will continue to review and support implementation. Parent surveys will be administered to solicit feedback for assessment of effectiveness of product. End of year 5: Instructional Technology Team will review survey data and make recommendations for modifications.		

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
District Assessments Teacher and student surveys EdTech Profile student surveys Parent surveys	Annual Monthly PLC meetings	The Instructional Technology Resource Teacher, Data Management Coordinator, and Assistant Superintendent of Curriculum and Instruction will analyze the data and make recommendations for modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #14 Administrators and teachers will use technology as a tool to access student information, monitor assessment data, and develop plans to meet individual student needs.

Objective: The teacher will use assessment tools and a data management system to gain and manage student achievement data.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Students will use programs such as <i>Accelerated Reader</i> (AR/Star) or <i>Accelerated Math</i> to assess student reading and math levels via computer-based assessments.	2008-2011	1, 3, 8, 12
Each teacher will be trained to use a student data management program such as <i>Infinite Campus</i> to: 1) Obtain student test scores; Assess the % high, average, low students in their class. 2) Identify areas of need which can be improved through Professional Development and Professional Learning Communities.	2008-2013	4, 8, 11, 12
Explore web based licensed programs to provide teachers with the tools to create and sequence activities to build a unit of instruction on-line. Teachers create lessons that are standards-based through use of a standards' manager.	2008-2013	3, 4, 8, 11, 12
Teachers will use the data collected from the computer-based assessment program to design individualized learning goals for students.	2008-2013	3, 4, 11, 12
Professional Learning Communities will collaborate to plan small group instruction based on collected data with students who have common learning goals.	2008-2013	4, 12

Benchmarks:

End of year 1: Research and evaluate computer based assessment and data management programs.

End of year 2: Pilot computer based assessment and a data management program.

End of year 3: Purchase and train teachers to use programs.

End of year 4: Implement computer based assessment program and set student goals based on data.

End of year 5: Utilize computer based assessment and data management program.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Assessment Data EdTech Profile student surveys STAR Tests District Assessments Accelerated Reading/Math	Ongoing Annual Informal weekly PLC assessments and discussions.	The site Administrator, Instructional Technology Resource Teacher, and Classroom Teachers will analyze the data and make recommendations for modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

j. Two Way Communication: List of clear goals, measurable objectives, annual benchmarks and an implementation plan to utilize technology improve two-way communication between home and school.

Current School-Home Communication

The following communication forms are in place:

1. The District Web Master maintains the District Web sites. All schools have a website with pertinent contact information regarding the administration and staff at the site; all schools post additional resources such as a Principal's Message, Program Highlights, School Calendar, PTA News, Site Council Meeting Minutes, Staff List, and Galleries of Pictures.
2. 100% of administrators and 100% of teachers use E-mail. E-mail is an additional link to the home for parents who access it.
3. Teachers use their websites to communicate with students and parents on daily assignments, school events, and upcoming projects. Many teachers post suggested web sites that support current areas of study and picture galleries to showcase special learning events or field trips.

4. Every teacher has a telephone with voice mail available and two schools have access to voice over internet protocol. The remaining six schools are scheduled to get voice over internet protocol over the next 3 years.
5. The District web page provides links to important publications, programs, School Accountability Report Cards, the District Strategic Plan, pupil services, and curriculum information. The District also gives staff members an intranet portal for employee resources and current information.

Additionally, the Del Mar Union School District's web site provides staff and community with up-to-date information in the following areas: District and School News, District and School Calendars of events, Teacher Web Pages, Employee Directories, Employee Intranet, Maintenance Work Order System and Email Newsletters (signup and distribution). This District Web Master monitors web site traffic at individual school sites and at the main Del Mar Union School District page to continue searching for ways to improve communication between school, home and community. Web site use continues to increase each year validating that current and necessary information is available.

Web Site Traffic Analysis

January 2004	49,099 page views
September 2006	345,016 page views
January 2007	412,894 page views

Goal #15 Build strong school/home/community relations through the use of technology.		
Objective: 100% of the Del Mar Schools will use telecommunications and online technology to provide current school and District information to the parents, students, and community.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Establish a District standard for contents of the District web page, a School web page, and a teacher's classroom web page.	2008-2009	1, 3, 8
Identify a person at each site responsible for posting current information on the front page of the school web site and communicating information with the District Web Master.	2008-2009	3, 11
Research additional resources to be integrated on school web pages to assist students and parents with tips for success.	2008-2010	3, 11
Utilize e-mail to communicate more efficiently and set-up group lists	2008-2013	3, 8, 11, 12
Utilize Classroom electronic newsletters and/or articles posted on teacher web page.	2008-2013	3, 7, 8, 11, 12
Work with adult education programs in the community, the libraries, and the community college to identify technology trainings for adults and post the list on the District web page.	2008-2013	1, 3, 7
Utilize an "all-call" phone system to computerize effective methods of communicating important emergency information, changes in scheduling, and bilingual translations.	2008-2013	3, 11
Benchmarks:		
End of year 1: 80% of the schools will utilize telecommunications and technology applications for		

increased school/home/community communication.

End of year 2: 85% of the schools will utilize telecommunications and technology applications for increased school/home/community communication.

End of year 3: 90% of the schools will utilize telecommunications and technology applications for increased school/home/community communication.

End of year 4: 95% of the schools will utilize telecommunications and technology applications for increased school/home/community communication.

End of year 5: 100% of the schools will utilize telecommunications and technology applications for increased school/home/community communication.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Parent and student surveys EdTech Profile student surveys District surveys Website View Data	Ongoing Annual	Educational Technology Committee will meet and receive feedback from Cabinet meetings to make recommendations for program modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

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

Infusing technology is the goal of the Del Mar School Union District Strategic Plan. The goals identified in sections 3d-3j of this Technology Plan include realistic, comprehensive objectives, implementation actions, measures, and benchmarks. Additionally, specific target date, resources required, positions/departments responsible have been listed with each action. The objectives are linked to specific evaluation tools to be used to assess the benchmarks. Finally, the Technology Plan includes formative and summative evaluation steps.

Success indicators will include: improved student projects; rise in multiple measure scores; increase in math, science, and language arts scores; increased rubric scores on project based classroom activities, and progress toward achieving or exceeding individual student goals (Section 3e) that are aligned to student grade level standards.

The Director of Technology will be responsible for initiating the implementation of the Educational Technology Plan. The Director of Technology, Site Based principals, and Student

Information/Data Management Coordinator will use the processes listed in the above action steps in sections 3d –3j, to support Professional Learning Community group discussions, and Staff Meetings to monitor and evaluate the curriculum component implementation as specified in the Del Mar Union School District Educational Technology Plan. **These events will occur quarterly, bi-annually, and annually.** Other responsible persons will include the Assistant Superintendent of Curriculum and Instruction, the Instructional Technology Resource Teachers, and the Director of Technology. A report from the Assistant Superintendent will be provided to the School Board and District Strategic Planning Committee on an annual basis. If parts of the plan are not being implemented in the specified timeline, the principals will communicate with the Assistant Superintendent after assessment of the problem, and identification of the best solution with the involvement of all appropriate stakeholders, to make the appropriate adjustments to the original plan.

IV. Professional Development

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

Based on a District technology survey administered in 2006, 100% of our teachers and administrators use their computers daily. The District provides access to a computer for all teachers and administrators. The expectation is that all teachers and administrators check their e-mail at least twice a day: once at the beginning of the workday, and once before leaving at the end of the workday. One hundred and ninety-three District teachers and administrators completed the Ed Tech Profile Proficiency Assessment in January/February 2006 and we will be administering The EdTech Profile in January 2008 to gain current proficiency data. The Edtech Profile is a comprehensive web-based technology skills self-assessment instrument that Del Mar administrators, teachers, and certificated staff will utilize at least every 18 months or sooner. It can be accessed at <http://www.edtechprofile.org/index.php> . We also used the findings from the Harris Poll Teacher/Staff survey administered in 2006-07, (see pages 141-142) which showed a high level of technology use to promote student achievement.

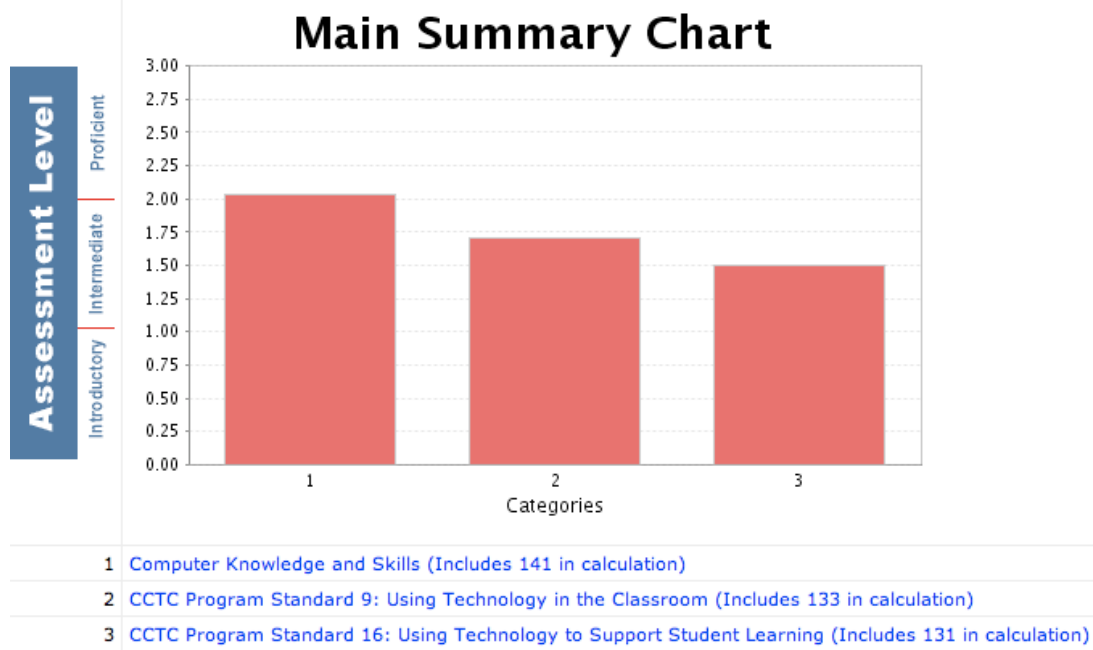
Current staff development is customized to the specific needs of the staff at each site. Sites use a variety of opportunities for staff development. Some schools use early-release afternoons set aside for small group training, some schools have release time during the school day, and others use a “Laptop Lunch” format where teachers come in and receive training during lunchtime. Classes are offered to school staff and taught by the Instructional Resource Teacher on topics such as, Introduction to Unitedstreaming videos, Presentation Slideshows in Keynote, or Using iLife for Instruction and Web Pages. The Student Information/Data Management Coordinator provides training in student record keeping on Infinite Campus and Email use on First Class. The District Web Master supports the staff with Web Page training geared to provide information in the most effective and efficient manner. The District has a regular staff development session in January, which includes 2 hour professional development classes at one location for two days. Teachers sign up for course offerings to personalize their training according to need and interest. Technology courses are very popular and average a class lab size of 40 teachers per session.

Ongoing training for staff development is a priority for Del Mar Union School District. Our commitment to technology begins with instructional staff to teach, train, and maintain hardware and

software at all schools. At some of the schools classroom teachers accompany the classes to the Technology Lab, which provides weekly training for the teacher simultaneously. With increasing school sizes and need for teachers to have release time, this model is becoming more difficult to sustain. Our District also provides training sessions each January during two designated Staff Development days. For example, teachers may choose from classes such as composing a song in GarageBand, using Keynote to create a Back to School Night presentation, or using digital cameras to produce a video of class memories in iMovie for the students. Our teachers are energetic, intelligent, and recognize the benefits of technology proficiency to support and improve student achievement.

Using the data from the main summary chart below, all teachers demonstrate an Intermediate Level II or higher level of skill in the areas of **Computer Knowledge and Skills, Using Technology in the Classroom, and Using Technology to Support Student Learning**.

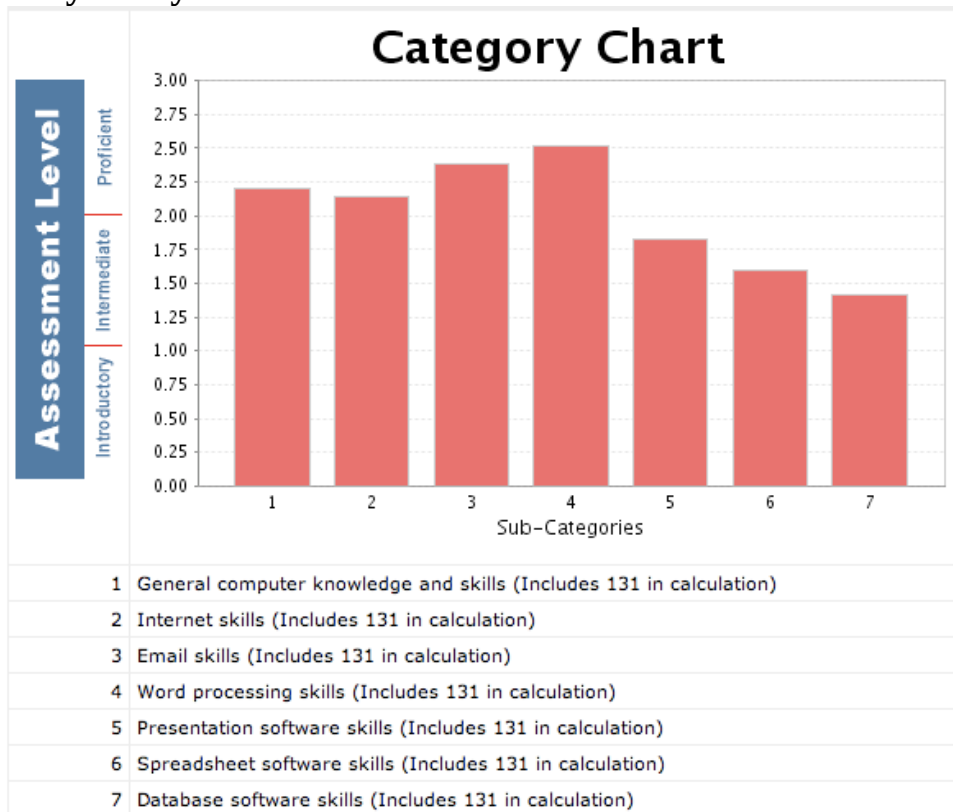
Technology Assessment Profile: Proficiency Analysis for Certificated Teachers



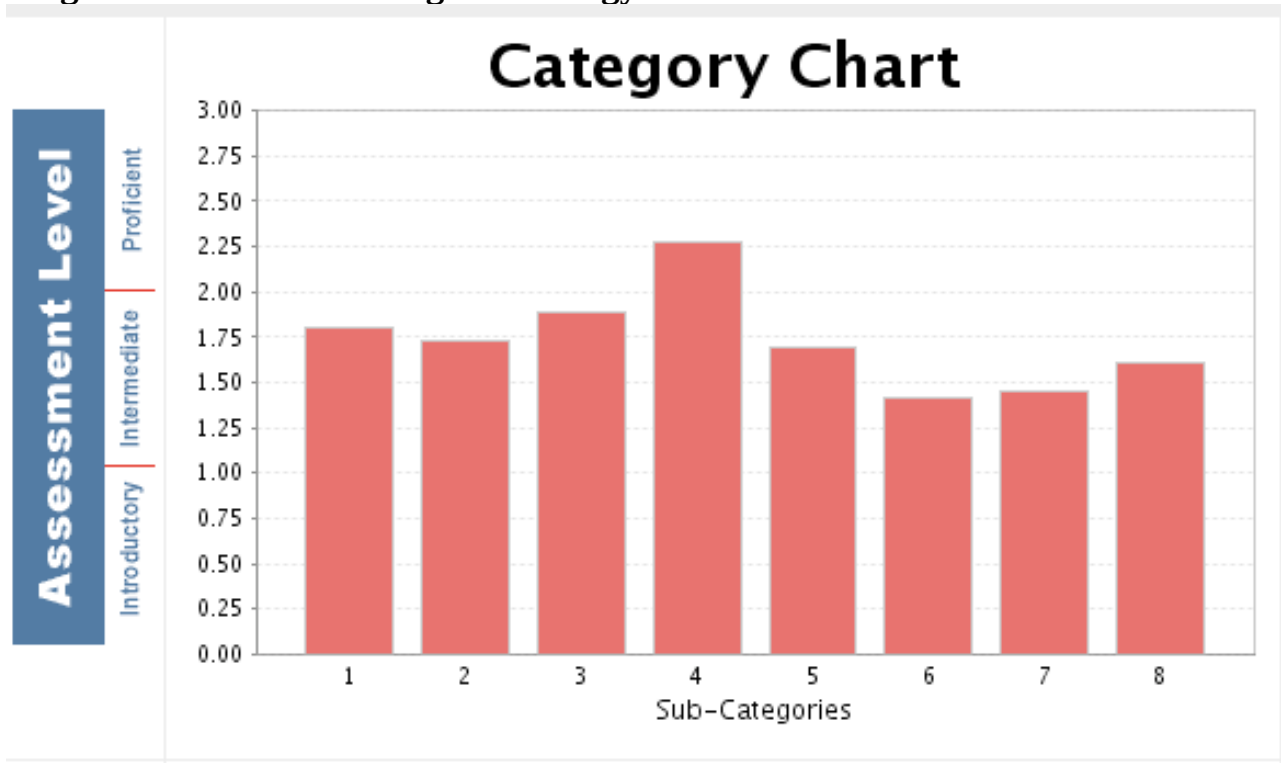
One hundred percent (100%) of the teachers placed in the Intermediate Level II or above in all seven areas:

- 1 General Computer Knowledge and Skills (Includes 131 in calculation)
- 2 Internet (Includes 131 in calculation)
- 3 Email (Includes 131 in calculation)
- 4 Word Processing (Includes 131 in calculation)
- 5 Presentation Software (Includes 131 in calculation)
- 6 Spreadsheets (Includes 131 in calculation)
- 7 Database software skills (Includes 131 in calculation)

EdTech Profile 2006 Technology Assessment Profile: Proficiency Analysis for Certificated Teachers

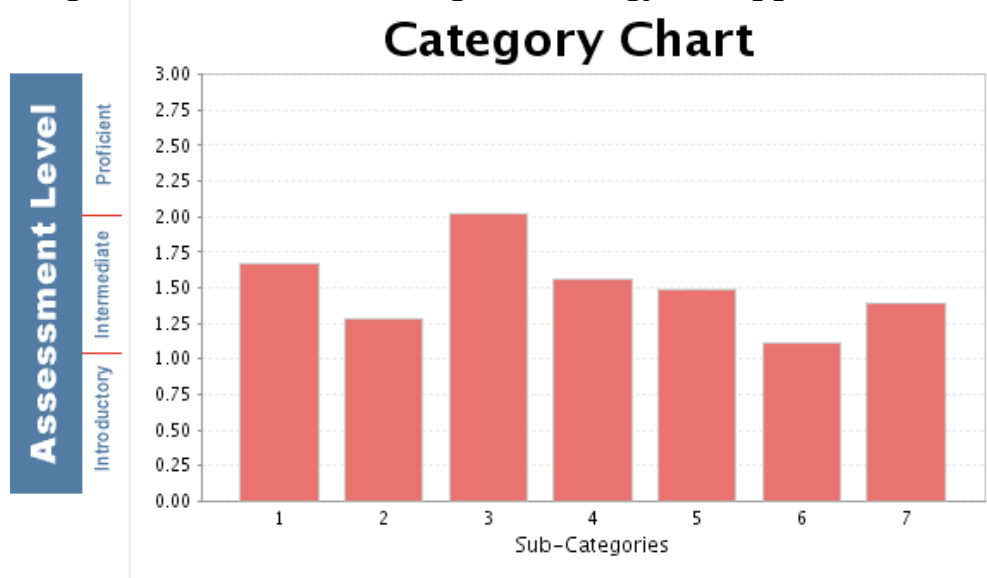


Program Standard 9: Using Technology in the Classroom



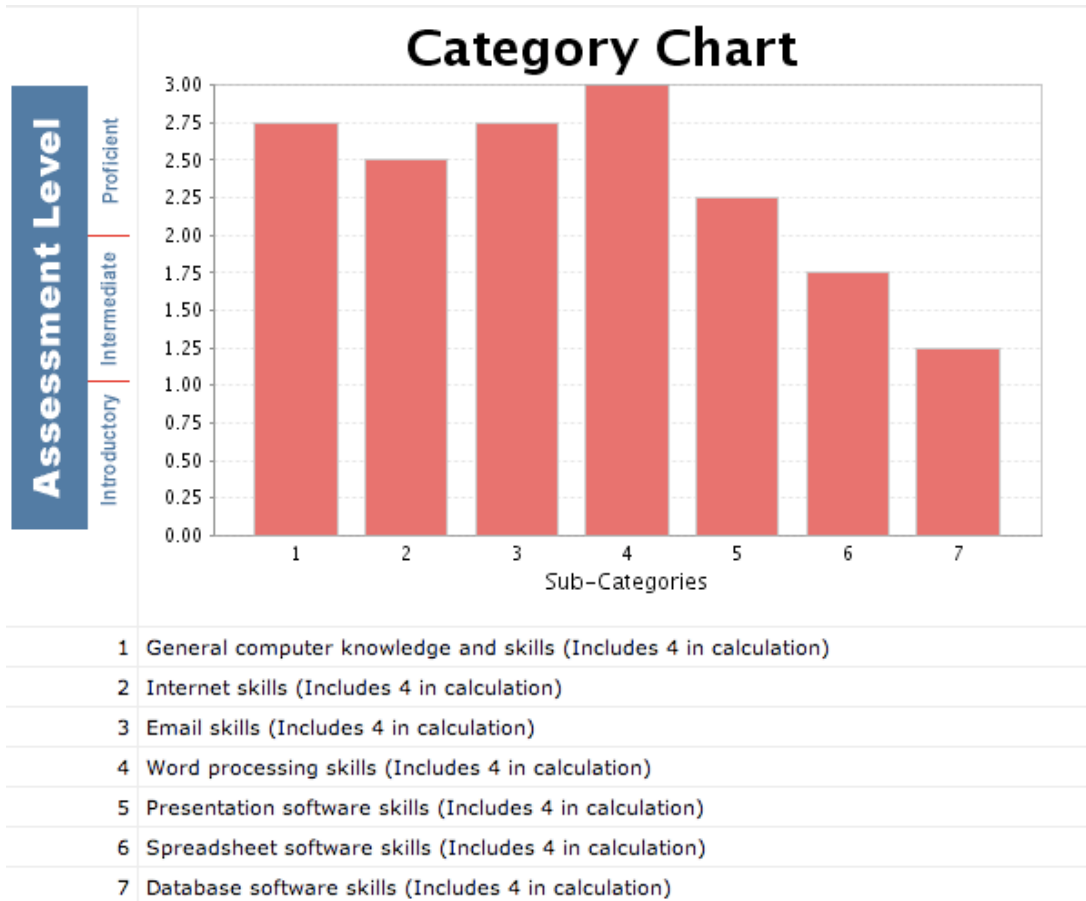
1	Standard 9a (Includes 131 in calculation) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
2	Standard 9b (Includes 131 in calculation) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
3	Standard 9d (Includes 130 in calculation) Each candidate uses computer applications to manage records and to communicate through printed media.
4	Standard 9e (Includes 130 in calculation) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.
5	Standard 9f (Includes 129 in calculation) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)
6	Standard 9g (Includes 129 in calculation) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.
7	Standard 9h (Includes 129 in calculation) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.
8	Standard 9i (Includes 129 in calculation) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

Program Standard 16: Using Technology to Support Student Learning



1	Standard 16a (Includes 129 in calculation) Each participating teacher communicates through a variety of electronic media.
2	Standard 16b (Includes 129 in calculation) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.
3	Standard 16c (Includes 129 in calculation) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.
4	Standard 16d (Includes 129 in calculation) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
5	Standard 16e (Includes 129 in calculation) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
6	Standard 16f (Includes 129 in calculation) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
7	Standard 16g (Includes 129 in calculation) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Technology Assessment Profile: Proficiency Analysis for Administrators



Technology Assessment Profile: Proficiency Analysis for Administrators Computer Knowledge and Skills

Date of Report: 11/14/2007 03:51:47 PM PST
Data as of: 11/03/2007 10:27:07 PM PDT
Technology Assessment Profile: Proficiency Analysis Report for Del Mar Union Elementary District
 Assessment: Technology Assessment Profile
 Administrator
 School type: Public
 Category: Computer Knowledge and Skills

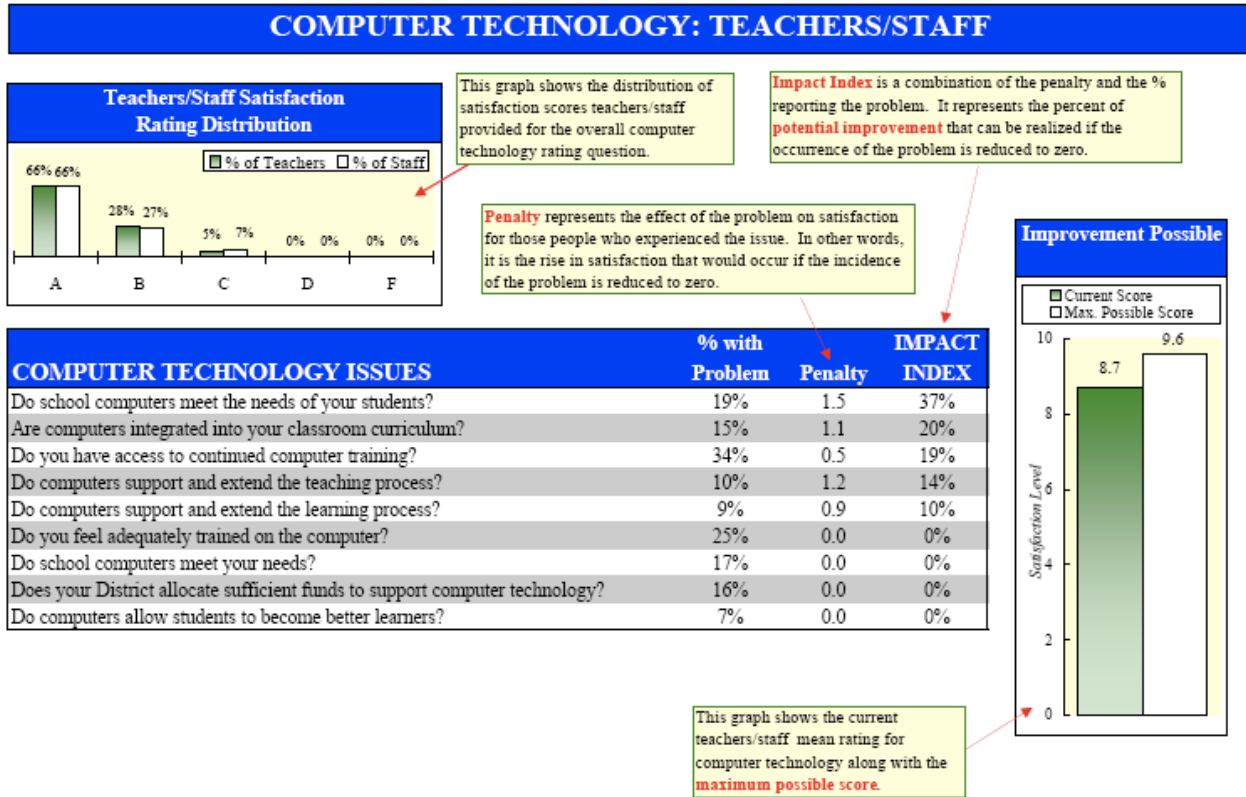
[Report Description](#)
[Printer-friendly display](#)
[Download PDF](#)

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Applicable	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%
Beginning	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%	1	25%
Intermediate	1	25%	2	50%	1	25%	0	0%	3	75%	3	75%	2	50%
Proficient	3	75%	2	50%	3	75%	4	100%	1	25%	0	0%	0	0%
Total Responses	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%	4	100%

Harris Interactive School Poll Survey Results (2006-2007)

Computer Technology

85% of the Del Mar Teachers and Staff were surveyed in a number of Computer Technology issues and rated technology 8.7 out of a possible score of 9.6. Even though the overall results indicated a high use of integration of technology in the schools, the areas of need continued to be ongoing training in using computers. This survey supports our findings on the Ed Tech Profile.



Teachers

The teachers use e-mail, basic word processing, take attendance, and turn their computers on daily. They are comfortable using Internet for research, word processing, sending e-mail to group lists and attaching documents, and using publishing software. They maintain their web pages with current information, homework assignments and have a professional profile posted.

According to the subcategories, the areas of greatest need for staff development include:

- Databases and Spreadsheets
- Incorporating instructional technology into classroom instruction
- Electronic research tools and ability to assess data

Administration

Using the data from the main summary chart, all administrators demonstrate an Intermediate Level II or higher level of skill in the areas of **Computer Knowledge and Skills, Using Technology in the Classroom, and Using Technology to Support Student Learning.**

The administrators use e-mail, basic word processing, and turn their computers on daily. They are comfortable using Internet for research, word processing, sending e-mail to group lists and attaching documents, and using publishing software. They are proficient users of their web sites to communicate information to their learning communities.

One hundred percent (100%) of the administrators placed in the Intermediate Level II or above in all seven areas:

- 1 General Computer Knowledge and Skills
- 2 Internet
- 3 Email
- 4 Word Processing
- 5 Presentation Software
- 6 Spreadsheets
- 7 Database software skills

The administrators' current level of general computer knowledge and skills, as indicated on their January/ February 2006 Proficiency Assessment, identified Staff Development needs similar to the teachers surveyed. They wanted more training in integrating technology into the curriculum in a small group setting during the school day. According to the subcategories, areas of greatest need include:

- Spreadsheet Software Skills
- Database Software and Data Management
- Ongoing Integration of Technology

b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.

With District Instructional Technology Resource Teachers and Administrators to support professional development goals, teachers will increase their computer competencies in order to accomplish their professional goals efficiently and effectively, and make continuous progression toward state technology proficiencies. Currently there are no California state adopted technology standards for teachers or administrators, however, we use The ISTE NETS for Teachers and Administrators which focuses on defining the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings (see page 132).

The Del Mar Union School District will provide and support the following resources, software, and courseware for professional development to meet the technology standards of teachers, administrators, and students. The District will provide the necessary hardware and software to accomplish the implementation plan. The focus of this professional development component is to provide the technical support, assistance, and training that will permit all staff to become proficient

users of technology by the year 2012-2013. The technology training is reflective of the feedback received from formal staff surveys (Harris Poll), individual feedback following a training session, the CTAP results, and informal needs assessments given at each school site. For example, teachers indicated a strong need for having training to be able to give professional presentations at the “Back to School Night”. They were trained to create a Keynote slide show including digital pictures from class events during the previous school year as a preview for the parents. Teachers also wanted staff development in how to use their web page to communicate information effectively with the students and the parents. The technology team provided great insight as to how to accomplish this and keep the sites current.

Analysis of the data presented in section 4a clearly indicates our teachers need to be trained in spreadsheets; databases; integration of technology to improve student learning, and classroom data management. The data also indicates the need for professional development of our administrators in the areas of integration, student learning, and classroom data management. This leads to the following goals:

Goal #16 Provide training to teachers to improve technology proficiency and use.		
Objective 1: Teachers will be trained to manipulate and analyze a database as a tool for assessing student learning and providing feedback to parents and students.		
Objective 2: Training will be available for teachers to create and use spreadsheets.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible
Teachers will be trained to use a database as a tool for assessing student achievement and creating individual student learning goals.	2008-2010	1, 3, 4, 11
Teachers will learn how to gather the data, determine outcomes, and evaluate effectiveness of process.	2009-2010	3, 4, 11
Teachers will be offered training to learn to use technology to create spreadsheets.	2010-2011	3, 8
Teachers will learn how to monitor student outcomes and use technology in instruction to adapt lessons according to results.	2008-2013	1, 3, 4, 9, 11
Benchmarks: End of year 1: 80% of teachers will be trained to manipulate and analyze a database as a tool for assessing student learning. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be trained to use resources to integrate technology. End of year 2: 85% of teachers will be trained to manipulate and analyze a database as a tool for assessing student learning. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be trained to use resources to integrate technology. End of year 3: 90% of teachers will be trained to use student data to provide feedback to parents and students. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be trained to use resources to integrate technology. 100% of teachers will be offered opportunity to be trained to use technology to create spreadsheets.		

End of year 4: 95% of teachers will be trained to use student data to provide feedback to parents and students. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be trained to use resources to integrate technology.

End of year 5: 100% of teachers will be trained to use student data to provide feedback to parents and students. 100% of teachers will be offered training to use technology to create spreadsheets. 100% of teachers will be trained to use resources to integrate technology.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys District Assessments SMART Goals	Annual Instructional Technology Team monthly review meeting	The Director of Technology, site Administrator, and Instructional Technology Resource Teacher will analyze the data and make recommendations for training modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #17 Provide training to teachers to utilize lessons that demonstrate ethical use of information technology.

Objective 1: Teachers will be trained on safe, legal, and responsible use of technology.

Objective 2: Teachers will utilize and demonstrate safe practices for Internet use.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Teachers will be trained to recognize how copyright affects technology systems, information and software resources.	2008-2010	3, 8, 12
Teachers will model examples of computer etiquette.	2009-2010	3, 4, 11
Teachers will be trained on the importance of using appropriate citation practices to avoid plagiarism.	2010-2011	3, 8
Teachers will receive training to distinguish between lawful and unlawful downloading and peer to peer file sharing, including the consequences and costs.	2008-2013	1, 3, 4, 9, 11
Teachers will receive ongoing training on resources and methods to integrate technology into the curriculum.	2008-2013	3, 4, 8, 9, 11
Teachers will be trained to teach safety issues related to Internet use, including respect for published documents on the Internet.	2008-2009	1, 3, 8, 9, 12

Benchmarks:

End of year 1: 80% of teachers will be trained to provide information on the practice of safe, legal, and responsible use of information technology.

End of year 2: 85% of teachers will be trained to provide information on the practice of safe, legal, and responsible use of information technology.

End of year 3: 90% of teachers will be trained to provide information on the practice of safe, legal, and responsible use of information technology.

End of year 4: 95% of teachers will be trained to provide information on the practice of safe, legal, and responsible use of information technology.

End of year 5: 100% of teachers will be trained to provide information on the practice of safe, legal, and responsible use of information technology.

Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher surveys EdTech Profile student surveys SMART Goals	Annual Instructional Technology Team monthly review meeting	The Director of Technology, and Instructional Technology Resource Teacher will analyze the data and make recommendations for training modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #18 Provide training for teachers to support student curriculum goals and objectives (from this plan) and integrate technology into the curriculum.

Objective 1: Teachers will be trained to select resources and methods that integrate technology into the curriculum.

Implementation Plan Action Steps	Timeline	Person(s) Responsible
Teachers will be trained to use California State Content Standards and technology NETS to align projects.	2008-2010	1, 3, 4, 11, 12
Teachers will receive ongoing training to provide recommended resources to integrate technology into the curriculum.	2009-2010	3, 4, 11, 12
Teachers will receive ongoing training on recommended methods to integrate technology into the curriculum.	2010-2011	3, 8, 12
Teachers will have the opportunity to learn how to use software to	2008-2013	3, 4, 9, 12

support the technology projects, such as <i>iMovie</i> , <i>iPhoto</i> , <i>Keynote</i> , and <i>Pages</i> .		
Benchmarks: End of year 1: 80% of teachers will be trained to use standards, resources, and methods to integrate technology. End of year 2: 85% of teachers will be trained to use standards, resources, and methods to integrate technology. End of year 3: 90% of teachers will be trained to use standards, resources, and methods to integrate technology. End of year 4: 95% of teachers will be trained to use standards, resources, and methods to integrate technology. End of year 5: 100% of teachers will be trained to use standards, resources, and methods to integrate technology.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys Technology Rubrics SMART Goals	Annual Instructional Technology Team monthly review meeting	The Director of Technology, site Administrator, and Instructional Technology Resource Teacher will analyze the data and make recommendations for training modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Goal #19 Provide training to administrators to improve technology proficiency and use.		
Objective 1: Administrators will be trained to manipulate and analyze a database as a tool for assessing student learning and providing feedback to parents and students.		
Objective 2: Administrators will be trained to integrate technology to enhance and support curriculum standards.		
Objective 3: Administrators will be trained to use technology to improve communication between school/home/community.		
Implementation Plan Action Steps	Timeline	Person(s) Responsible

Administrators will be trained to use a database as a tool for assessing student achievement and creating individual student learning goals.	2009-2010	1, 3, 4, 11
Administrators will learn how to gather the data, determine outcomes, and evaluate effectiveness of process.	2009-2010	1, 3, 4, 11
Administrators will be trained to use and implement the use of technology to provide improved communication between school/home/community.	2008-2011	3, 4, 5, 7, 11
Administrators will receive ongoing training to enhance and support technology standards with a special focus on integration, student learning, and classroom management.	2008-2009	1, 3, 4, 8, 11, 12
Benchmarks: End of year 1: 80% of the Administrators will be trained on data management and assessment to improve student achievement. 90% of the Administrators will be trained to use technology to improve communication using telecommunication and online applications. 100% of the Administrators will be trained to integrate technology to support and enhance curriculum standards. End of year 2: 90% of the Administrators will be trained on data management and assessment to improve student achievement and provide feedback to parents and students. 100% of the Administrators will implement the use of technology to improve communication using telecommunication and online applications. 100% of the Administrators will be trained to integrate technology to support and enhance curriculum standards. End of year 3: 100% of the Administrators will be trained on data management and assessment to improve student achievement and provide feedback to parents and students. 90% of the Administrators will be trained to use technology to improve communication using telecommunication and online applications. 100% of the Administrators will be trained to integrate technology to support and enhance curriculum standards. End of year 4: 100% of the Administrators will be trained on data management and assessment to improve student achievement and provide feedback to parents and students. 100% of the Administrators will be trained to use technology to improve communication using telecommunication and online applications. 100% of the Administrators will be trained to integrate technology to support and enhance curriculum standards. End of year 5: 100% of the Administrators will be trained on data management and assessment to improve student achievement and provide feedback to parents and students. 100% of the Administrators will be trained to use technology to improve communication using telecommunication and online applications. 100% of the Administrators will be trained to integrate technology to support and enhance curriculum standards.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher and student surveys EdTech Profile student surveys District Assessments District Surveys	Annual Educational Technology Committee annual review	The site Administrator, Data Management Coordinator, Director of Technology, and Instructional Technology Resource Teacher will make recommendations for training modifications.

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

Professional Development Benefits:

- Integrates technology with standards and project-based learning
- Increases use of all technologies
- Imbeds technology into District content area staff development
- Evaluates data and assesses outcomes to determine future needs
- Provides teachers with opportunities to learn with a “hands on” approach
- Provides opportunities to work with peers and develop grade level lessons
- Technology teacher/trainer at all school sites models effective applications of technology integration
- Assists the instructor, (a digital immigrant) to learn and implement new technology to better understand the student, (a digital native)
- Teaching staff stimulated/supported/encouraged to try new approaches/applications
- Provides resources for teachers and administrators to understand and model the qualities of a digital citizen including respecting online privacy and security, copyright laws, and Internet safe practices
- Improves student learning directly linked to professional development
- Supports continuous assessment at the classroom and school levels
- Catalyst for modifications to the instructional setting
- Increases teaching skills and expands opportunity for “real-time” learning.
- Access to more resources
- Provides a common language, philosophy, and focus
- Keeps learning and teaching strategies and methodologies connected to current research
- Leads to overall excellence
- Promotes teacher confidence resulting in new student experiences

District Supported Resources:

- First Class email
- Infinite Campus for student record keeping and data management
- EdTech Profile survey
- STAR data
- CELDT data
- Accelerated Reader and/or Accelerated Math
- GradeBook and web based Report Card

- Discovery Education Streaming on-demand video/lesson library including teacher resources
- Apple .mac accounts for school websites

Professional Development Considerations For Technology Integration	Timeline	Person(s) Responsible
Continue to use the Director of Technology and Instructional Technology Resource teachers to support staff by modeling classroom applications	2008-2013	1, 2, 3, 11
Provide training to the Instructional Technology Team and teachers/staff to utilize the school technology plan template for technology integration	2008-2013	3, 4, 5, 6, 7, 8
Train BTSA and PAR coaches to include technology implementation for all new teachers	2008-2013	1, 3, 9, 11, 12
Utilize software such as <i>Keynote</i> and <i>iMovie</i> to enhance lesson presentations by students and teachers	2008 -2013	3, 9, 12
Develop incentives to encourage staff to participate in training opportunities	2008-2011	1, 2, 3, 11
Provide instruction for teachers to maintain a class website that includes updated files, classroom information, and professional teacher profiles	2008-2013	3, 7, 9
Provide training for administrators, such as TICAL, to aide in the support for their staff http://www.portical.org/index.html	2009-2010	3, 4, 11
Provide training to librarians and library aides on technology and information literacy skills to implement safe instructional student research	2008-2010	1, 3, 9, 11
Work with the Professional Learning Communities (K-6) to support the English /Language Arts standards with technology	2009-2010	1, 3, 8, 9, 10
Expand the professional development opportunities, to address different teacher learning styles including strengths and weaknesses	2009-2012	1, 2, 5, 6

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

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.

Monitoring and evaluation of the staff development component is outlined above in the professional development goals and embedded in the tables in **section 4b**. **Also refer to sections 7a and 7b.** The Assistant Superintendent of Curriculum and Instruction, Director of Technology, and principals will monitor the implementation of the staff development component working collaboratively with the Instructional Technology Resource Teachers and the hardware/software Training Technician.

The Assistant Superintendent of Curriculum and Instruction, Director of Technology, and school site principals, will monitor progress annually. An annual report will be made to the District's Board of Education. If portions of the plan are not being implemented according to the timeline, the Assistant Superintendent, Director of Technology, and principals will analyze the data and determine what is needed to implement the plan or revise the plan with the technology teachers' assistance.

All staff will take the EdTech Profile Assessment at least once every 18 months. Indicators of success will be determined by a comparison of baseline data to new data collected each year. Surveys and hands-on tasks will indicate whether curriculum related goals are being met.

The Assistant Superintendent, Director of Technology, and principals will ensure that steps are taken to meet all goals provided funding is available. Changes in student learning resulting from professional staff development will be measured by comparing student test scores and portfolios before and after implementation of curricular goals.

V. Infrastructure, Hardware, Technical Support and Software

a. Description of existing hardware, Internet access, electronic resources, and technical support

Del Mar Union School District has made a substantial commitment to technology in the classroom. We currently have a District wide data network in place with over 998 network client stations connected. This investment in infrastructure and equipment is in a constant state of renewal, in that as we purchase new equipment our existing equipment is refurbished and reassigned to an appropriate location. This helps us target the need with equipment that is best suited for a particular requirement.

The current data network is OPT-E-MAN from SBC, in a hub and spoke pattern, with the hub located at Ashley Falls School. From the main hub, each of the other school sites and District Office are connected by a Fiber Optic Metro Ethernet Link at 10Mbps CIR (Committed Information Rate). The central hub location is further connected to our County Office of Education via a point-to-point 20 Mbps CIR. All central network equipment is powered through uninterruptible power supply equipment. The District Technology Department utilizes a vehicle to safely transport equipment from site-to-site and to-and-from the Apple certified District Repair Facility.

All eight elementary schools are equipped with multiple Apple Macintosh-based microcomputers in all classrooms. In 2006-2007 all schools received 28 iMac computers for the Technology Lab. The District has made a commitment to purchase an entire new lab of 30 computers every 3 years and as a result, allows the lab computers to be rotated to the classrooms. All classrooms are connected through wired Ethernet switching technology with from 2 to 8 network ports. In addition, all school sites are completely covered by 802.b and 802.g wireless networking. The average number of connections is six per classroom. This data network infrastructure provides all students and teachers access to a variety of information resources including Internet access/email, student information system (secured using VPN technology), Video conferencing and District administrative functions as appropriate.

Available software components supported by the District include:

- *iLife '08 Suite- iMovie, iPhoto, GarageBand, iWeb, and iDVD*
- *iWork '08 Suite- Numbers, Pages, and Keynote*
- *Appleworks*
- *Worldbook*
- *Web-Based Software*

We have set up a system of ongoing technology education supported by nine full-time, Instructional Technology Resource Teachers who provide Web training support, as well as a set of structured classes leading to teacher proficiency in a variety of technical areas, including use of electronic communication, word processing, data acquisition and reporting. Some options for staff development days include classes using *iMovie*, *iPhoto*, and *Keynote* presentations for teachers.

Five additional full time staff members provide a full range of technical support for teachers and administrative staff in many areas. These include information/data management, network and server maintenance, database administration, software programming, computer hardware maintenance, and Web content updates. This entire five-person team is on hand to provide telephone, email and direct contact support to the Educational Technology Goals of the District.

In addition, Del Mar Union School District has implemented a system of local technical support for each Learning Center. A site based teacher for technology is available to provide first-line support. These credentialed teachers are selected for their expanded knowledge, interest, computer skills, ability to communicate, and willingness to help. All Technology Lab teachers have levels of advanced training in instructional technology.

In 1999-2000, the District provided a Macintosh laptop computer for every certificated full time staff member and offered staff development technology courses at various sites within the District. As an incentive to attend a minimum of 20 hours of technology staff development over a two-year period, the laptop computers became the teachers' property in September 2001. This program was highly successful with 100% participation. From 2001-2003, all newly hired certificated staff was provided a Macintosh iBook laptop while receiving training for expanded technology use.

In 2004, the District initiated a new program to provide 24 hour access to technology by providing up to \$2500 at a simple interest of 5% to be paid back over 18 months (payroll deduction) to purchase a new Apple iBook or PowerBook. This "Laptop Buy" program continues to be a popular annual program to support technology use for all staff members by offering an opportunity to purchase a new personal laptop computer. The District also supports the entire staff with technical assistance given by the District Technology Team. Teachers have the choice to use either their personal laptop or a desktop computer located in every classroom with Internet access for daily record keeping and online attendance, email communication, and the updating of class assignments and information on their class web site.

Del Mar Union School District has made a commitment to incorporating needed technology in the educational process. We have established a fourteen member Instructional Technology Team consisting of representatives from the classroom, administration, and tech-support. The Instructional Technology Team meets bi-monthly to discuss the current compliance with the Technology Plan, consider resource allocation, coordinate curricular goals, and provide a forum for staff and community members to contribute to the over all process of technology integration and implementation. The Assistant Superintendent of Curriculum Instruction and the Director of Technology will evaluate this portion of the Technology Plan on an annual basis to ensure that all benchmarks that have been set are met. If the benchmarks have not been met, then this will be discussed at the technology meeting. Appropriate adjustments will be made to the Technology Plan and new benchmarks will be set. A timeline of how and when objectives will be met can be found following this section in 5c.

Student to Computer Ratio

School Site	Students	Computers	% Over 3 Years Old	Student to Computer Ratio
Ashley Falls School	551	115	46%	5 to 1
Carmel Del Mar School	491	100	74%	5 to 1
Del Mar Heights School	462	106	16%	4 to 1
Del Mar Hills School	406	126	74%	3 to 1
Ocean Air School (opened in 2007-08)	536	77	0	7 to 1
Sage Canyon School	769	179	63%	4 to 1
Sycamore Ridge School	380	93	0	4 to 1
Torrey Hills School	784	112	62%	7 to 1
District	Average 547	Total 908	41%	4 to 1

The chart represents student to computer ratio based on total number of computers per site (2007).

b. Describe the technology hardware, electronic learning resources, networking and telecommunication 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.

Del Mar Union School District (DMUSD) is home to approximately 4,000 students and has been involved in a long-term effort to construct a District wide data network in support of our education goals. The District completed all phases of the data network construction in late 2002 and continues to maintain and upgrade the network.

The Del Mar Union School District is comprised of eight elementary (K–6) grade schools and the District Office. At Del Mar Union School District we seek a level of information technology to support access to distance learning resources for all our students. The District made a commitment in 2006 to upgrade the Technology Labs at all schools and will rotate the replacement of those labs every three years, allowing the Lab computers to replace obsolete computers in the classroom.

The long-term goal of the District's curriculum action plan is to develop students' knowledge and understanding in language arts, math, and science and to provide resources and materials to support technology integration in these curricular areas. All teachers will use technology to improve the delivery of instruction and to assist students in meeting State and District academic content standards and District goals.

The vision of Del Mar Union School District in the following five years is for every teacher to attain Level II proficiency according to the CTAP standards of technology. Based on current and future funding 4:1 student computer ratio and a 2:1 computer per classroom ratio will be necessary to meet these goals. The goal of the professional development component is for all staff to become proficient users of technology by the year 2010-2011. All teachers will utilize technology to support the curriculum standards with the support of site administrators to enhance the learning of the students. In reaching these goals for the Curriculum and Professional Development Components, we plan to use a phased approach.

Part of our vision includes researching new ways to improve our professional development and communication with tools such as distance learning, video conferencing, online education, podcasting, and blogging. Current research supports the use of technology in the role in the development and expansion of many of these practices to support online student collaboration. Multimedia and interactive simulations, peer-to-peer collaborations, digital libraries, virtual worlds, language support, and wearable technology will have a significant impact on the delivery of online learning. We will also explore the use of asynchronous discussion tools, synchronous presentation tools, and online testing. The District needs to pursue efficient models and explore new technologies to enhance both student and staff learning.

Del Mar Union School District has found significant value in the use of media presentation technology. Our goal is to identify resources so that all classrooms can use LCD image projectors and document cameras for the display of student projects, and teacher led lessons. Through the use of shared resources, a ratio of one image projection system for each classroom will be necessary to achieve this goal. During the next five years, we need to look closely at a range of multimedia devices and evaluate their value in improving student achievement.

Our Plan calls for each school to install the necessary infrastructure for Voice Over Internet Protocol. Currently, two of the eight schools have met the requirements. Therefore, every year, two additional schools will be functional to integrate the Voice Over IP with our phone system and we will have met our goal by 2011.

By 2007, Del Mar met the goal of combining all of the point-to-point T1 lines into a single channelized DS3 line from the local carrier facility using fiber-optic media. The central hub location (Ashley Falls) is connected to our County Office of Education via an updated *OPT-E-MAN* (SBC) network. Each of the other school sites and District Office are connected by a Fiber Optic Metro Ethernet Link at 10Mbps CIR (Committed Information Rate). The central hub location is further connected to our County Office of Education via a point-to-point 20 Mbps CIR. This configuration provides for not only significant data transfer capacity but also a measure of redundancy to enhance reliability and scalability for continued expansion. The District will make modifications to allow for continued expansion to support our growing needs. It is estimated that by 2009, the District will need to make modifications to support technology growth.

The most crucial component in achieving the successful implementation of this Educational Technology Plan is the maintenance of the present level of technology support provided by the existing District Technology Department and credentialed site based Instructional Technology

Resource Teachers. We need to continue to provide the technical and educational support for staff and students with the current model of:

- One Instructional Technology Resource Teacher per school
- WAN/LAN Network/Computer Technician
- Director of Technology
- Student Information/Data Management Coordinator
- Technology Technician (need to add one more in 2009-2010)
- District Web Master

With regard to ongoing technology support, it is anticipated that as our inventory and usage of technology in the classroom increases, it will be necessary to augment the support staff/budget. The addition of a technical support position (2009-2010) would allow Del Mar to offer continued maintenance and expanded utilization of technology. Del Mar is in the process of researching effective organizational models that meet the needs of a district of our size in order to advance our technology goals.

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

Benchmarks for the 2004-2009 Plan were met for expanded bandwidth, and establishing the infrastructure and installing Technology Labs in schools #7 (Sycamore Ridge) and #8 (Ocean Air). The District also met their objective of upgrading every Technology Lab in 2006, by providing 28 new iMac computers at each site.

Del Mar met their objectives for adding an Information/Data Manager and additional credentialed teachers for schools #7 (Sycamore Ridge) and #8 (Ocean Air).

INFRASTRUCTURE

Benchmark: Upgrade infrastructure to meet curricular and professional growth goals	Timeline	Person (s) Responsible
Objective 1: Implement Telephone Voice Over IP -2 schools/year	2008-2009 2009-2010 2010-2011	2, 3, 4, 6
Objective 2: Expand OPT-E-MAN bandwidth as needed	2009-2010	2, 3, 5, 6
Objective 3: Expand video broadcast capabilities to support distance learning	2010-2011	2, 3, 5, 6

LEARNING RESOURCES

Benchmark: Integrate technology into each classroom and into each area of the curriculum	Timeline	Person (s) Responsible
Objective 1: Maintain and upgrade existing software and licenses as needed to accomplish curricular and staff development goals	2008-2013	2, 3, 9
Objective 2: Research web-based learning opportunities for students	2008 & Ongoing	1, 2, 3, 4, 5
Objective 3: Purchase software which is tied to the State standards for remedial and advanced learner users	2008-2010	2, 3, 9, 10
Objective 4: Maintain and update subscriptions to online services such as Unitedstreaming™ and BrainPop.com	Annual	2, 3, 9
Objective 5: Purchase Apple .mac account for creating school video websites	Annual	2, 3, 9
Objective 6: Provide ongoing staff development for technology integration	2008 & Ongoing	2, 3, 9
Objective 7: Explore resources for blogging and podcasting	2008-2009	2, 3, 9, 10
Objective 8: Provide online parent/student resources for supporting student achievement	2010-2011	2, 3, 5, 6, 7, 9, 10
Objective 9: Maintain and update data collection and record keeping systems	2008-2009	1, 2, 3, 4, 5,
Objective 10: Provide distance learning and video conferencing opportunities for staff, students, and community members	2010-2011	2, 3, 5, 6, 7, 9, 10

HARDWARE

Benchmark: Maintain and upgrade technology resources in a timely and cost effective way	Timeline	Person (s) Responsible
Objective 1: The Instructional Technology Team will identify and implement annual criteria for the replacement of obsolete computers	2008-2013 Ongoing	2, 3, 10
Objective 2: Purchase LCD image projectors and document cameras for the classrooms	Ongoing	2, 3, 9
Objective 3: Purchase 30 new Apple desktop computers for 2-3 school site Labs each year	Rotating annually	2, 3, 6, 9
Objective 4: Strive toward a student computer ratio of 4:1 and classroom computer ratio 1:2.	Ongoing	2, 3, 9, 10
Objective 5: Research site digital cameras and other multimedia devices (video, interactive whiteboards, etc.) to aid in student achievement	2008-2010	2, 3, 9
Objective 6: Purchase and maintain equipment to support distance learning and video conferencing	2010-11	2, 3, 5, 6, 7, 9, 10

TECHNICAL SUPPORT

Benchmark: Maintain present level of technology personnel at District level and add appropriate personnel as needed.	Timeline	Person (s) Responsible
Objective 1: Use the County/other Districts for shared resources to lower costs	2008-2012	2, 3, 10
Objective 2: Train key site staff to function as Technical Site Assistants	Ongoing	3, 4, 6
Objective 3: Utilize Director of Technology and explore options for organization of personnel to support all District technology needs	2008- 2013 2008- 2009	2, 3, 10
Objective 4: Add an additional Computer Technician to keep pace with school growth	2009- 2010	4, 5, 6, 7
Objective 5: Implement a system for work orders for technical equipment support and record keeping	2009- 2010	3, 4,5, 6, 7, 8
Objective 6: Provide support for distance learning and video conferencing capabilities	2010-2013	2, 3, 5, 6, 7, 9, 10

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

The Assistant Superintendent and the Director of Technology, with assistance from credentialed Instructional Resource Technology Teachers, are responsible for overall monitoring of the timeline. The process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame is as follows:

1. All persons responsible for overall monitoring meet annually in August to review annual timeline.
2. The year's master calendar based upon the Educational Technology Plan's goals and benchmarks is set with consideration to any changes or modifications.
3. Monthly monitoring meetings are anchored to the master calendar.
4. The Instructional Technology Team will meet bi-monthly to evaluate and assess whether the goals and benchmarks are being reached within the specified time frame.
5. The Instructional Technology Team will devise a corrective action plan for any discrepancies it identifies and implement the necessary changes immediately.

The Assistant Superintendent will make an annual report to the School Board. The Technology Plan timelines are contingent upon current and future budget situations.

This annual monitoring process will be a part of the existing District Strategic Plan and will include an evaluation and report out to all stakeholders of the Educational Technology Plan and the effects of technology on student achievement. Each school site's School Site Council will be expected to monitor the progress of the District's Educational Technology Plan as it affects each school site.

VI. Funding and Budget Component

a. List of established and potential funding sources, both present and future. (21)

The Del Mar Union School District depends on the local economy and property taxes to fund the District's 2007-2008 budget. The District will provide \$667,000 in 2007-2008 for Technology and related activities through a combination of state and local resources. In addition, each school in the District uses various sources such as School Improvement, School Block Grants, and Lottery Funds to purchase and/or upgrade computers and other technology related equipment.

Based on the District's Strategic Plan goals and Educational Technology Plan goals, each site principal works with all interested stakeholders (students, parents, staff, community, School Site Council, Parent Teacher Association, etc.) to determine how the monies are to be used to better facilitate student instruction and student achievement of all curricular standards.

The District Education Foundation is an ongoing, active, annual educational partner and source of revenue. Foundation contributors see an immediate educational impact through their donated funds at all eight schools in Del Mar.

The District Technology Department staff is constantly weighing cost savings inherent in outsourcing versus District ownership of services and equipment, in terms of initial cost outlay, life of the equipment, and rapid advances in technology making expensive equipment obsolete within a short period of time.

Additionally at least yearly the district will perform a review of all possible funding sources, to see if new sources of funding technology in the district can be developed. This will include soliciting all possible grant opportunities that feature a technology component.

b. Estimate of Annual Implementation Costs

The current 2006-2007 budget is displayed below. It is anticipated this budget, with COLA and growth adjustments will be repeated for each year of the plan. The second chart describes the individual, by year, additional items and services that plan will add per year. Documentation for these cost estimates is maintained in the district's financial office. Significant concern has been generated across the district by the governor's declaration of a budget emergency involving education, and if funds would be available to actually implement this plan.

Current District Technology Budget for 2006 – 2007

Major Object of Expenditure	School District General Fund
1000-1999	\$91,323

Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	\$183,735
3000-3999 Employee Benefits	\$77,395
4000-4999 Books and Supplies	\$146,907
5000-5999 Services and Other Operating Expenditures	\$66,025
6000-6999 Capital Outlay	\$101,307
Total Funds	\$666,692

The five-year total of this Educational Technology Plan is \$ 6,211,521

Year	Starting Budget	New Expenditures	Estimated Cost for New Expenditures	Subtotal	5% Adjustment for Inflation	Yearly Total
2007-2008 Base Year	\$666,692	1. Technology Lab for 3 Sites 2. Voice Over IP	1. \$150,000 2. \$100,000	\$916,692	\$33,335	\$950,027
2008-2009	\$700,027	1. Technology Lab for 3 Sites 2. Voice Over IP 3. Computer Technician	1. \$150,000 2. \$100,000 3. \$40,000	\$990,027	\$35,001	\$1,025,028
2009-2010	\$735,028	1. Technology Lab for 2 Sites 2. Voice Over IP 3. Computer Technician	1. \$100,000 2. \$100,000 3. \$40,000	\$975,028	\$36,751	\$1,011,779
2010-2011	\$771,779	1. Technology Lab for 3 Sites 2. Voice Over IP 3. Computer Technician	1. \$150,000 2. \$100,000 3. \$40,000	\$1,061,779	\$38,589	\$1,100,368
2011-2012	\$810,368	1 Technology Lab for 3 Sites	1. \$150,000 2. \$40,000	\$1,000,368	\$40,518	\$1,040,886

2012-2013	\$850,887	1. Technology Lab for 3 Sites	1. \$150,000 2. \$40,000	\$1,040,887	\$42,544	\$1,083,431
5 year Educational Technology Plan Total						\$6,211,521

c. Description of the District's replacement policy for obsolete equipment.

The Del Mar Union School District's replacement procedure for obsolete equipment is rigorously heeded (see **Replacement Procedure for Obsolete Equipment** on pages 126-127). The District's vision for educational technology is strong in its belief that current equipment must be maintained and upgraded to ensure an effective, dependable, state-of-the-art system. The District has made a commitment to purchase an entire new lab of 30 computers every 3 years and as a result, allows the lab computers to be rotated to the classrooms. This philosophy is aggressively supported by ensuring that older computers (older than 5 to 6 years) are retired at each school site, on an ongoing basis, as repair costs exceed the usefulness of the equipment, e.g. inability to upgrade to newer operating systems and the obsolescence of the hardware limits student and staff use of current software and newer, more effective programs.

Technology Lab computers are rotated out of the lab and into the classrooms after 2 to 3 years of service. The hardware in the Technology Labs is the centralized focus for teaching new operating systems, new software, and new programs to students and staff. This ensures that users will be able to apply their newly learned skills independently in the classrooms, Media Library Centers, and other locations throughout the school site where the student to computer ratio is no longer 1:1 (currently the district average ratio is 4:1 for students and 1:1 for teachers). The practice of placing the most current desktop computers in the Technology Lab and moving the 2-3 year old computers to the other areas of the school site also permits older computers in these areas to be replaced, declared obsolete, and removed from the inventory.

It is the responsibility of the Instructional Technology Team, under the guidance of the Director of Technology to assess existing technology and determine when equipment should be deemed obsolete. This decision is tied to state funding and yearly budgetary decisions.

The District outsources the inventorying of District equipment to a private company. District barcodes are applied to all equipment. These codes are scanned and read at scheduled intervals. Technology equipment that has become obsolete is listed by barcodes with identifying model and serial numbers and submitted to the School Board during regularly scheduled monthly meetings for official retirement.

Each year, the District purchases a new bank of computers for 3 schools (as described in section V) to upgrade Technology Labs to ensure a constant renewal of state-of-the-art equipment. Every school site uses its own resources for upgrades for site purchased technology equipment throughout the year as funds become available. Site principals are responsible for these purchases. The Director of Technology and the Technology Technicians assist with the ordering of equipment to ensure compatibility with existing infrastructure, and District Technicians are responsible for imaging all hardware and initial installation.

School Site	Computer Lab Installed with District Funds	Person(s) Responsible	Year Computer Lab scheduled for replacement utilizing District Acquired Funds	Person(s) Responsible (See key below)
Ashley Falls	2006-07	2, 3	2008-09	2, 3, 5, 6, 9,11
Carmel Del Mar	2006-07	2, 3	2007-08	2, 3, 5, 6, 9, 11
Del Mar Heights	2006-07	2, 3	2009-10	2,3, 5, 6, 9, 11
Del Mar Hills	2006-07	2, 3	2009-10	2, 3, 5, 6, 9, 11
Ocean Air	2006-07	2,3	2007-08	2, 3, 5, 6, 9, 11
Sage Canyon	2006-07	2, 3	2008-09	2, 3, 5, 6, 9, 11
Sycamore Ridge	2006-07	2,3	2008-09	2, 3, 5, 6, 9, 11
Torrey Hills	2006-07	2, 3	2007-08	2, 3, 5, 6, 9, 11

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

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

On an annual basis, the Educational Technology Committee will make recommendations to the School Board through the Superintendent regarding the funding and budgetary decisions that are benchmarked in this 5-year Plan for each upcoming academic year. The Instructional Technology Team meets monthly to monitor and review ongoing progress. They designate a meeting annually to update funding and budgetary recommendations to be included in the annual report to the Superintendent and the School Board for consideration. Each school has a participating representative. The Director of Technology chairs the committee.

In addition, Teachers, Principals, Special Education, library personnel, and District technology employees are invited to attend the open meetings. The committee gathers information and data

using surveys, site information, current technology, and other methods of input. The committee analyzes this information in order to make appropriate, evidentiary decisions. This ongoing committee was established in 1999 and is dedicated to implementing the District's Educational Technology Plan to the benefit of all school sites, students, staff, parents, and community members. Funding and budget planning are the backbone of this Technology Plan. Therefore, every effort is made to ensure that this feedback loop is utilized to the fullest through regular reports and other methods of communication during this period of uncertain fiscal stability.

VII. Monitoring and Evaluation

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

With the collaboration of Del Mar District administration, school site staff, the District Educational Technology Committee, and School Site Councils, the Technology Plan will be monitored on an annual basis. The long-term goal of the curriculum action plan is to develop students' knowledge and understanding in language arts, math, history/social science, and science; and to provide resources and materials to support technology integration in these curricular areas.

All teachers will be required to use technology to improve the delivery of instruction and to assist all students in meeting State and District academic content standards and District curriculum goals. Teachers and administrators will receive professional training to assist in meeting their goals. Technology's impact on classroom and school management will also be monitored and evaluated. The process, with responsible persons, is delineated in the table on the following page. The next section, 7b, outlines the schedule for the 5-year Plan.

Successes will be duplicated from one site to all sites whenever possible. Necessary adjustments will be recommended to all school sites if applicable. If benchmarks are not met, the Director of Technology and Assistant Superintendent will be responsible for making adjustments where necessary.

This section of the plan identifies a system for monitoring the plan and evaluating student achievement. The next section designates the time schedule for the evaluations by goal, objective, plan year, assessment instrument or data used, person(s) responsible, and who will be performing the analysis or modification.

Monitoring and Evaluation The process for each component	Timeline	Person(s) Responsible (See key below)
Review and Evaluate Technology Plan Review each component of the Technology Plan to ensure monitoring process is complete and avoid duplication.	2008- 2009 annually	3, 8, 10

Determine impact of technology on student learning and attainment of District curricular goals 1. Review benchmarks in the Plan's curriculum component. 2. Utilize the following evaluation tools to monitor and record student progress and achievement: • STAR Reading Scores • CAT-6 Proficiency Levels • API	2008-2009 annually	1, 3, 4, 8, 10, 11, 12
Monitor the implementation of the curriculum component to ensure that technology is being used to improve teaching and learning 1. Review teacher evaluations of staff development to determine level of technology integration in the classroom and technology-based lesson plans that relate to content standards. • EdTech User Survey & Proficiency Assessment • Other District Assessment tools and Survey Results • Teacher and Principal observations	2008-2009 ongoing annually	1, 3, 8, 11, 12
Monitor the implementation of the curriculum component to ensure that technology is being used to improve student data management and assessment to develop instruction. 1. Review teacher evaluations of staff development to determine level of technology usage to improve classroom and student data management. • EdTech User Survey & Proficiency Assessment • Other District Assessment tools and Survey Results • Teacher and Principal observations	2008-2009 ongoing annually	1, 3, 4, 8, 11, 12

	Responsible Person Key:		
1	Assistant Superintendent, Curriculum and Instruction	7	District Web Master
2	Assistant Superintendent, Business Services	8	Instructional Technology Resource Teacher (ITRT)
3	Director of Instructional Technology	9	Instructional Technology Team
4	Student Information/Data Management Coordinator	10	Educational Technology Committee
5	WAN/LAN Network/Computer Technician	11	Principals
6	Technology Technician	12	Certificated Staff

b. Schedule for evaluating the effect of plan implementation.

Through the on-going evaluation of the technology program, we are striving to deliver the best technological resources and learning environment to students and staff. The Plan will be evaluated on a quarterly and yearly basis to ensure high quality implementation. District curricular goals are aligned with the California State Standards in all subject and grade level areas. The Del Mar Union School District goals, the Board of Trustees goals, and each school's School Improvement Plan

(SIP) outlines the technology mission for students: ***Students use technology as a communication and information tool to support thinking and problem solving, and promote the transition to life-long learning in all students.***

Management Protocol:

- **The Instructional Technology Resource Teacher** is the first level of support to provide assistance with implementation at each site.
- **The Director of Technology, Student Information/Data Management Coordinator, Network Coordinator, and Technology Technician** provide a second level of support for implementation.
- **The Instructional Technology Team** meets monthly to provide ongoing evaluation and modifications wherever needed.
- **The Educational Technology Committee** meets annually in August to review actions and benchmarks.
- **The Assistant Superintendent** reports annually to the Superintendent and the School Board.

The long-term goal of the curriculum action plan is to develop students' knowledge and understanding in language arts, math, history/social science, and science; and to provide resources and materials to support technology integration in these curricular areas. All teachers will be required to use technology to improve the delivery of instruction and to assist all students in meeting state and District academic content standards and District curriculum goals.

The scheduled benchmarks and timelines are also listed in each section, 3d – 3j, 4b, 5d, and 7a.

The goals, objectives, and benchmarks are listed below and focus on our **evaluation** process. The evaluation of the goals and objectives will be carried out in accordance and as described in each chart.

Goal #1: Section 3d	Students will be proficient in meeting the California Content Standards in Reading/Language Arts, Mathematics, and Science.		
Objective 1:	By June 30, 2013 a minimum of 90% of students will perform at proficient or above		
June 30, 2009	Students will use technology to reinforce and extend learning in all curricular areas.		
June 30, 2013	Students will use technology to provide literary responses, analysis of text, solve mathematical problems, and gather and analyze data using grade level appropriate software.		
June 30, 2013	Teachers will use technology hardware and software to deliver instruction in the classroom.		
June 30, 2010	Students will perform a technology-based learning activity in reading/language arts, mathematics, and science.		
June 30, 2010	Instructional Technology Resource Teachers will assist classroom teachers in the identification of appropriate software and resources to assist students in meeting grade level standards.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and student	Informal observation:	Teachers, Students,	Instructional Technology

surveys EdTech Profile surveys SMART Goals STAR Tests District Assessments	Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Team - Monthly meetings Educational Technology Committee analyze data for Annual Report (Aug)
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Goal #2: Section 3d	Students will integrate technology into all content areas to increase achievement in California Content Standards.		
Objective 1:	By June 30, 2013 a minimum of 90% of students will perform at proficient or above		
June 30, 2009	Students will use technology to reinforce and extend learning in all curricular areas.		
June 30, 2010	Students will use technology to provide literary responses, analysis of text, solve mathematical problems, and gather and analyze data using grade level appropriate software.		
June 30, 2009	Students will perform a technology-based learning activity in reading/language arts, mathematics, and science.		
June 30, 2011	Students will use standards-based software, web base resources, and the Internet to research new knowledge and apply prior knowledge to complete computer projects. (i.e. <i>iMovie</i> created to teach science and the human body systems)		
June 30, 2008	Students will follow scope and sequence to develop K-6 grade level curricular and technology concepts.		
June 30, 2008	Students will complete the Instructional Technology Program assessment project at the end of every school year.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and student surveys EdTech Profile surveys SMART Goals STAR Tests District Assessments	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report (Aug)

Goal #3: Section 3d	Teachers will incorporate technology into teaching of all content areas to increase student achievement in California Content Standards.		
Objective 1:	100% of teachers will use standards-based software and technology resources to create lessons that require technology skills and assess student ability to perform these skills appropriate to their grade level.		
June 30, 2008	Teachers will use the standards-based software to support District curricular goals		

	in both the classroom and the technology lab.		
June 30, 2013	Instructional Technology Resource Teachers and classroom teachers will monitor student progress using the scope and sequence rubric.		
June 30, 2009	Teachers will use technology instructional program with grade level student profiles to design integrated lessons, deliver instruction, and assess proficiency levels.		
June 30, 2009	Teachers will use multi-media such as document cameras, LCD projectors, digital still and video cameras to enhance instruction.		
June 30, 2011	Teachers will use technology hardware and software to research, deliver instruction, and model computer skills in both the technology lab and the classroom.		
June 30, 2012	Teachers will pilot and evaluate online content and designated software to determine potential for continued or expanded use in the digital community.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
• Grade Level Tech Content Rubrics • District Performance Assessments	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team and Classroom Teachers Educational Technology Committee analyze data for Annual Report

Goal #4: Section 3d	Select and implement the use of a technology based diagnostic tool to improve student achievement.		
Objective 1:	100% of the schools will utilize technology based diagnostic tools to improve student achievement. Assessments will assist in prioritizing individual curricular objectives.		
June 30, 2009	Students will use technology diagnostic based tools.		
June 30, 2010	Teachers will use results from diagnostic tools to plan and implement lessons with Professional Learning Community teams.		
June 30, 2009	Teachers will pilot and evaluate various technology diagnostic based tools to use as an assessment.		
June 30, 2011	Instructional Technology Resource Teachers and classroom teachers will assess, monitor and evaluate student progress.		
June 30, 2008	Teachers will use results from diagnostic tools to plan and implement lessons with Professional Learning Community teams.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and student surveys EdTech Profile Surveys STAR Tests District Assessments Accelerated Rdg./Math	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction Ed Tech Committee	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report (Aug)

Goal #5: Section 3e	Integrate the use of technology into the grade level instructional program.		
Objective 1:	Technology will be integrated into curricular instruction 80% of the time.		
June 30, 2008	Students will use technology tools to support learning grade level content standards and enhance student achievement.		
June 30, 2009	Students will use technology to develop and extend grade level concepts, acquire technology and information literacy skills, and use digital media to support individual learning.		
June 30, 2010	Teachers will work in a collaborative approach to integrate technology instruction in the Technology Lab and the classrooms.		
June 30, 2008	Instructional Technology Resource Teachers and classroom teachers will plan, monitor, and evaluate student progress.		
June 30, 2008	Teachers will utilize technology tools in classrooms to include computers, projection systems with digital cameras, and software to support presentations for instruction.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and student surveys EdTech Profiles Teacher Observation Discovery Education Video Data	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report (Aug)

Goal #6: Section 3e	Use the Del Mar Instructional Technology Rubric to plan lessons and assess student understanding of technology concepts at grade level spans of K-2, Grades 3-5, and Grade 6.		
Objective 1:	90% of the students will demonstrate mastery of technology concepts at grade level spans following K-2, grade 3-5, and grade 6. 100% of Instructional Technology Resource Teachers and classroom teachers will plan lessons that integrate technology skills and assess students ability to perform these skills.		
June 30, 2008	Students will demonstrate mastery of technology concepts at each grade level with project-based assessments.		
June 30, 2009	Students will use developmentally appropriate technology tools to construct, publish, and present integrated projects.		
June 30, 2010	Students will identify the parts of technology and develop the ability to perform computer operations using appropriate grade level resources.		
June 30, 2010	Teachers will plan, implement, and evaluate technology strategies and resources in all curricular areas that support underachieving and overachieving students in extended learning programs.		

Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Computer Lab Usage Schedule EdTech Surveys District Surveys Student Portfolio/Rubrics	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report

Exit Goal: Section 3e	Del Mar Union School District students in grade 6 will be competent in computer hardware/software skills and will use available resources to acquire information literacy skills and use multimedia software and Internet access to become successful users of technology as they prepare for the outside world. (This includes knowledge of the terminology used for computer hardware/software. Internet safety, how technology improves learning, use of major software programs, and keyboard skills).		
Objective 1:	By the end of the sixth grade a Del Mar Union School District student will be able to: Use current application software effectively (including word processing, publishing, spreadsheet, database and presentation software) Create an electronic (multimedia) portfolio for personal reference Use a simple graphing application with a spreadsheet type data entry system Access and download information from a remote database. Example: graphics from the Internet used in conjunction with word processing or presentation software Be able to use the Internet effectively for information search and retrieval. Cite Internet sources as a reference in a report Keyboard effectively Use correct computer terminology, and knowledge of the different storage devices Save files to a server		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
• Electronic student portfolios • Tech Share Night • Multimedia Projects	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report

	Planning Committee		
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Goal #7: Section 3e	All students will use technology tools to extend their information literacy skills that will support student achievement.		
Objective 1:	90% of the students will complete a multidisciplinary curriculum project at the end of each school year under the supervision of the Instructional Technology Resource Teacher in the Technology Lab.		
June 30, 2009	Students will complete the technology skills at each grade level as stated in the Instructional Technology Scope and Sequence.		
June 30, 2008	Teachers will use grade level Instructional Technology Scope and Sequence to design lessons that integrate and extend information literacy skills and the curricular content knowledge.		
June 30, 2009	Train teachers and implement projects that incorporate technology literacy in grades K-6.		
June 30, 2010	Students and Teachers will use computers, software, hardware and peripheral technology tools to enhance their learning.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
EdTech surveys Grade Level Tech Rubrics District Assessments	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Monthly meetings Educational Technology Committee analyze data for Annual Report

Goal #8: Section 3f	Students will learn about information technology and the appropriate and ethical use of information technology.		
Objective 1:	100% of students in grades 4-6 will practice safe, legal, and responsible use of information technology. This includes understanding the implications of copyright, fair use, plagiarism, and file sharing and/or downloading.		
June 30, 2009	Students will be taught to recognize how copyright affects technology systems, information and software resources.		
June 30, 2009	Students will be taught information technology skills during Technology Lab instruction at all grade levels using the scope and sequence concepts.		
June 30, 2010	Students learn to model acceptable computer etiquette and how to respect published documents on the Internet.		
June 30, 2008	Students will be taught to distinguish between lawful and unlawful downloading and peer to peer file sharing, including the consequences and costs.		
June 30, 2010	Teachers will provide training and examples of appropriate research and citation practices to avoid plagiarism.		
Assessment	Evaluation Schedule	Person(s) Responsible	Analysis/Modification

Instrument/Data			
District Surveys Ed Tech Profiles Assessment Projects	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data for Annual Report

Goal #9: Section 3f	Students understand issues related to ethical and legal use of technology.		
Objective 1:	Students will practice computer etiquette 100% of the time at school.		
June 30, 2009	Students will be introduced to basic issues related to responsible use of technology information, define acceptable and unacceptable computer use and digital citizenship.		
June 30, 2009	Students will practice legal and responsible use of technology using the K-6 grade level concepts and rubric, as presented in the technology lab.		
June 30, 2009	Teachers will exhibit leadership for digital citizenship.		
June 30, 2010	Students and teachers will demonstrate personal responsibility for lifelong learning.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
EdTech Survey Teacher and Student Surveys Student Assessments Projects and Portfolios	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Assistant Superintendent of Curriculum and Instruction	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data for Annual Report

Goal #10: Section 3g	Students are able to recognize the importance of safe and legal use of the Internet that supports collaboration, learning, and productivity.		
Objective 1:	100% of the students in grades 1-6 will learn to use the Internet in a safe, legal, and responsible manner by adhering to the District policies.		
June 30, 2010	Students will recognize how world wide web users are affected as it relates to privacy and security.		
June 30, 2011	Students understand and discuss basic issues related to responsible use of technology information and define acceptable and unacceptable computer use.		
June 30, 2010	Students will be familiar with the District Policy on Network use including Internet online communication and privacy.		
June 30, 2009	Classroom Teachers and Instructional Technology Resource Teachers will provide training for locating, evaluating, and collecting information safely on the Internet.		
June 30, 2009	Teachers will use age-appropriate web-based resources to introduce the Internet-		

	Safety Pledge and simulations to reinforce proper and legal use of the Internet.		
June 30, 2012	Students describe acceptable computer etiquette and how to communicate with peers in a safe and responsible manner on the Internet.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys Teacher Observation Assessment Projects EdTech Profiles	Informal observation: Ongoing	Teachers, Students, Parents, Administrators	Instructional Technology Team - Weekly meetings
	Formal: Annual Report to School Board and District Strategic Planning Committee	Instructional Technology Teacher Director of Technology	Educational Technology Committee analyze data for Annual Report

Goal #11: Section 3h	Access to technology is available to all students, including Special Education, GATE, English Language Learners, and underachieving students, as well as teachers, and other school staff.		
Objective 1:	The outcome of all our policies and practices is that all students will have access to technology in all subjects and in all classrooms and alternative locations where instruction occurs.		
June 30, 2010	Confer with SELPA, NCCSE, and other organizations for special technology needed for the disabled and Special Education students.		
June 30, 2011	Teachers will use technology to assist students with Special Education, GATE, and ELL needs.		
June 30, 2010	Representatives from Special Education, GATE, and English Language Learners will serve on the Educational Technology Committee to provide specialized support and input for members of the individual groups.		
June 30, 2009	All schools will be encouraged to provide student access to technology in extended learning programs such as distant learning and other online programs to meet the needs of all students.		
June 30, 2009	A list of locations for after-school access to technology in community centers, libraries, or extended lab or media centers to ensure wider access to all students will be compiled and communicated. This information will be updated and added to parent newsletters.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys Teacher Observation Assessment Projects EdTech Profiles	Informal observation: Ongoing	Teachers, Students, Parents, Administrators	Instructional Technology Team - Weekly meetings
	Formal: Annual Report to School Board and District Strategic Planning Committee	Instructional Technology Teacher Director of Technology	Educational Technology Committee analyze data for Annual Report

Goal #12: Section 3h	Provide technology support to Special Education Department.		
Objective 1:	Review and assess technology needs of Special Education Department to make recommendations for standards by 2013.		
June 30, 2009	Special Education staff representatives and the Instructional Technology Team will review and assess current practices to support special education needs.		
June 30, 2009	Confer with SELPA, NCCSE, and other organizations for special technology needed for the disabled and Special Education students.		
June 30, 2010	Instructional Technology Team will develop a recommendation for effective ways to meet the needs of the Special Education staff and students.		
June 30, 2011	All schools will be encouraged to provide student access to technology in extended learning programs such as distant learning and other online programs to meet the needs of all students.		
June 30, 2010	The Director of Pupil Services and Director of Technology will present results of findings and make recommendations for improvements to the Educational Technology Committee.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys Teacher Observation Assessment Projects EdTech Profiles STAR Tests Accelerated Reading/Math	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Instructional Technology Teacher Director of Technology	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data for Annual Report

Goal #13: Section 3i	Teachers will use technology to collect student data using an electronic record keeping/ gradebook aligned to a District Standards-Based Report Card.		
Objective 1:	The District will select and implement an electronic gradebook program to use in conjunction with an online Standards-Based Report Card.		
June 30, 2010	Instructional Technology Team will research and assess components of electronic gradebook and report card software available.		
June 30, 2011	Recommendation will be made to District selection committee for both record keeping/gradebook and report card software.		
June 30, 2010	Training for teachers and implementation of record keeping/gradebook and standards-based report card.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys Teacher Observation Assessment Projects	Informal observation: Ongoing Formal:	Teachers, Students, Parents, Administrators Instructional Technology	Instructional Technology Team - Weekly meetings Educational Technology

EdTech Profiles	Monthly PLC Meetings	Teacher Director of Technology	Committee analyze data for Annual Report
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Goal #14: Section 3i	Administrators and teachers will use technology as a tool to access student information, monitor assessment data, and develop plans to meet individual student needs.		
Objective 1:	The teacher will use assessment tools and a data management system to gain and manage student achievement data.		
June 30, 2010	Students will use programs such as <i>Accelerated Reader (AR/Star)</i> or <i>Accelerated Math</i> to assesses student reading and math level via computer-based assessment.		
June 30, 2011	Each teacher will be trained to use a student data management program such as <i>Infinite Campus</i> to: 1) Obtain student test scores; Assess the % high, average, low students in their class. 2) Identify areas of need, which can be improved through Professional Development and Professional Learning Communities.		
June 30, 2010	Explore web based licensed programs to provide teachers with the tools to create and sequence activities to build a unit of instruction on-line. Teachers create lessons that are standards based through use of a standards' manager.		
June 30, 2009	Teachers will use the data collected from the computer-based assessment program to design individualized learning goals for students.		
June 30, 2009	Professional Learning Communities will collaborate to plan small group instruction based on collected data with students who have common learning goals.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys STAR Tests Assessment Projects EdTech Profiles	Informal observation: Ongoing Informal weekly PLC Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Instructional Technology Teacher Director of Technology	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data for Annual Report

Goal #15: Section 3j	Build strong school/home/community relations through the use of technology.		
Objective 1:	100% of the Del Mar Schools will use telecommunications and online technology to provide current school and District information to the parents, students, and community.		
June 30, 2009	Establish a District standard for contents of the District web page, a School web page, and a teacher's classroom web page.		
June 30, 2008	Identify a person at each site responsible for posting current information on the front page of the school web site and communicating information with the District Web Master.		

June 30, 2010	Research additional resources to be integrated on school web pages to assist students and parents with tips for success.		
June 30, 2009	Utilize e-mail to communicate more efficiently and set-up group lists		
June 30, 2009	Utilize Classroom electronic newsletters or articles posted on teacher web page update in a timely manner.		
June 30, 2009	Work with adult education programs in the community, the libraries, and the community college to identify technology trainings for adults and post the list on the District web page.		
June 30, 2008	Utilize an “all-call” phone system to computerize effective methods of communicating important emergency information, changes in scheduling, and bilingual translations.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys Website View Data Assessment Projects EdTech Profiles	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Instructional Technology Teacher Director of Technology	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data for Annual Report

Goal #16: Section 4b	Provide training to teachers to improve technology proficiency and use.		
Objective 1:	Teachers will be trained to manipulate and analyze a database as a tool for assessing student learning and providing feedback to parents and students.		
Objective 2:	Teachers will be trained to create and use spreadsheets.		
Objective 3:	Teachers will be trained on resources and methods to integrate technology into the curriculum.		
June 30, 2010	Teachers will be trained to use a database as a tool for assessing student achievement and creating individual student learning goals.		
June 30, 2011	Teachers will learn how to gather the data, determine outcomes, and evaluate effectiveness of process.		
June 30, 2010	Teachers will be trained to use technology to create spreadsheets.		
June 30, 2009	Teachers will learn how to monitor student outcomes and use technology in instruction to adapt lessons according to results.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys EdTech Profiles SMART Goals	Informal observation: Ongoing Formal: Annual	Teachers, Students, Parents, Administrators Instructional Technology Teacher	Instructional Technology Team - Weekly meetings Educational Technology Committee analyze data

	Monthly Review (ITRT)	Director of Technology	for Annual Report
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Goal #17: Section 4b	Provide training to teachers to utilize lessons that demonstrate ethical use of information technology.		
Objective 1:	Teachers will be trained on safe, legal, and responsible use of technology		
Objective 2:	Teachers will utilize and demonstrate safe practices for Internet use.		
June 30, 2010	Teachers will be to recognize how copyright affects technology systems, information and software resources.		
June 30, 2011	Teachers will be trained on the importance of using appropriate citation practices to avoid plagiarism.		
June 30, 2013	Teachers will receive training to distinguish between lawful and unlawful downloading and peer to peer file sharing, including the consequences and costs.		
June 30, 2009	Teachers will be trained to teach safety issues related to Internet use, including respect for published documents on the Internet.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys EdTech Profiles	Informal observation: Ongoing	Teachers, Students, Parents, Administrators	Instructional Technology Team - Weekly meetings
	Formal: Annual Monthly Review (ITRT)	Instructional Technology Teacher Director of Technology	Educational Technology Committee analyze data for Annual Report

Goal #18: Section 4b	Provide training to teachers to integrate technology into the curriculum.		
Objective 1:	Teachers will be trained to select resources and methods that integrate technology into the curriculum.		
June 30, 2010	Teachers will be trained to use California State Content Standards and technology NETS to align projects.		
June 30, 2011	Teachers will receive ongoing training to provide recommended resources to integrate technology into the curriculum.		
June 30, 2010	Teachers will receive training on recommended methods to integrate technology into the curriculum.		
June 30, 2009	Teachers will have the opportunity to learn how to use software to support the technology projects such as <i>iMovie</i> , <i>iPhoto</i> , <i>Keynote</i> , and <i>Pages</i> .		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Teacher and Student Surveys EdTech Profiles	Informal observation: Ongoing	Teachers, Students, Parents, Administrators	Instructional Technology Team - Weekly meetings

SMART Goals	Formal: Annual Monthly Review (ITRT)	Instructional Technology Teacher Director of Technology	Educational Technology Committee analyze data for Annual Report
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Goal #19: Section 4b	Provide training to administrators to improve technology proficiency and use.		
Objective 1:	Administrators will be trained to manipulate and analyze a database as a tool for assessing student learning and providing feedback to parents and students.		
Objective 2:	Administrators will be trained to integrate technology to enhance and support curriculum standards.		
Objective 3:	Administrators will be trained to use technology to improve communication between school/home/community.		
June 30, 2010	Administrators will be trained to use a database as a tool for assessing student achievement and creating individual student learning goals.		
June 30, 2010	Administrators will learn how to gather the data, determine outcomes, and evaluate effectiveness of process.		
June 30, 2011	Administrators will be trained to use and implement the use of technology to provide improved communication between school/home/community.		
June 30, 2009	Administrators will receive ongoing training to enhance and support technology standards with a special focus on integration, student learning, and classroom management.		
Assessment Instrument/Data	Evaluation Schedule	Person(s) Responsible	Analysis/Modification
Administrator Surveys EdTech Profiles District Assessments	Informal observation: Ongoing Formal: Annual Report to School Board and District Strategic Planning Committee	Teachers, Students, Parents, Administrators Instructional Technology Teacher Director of Technology Assistant Superintendent of Curriculum and Instruction	Educational Technology Committee analyze data for Annual Report

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

The Assistant Superintendent will compile information from the evaluating and monitoring process report. This report will be presented to the School Board on an annual basis. This report will be available for public view and comments via the District's website and in the District Office.

This Plan will be monitored by District Curriculum, Data, Technology Administrators, School Administrators and site Instructional Technology Resource Teachers during monthly meetings, and will be reviewed and revised annually by Technology Stakeholders after the state releases achievement data for District school sites. Any modifications required through such reviews will be

communicated to both the District Superintendent and School Board. The District Director of Technology will then work with the Superintendent to implement any required revisions directly with site administrators. It will be modified to accommodate State requirements, as mandated, as well as reflect the District's instructional goals. The Del Mar Union School District will be prepared for the various outcomes by setting forth technology action plans during its annual District Strategic Planning meetings. As with any long-term plan, reviews and possible modifications will need to take place in correlation with current State budgets.

Information will be used to:

- Adjust and set the District's general budget
- Monitor the Consolidated Application (ConApp)
- Correlate with the Single Plan for Student Achievement (School Plan)
- Validate compliance with the NCLB Local Education Agency Plan (LEA Plan)
- Coordinate with Coordinated Compliance Review(CCR) once every four years
- Ensure student achievement of NCLB Performance Goals through successful attainment of established Performance indicators
- Identify Professional and Staff Development Needs
- Anchor multimedia projects to standards based instruction
- Assess equitable educational opportunities for Special Education students
- Assess equitable educational opportunities for English language learner students
- Assess equitable educational opportunities for gifted and advanced learner students
- Assess equitable educational opportunities for disabled students
- Assess equitable educational opportunities for Title 1 students
- Improve home to school communication
- Adjust Adult Literacy Outreach action plans
- Pursue innovative applications of technology to educational productivity
- Explore emerging technologies
- Anchor the Plan on solid research

VIII. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology

a. District collaboration with identified adult literacy providers

The Del Mar Union School District supports the utilization of effective collaborative strategies with Adult Literacy providers to maximize the use of technology. To this end the Plan establishes a four step yearly process:

1. Identify local agencies that offer established Adult Literacy Programs
2. Invite these agencies to collaborate to increase communication of existing resources within the community
3. Review our District's Plan with local agencies and solicit their input
4. Explore other cooperative models for increasing community awareness of available services

Through phone calls, e-mails and letters, the district has discovered several neighboring educational institutions currently have established Adult Literacy Programs: The San Dieguito High School District – Torrey Pines High School, 1.1 miles from the center of our District; San Diego Community College District – Mira Costa College, 5.4 miles from the center of our District; University of California, San Diego – 3.2 miles; and the San Diego County Public Library System – two libraries are located within the school District boundaries. This Tech plan was developed to be in concert with the over all outcomes of these programs.

As an aspect of cost savings and collaboration, the Del Mar Union School District donated computers for the Critical Hours Program, operated by the Del Mar After School Program, which is centrally located within District boundaries. The Critical Hours Program is a District run program for elementary school students and has connections to our area adult literacy providers. The Critical Hours Program also provides for the Technology Labs in the schools to be open after school. The Homework Club and Technology Labs are open after school for student use. Parents are welcome to access computers at this time also.

Through K-12 Library Grant monies, multiple networked computers have been placed in all of the school libraries within the Del Mar Union School District. The Library Media Centers are open during the school day. Some schools have opened their Library Media Centers before and after school, allowing parent and student access to the technology available there. The District will explore the possibility of creating more opportunities to allow parent's computer access and training on basic computer literacy skills and supporting and collaborating with adult literacy programs.

The District, as well as each school site has a web page where parents can access information about the school or District. It has been recommended that links be added that would inform parents as to the Adult Literacy Providers in the community. During the course of the plan, we will revisit opportunities for the collaboration of Adult Literacy Providers. Upcoming events would be posted online, such as the Family Literacy Nights, or links to volunteer groups that are currently in place,

such as the Rolling Readers. It has been recommended that one person on the Educational Technology Committee be in charge of adding community resources to the Del Mar Union School District web site. Parents will be informed of community opportunities, such as community colleges and the Del Mar Community Center. The Director of Technology for the San Dieguito High School District provided input during the development of the Plan. The District will explore the prospect of sharing resources and costs with the San Dieguito High School District to provide additional Adult Literacy opportunities in our community.

IX. Effective Researched-Based Methods and Strategies

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

Del Mar Union School District's educational technology strategies are based on relevant research and effective practices in the areas of student learning, achievement, and assessment; professional development; and technology management. The technology focus in the Del Mar Union School District includes the complete integration of technology into all core content standards. Relevant research supports the curricular and professional development goals and objectives of the Del Mar Union School District are based on California Content Standards and National Education Technology Standards.

Major resources used for educational research in the development of the Technology Plan include:

- The International Society for Technology in Education (ISTE) <http://www.iste.org/>
- Center for Apple Research in Educational Technology (CARET); <http://caret.iste.org/>
- California Learning Resource Network (CLRN); <http://www.clrn.org/search/>
- Technology Information Center for Administrative Leadership (TICAL); <http://www.portical.org/>
- National Educational Technology Plan; <http://www.ed.gov/about/offices/list/os/technology/plan/2004/site/edlite-default.html>
- Milken Family Foundation Educational Technology; <http://www.mff.org/edtech/>

Research findings from the above resources reference that technology skills and technology literacy support the improvement of student academic achievement and teacher effectiveness. Additionally, these research models articulate that increasing teachers' technology skills also increases the capacity of teachers to integrate technology effectively into the curriculum and instruction.

Technology Integration and Student Achievement

Goals 1, 2, 3, 5, 7, 8, 9, and 10

Sandholtz, J.H., Ringstaff, C. and Dwyer, D. (1998) *Student Engagement: Views from Technology-Rich Classrooms*, UC Riverside Press

Overview

Student engagement when using technology is vital to student achievement and other learning outcomes. Engagement is the highest when technology use is frequently integrated into the larger curricular framework. Engagement must be meaningful, not simply used as an “add-on” to an already full curriculum.

How this research will be applied

The District’s curricular and staff development goals and objectives highlight the focus of this research:

- Technology integration directly impacts improvements in student performance.
- The significance of the role teacher training plays to effectively integrate technology into the curriculum

The CEO Forum School Technology and Readiness Report Year Four: *Key Building Blocks for Student Achievement in the 21st Century* (2001) The CEO Forum;

<http://www.ceoforum.org/reports.html>

Overview

When the following core fundamentals are part of a technology rich curriculum, student achievement will improve:

- Alignment to state and district content standards and objectives
- Assessment which also includes the modifications required to measure all District standards and objectives
- Accountability that is based on data driven, continuous improvement strategies
- Access that is equitable across socio-economic, cultural, and geographic boundaries
- Analysis of research and future needs

How this research will be applied

DMUSD used this research throughout the Technology Plan in the following manner:

- (1) Ensuring that the curriculum goals and objectives cited in this plan are in alignment with CA and District adopted Content Standards
- (2) Monitoring of these goals and objectives is aligned to *assessment* standards
- (3) Providing a constant flow of data to schools sites about student performance and holding the schools *accountable* for ensuring appropriate intervention is used when needed
- (4) Access that is consistently being addressed by the allocation of equipment through EETT (Enhancing Education Through Technology) and other funding sources.
- (5) Technology can have the greatest impact on integrated technology when clear and measurable objectives are created.

Bozeman W.C. (1999a), *Educational Technology: Best Practices from America’s Schools* (2nd Edition), Larchmont, New York Eye on Education, Inc. pp. 233-240.

Overview

Technology increases learning opportunities when students are able to assist in the development and implementation of projects related to core curricula. Project-based learning helps students understand the overall concepts and be able to connect the concepts rather than just repeating or talking about them.

How this research will be applied

A key element of the curricular focus is to develop grade-level benchmarks and related projects. The District's goal is to develop projects based on existing units of study aligned to CA Content Standards and ISTE's National Education Technology Standards for students (NETS).

Sandholtz, J. H., Ringstaff, C., & Dwyer, D. C. (1997). *Teaching with technology: Creating student-centered classrooms*. New York: Teachers College Press.

Overview

Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum.

How this research will be applied

- The District will implement the instructional technology scope and sequence and provide planning opportunities for teachers to integrate technology into all areas of the curriculum.
- Curriculum and instruction will be reinforced with technology resources.

Sandholtz, Ringstaff, Dwyer, Apple Computer, Inc. (1996) *Apple's Classrooms of Tomorrow and Integrating Technology into Classroom Instruction*.

Overview

Reports by the Apple's Classroom of Tomorrow project and study provide research-based case studies on effective integration of technology into curriculum and instruction. The study shows attitudinal, skill, and behavioral differences of teachers toward student learning as a result of integration of technology into the classroom. The research provides evidence of improved student learning through a variety of technological tools and practices that create higher level learning.

How this research will be applied

Utilize technology tools to provide reinforcement for struggling learners and extend the learning experiences for higher-level learning. Teachers will be able to take students beyond traditional learning classroom limits creating virtual environments to experiment and explore.

Kim, Kyong-Jee and Bonk, Curtis J. (2006) *The Future of Online Teaching and Learning in Higher Education: The Survey Says*. Educause Quarterly, Volume 29 Number 4, 2006. Retrieved October 2007 from Educause Quarterly.

<http://www.educause.edu/apps/eq/eqm0644.asp?bhep=1>

Overview

This report noted that online teaching and learning is an important long-term strategy for many learning institutions. It is imperative that these institutions provide quality online programs with well trained teachers. It also addresses student achievement and satisfaction as a means to assess the quality of the programs.

How this research will be applied

As an elementary school district we need to consider what application online teaching and learning has for us. It is especially important to consider emerging technologies including video streaming, online testing and exam tools, videoconferencing, asynchronous discussion tools, and synchronous presentation tools. We have started to explore and use some of these tools, but we need to continue this process over the next five years to determine the possible impact that these tools could have on teaching and learning.

Record Keeping and Assessment Tools in Technology

Goals 4, 6, and 13

Cradler, J., & Cradler, R. (2000). *The curriculum technology integration plan (CTIP): Impact of the CTIP on technology integration in the DoEA DoD presidential technology initiative*. San Mateo, CA: Educational Support Systems.

Overview

- The need for instructors to assess students' prior knowledge and skills, use multiple approaches to assessment, and embed performance assessments into the learning experiences.
- Technology helps to provide a classroom level performance-based assessment that determines the impact of particular courseware on student learning.
- Rubrics should be used to clearly define student expectations and the standards based lessons.
- Research shows using this method of assessing the students, defining the needs of the students, developing the coursework, and communicating the data becomes the critical model for success.

How this research will be applied

Del Mar Union School District teachers will use technology to provide improved record keeping and assessment of their students. The teacher will use a rubric or percentage based student record keeping system accessible to administrators, teachers, students and parents. There will be continued use of a grading program and progress reports to communicate with parents.

White, B. Y., & Frederiksen, J. R. (1998). *Inquiry, modeling, and metacognition: Making science accessible to all students*. *Cognition and Instruction*, 16(1), 3-188.

Overview

The use of ongoing assessment tools using technology provides a strong foundation for both the development of appropriate curriculum and the focus on meeting individual student needs. Programs that assist in managing and assessing student test data provide the necessary feedback for the greatest gains in student achievement.

How the research will be applied

Del Mar's Instructional Technology Team will create a database and record lessons that integrate technology into the standards based curriculum. This project will provide a baseline and resource for all Instructional Technology Teachers to apply towards meeting the performance indicators.

Migliorino, J. J., & Maiden, J. (2004). *Educator attitudes toward electronic grading software*. Journal of Research on Technology in Education, 36(3), 193-212.

Overview

"Perhaps the greatest advantage of these grade books is the flexibility they allow educators in reporting student progress. They possess the ability to print class averages, individual student grades, lists of assignments, and even missing assignments" (Li, p. 62). Online grade book formats vary, depending on the platform system.

How the research will be applied

With a goal to provide improved communication, it is important to explore a variety of options for electronic gradebooks at the elementary level. The benefits are numerous. Parents and students have immediate access to their grades, and they can even read detailed feedback from essay exams online. The online grades are accessible anywhere in the world, any time of the day.

Technology and Special Student Needs Research

Goals 11 and 12

Pisano, Leonard, Ph.D. *How to Support Students With Learning Disabilities*. (2003) The Assistive Technology Connection, Learning Disabilities Online: <http://www.ldonline.org>

Overview

Students with learning differences or disabilities will be held to the same content standards as other students. They cannot be denied access to general education expectations or standardized testing and need to be provided with appropriate and reasonable services to maintain them. Assistive Technology "levels the playing field" and can assist teachers to target effective academic solutions for students with specialized learning needs. Special needs students can utilize assistive technology to work at their own pace, receive immediate feedback, and receive modification in the assessment process.

How this research will be applied

This plan recognizes the variety of specialized learning needs present in the Del Mar Union School District, as well as acknowledges the significance technology can play in meeting the instructional needs of all students. Additionally, GATE, English Language Learners, and any student needing special intervention or remediation will have specific goals and objectives targeted by the District and an Individualized Education Plan.

Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). *Evaluation of the use of technology in Illinois public schools: Final report* (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

Overview

“Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles.” “Gifted students can work at their own pace and explore subjects in more depth than the basal curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement.”

How this research will be applied

One long term focus goal has been to adopt a comprehensive working plan to provide engaging, high quality and differentiated instruction to all students at all levels, including opportunities for accelerated learning in all classrooms. This would include the use of distance learning to provide advanced curriculum in subjects such as algebra and geometry for the sixth grade students. Relevant research shows that students with various learning styles and special needs can have optimal results in their learning through technology use.

Technology Staff Development Research

Goals 3, 13, 14, and 15

Strudler, N. (1994). *The role of school-based technology coordinators as change agents in elementary school programs: A follow-up study*. Presented at AERA, New Orleans, LA, April 5, 1994.

Overview

“There is a continuing need for the school site presence of a technology teacher who can serve as a mentor or ‘translator’ of technology applications and instructional integration for teachers. Appropriate technology resource personnel are not only for the early stages of a technology initiative or technology plan”... “the continuing need for technology teachers (coordinators) to be based on:

- Rapid pace of technological change
 - Teachers' concerns that affect their adoption of technology
 - Continuing challenge of "coordinating the 'nuts and bolts' of educational computing."
- Strudler, 1994, p.18 in OTA, 1995 p. 147.

How this research will be applied

Del Mar supports an organizational model that provides a credentialed technology resource teacher at every school site. This innovative approach is the first line of defense for meeting the varied needs of technology support, while providing an intelligent curricular knowledge base to integrate technology in the most effective way.

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). *Conditions for classroom technology innovations*. Teachers College Record, 104(3), 482-515.

Overview

Mentors who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology. “Being mentored by an experienced

teacher who is proficient with technology, sufficient time for collaborative learning and practice with technology, active participation in professional meetings, and use of computers at home by teachers.”

How this research will be applied

Utilizing professional mentors in an environment where teachers are comfortable, while modeling new technology, is a meaningful method for staff development. We are able to bring classroom instructors into the Technology Labs with students, where the team of teachers can work together to insure ongoing training. In addition, teachers have opportunities to attend classes for specific areas of interest in technology. Del Mar Union School District’s professional development addresses teacher choice, as well as different teacher learning styles. Teachers attend technology classes to improve their personal technology skills. Effective staff development is individualized and relevant to a particular program or project in which teachers have a special interest. Staff development is individualized to the needs of the teacher.

Sivin-Kachala, J. & Bialo, E. (2000), *Report on the Effectiveness of Technology in School*, (7th Edition) Washington, DC: Software and Information Industry Association

Overview

This document cites that teacher training is the single most significant factor in influencing the effective use of technology to improve student achievement. There is a significant increase in performance by students whose teachers have had more than 10 hours of training than those students whose teachers have had five or fewer training hours.

How this research will be applied

This plan outlines professional development actions and target dates aligned with the curriculum component of the plan. However, in addition to this professional development, it is also the long-term vision of Del Mar Union School District to make technology staff development for teachers, administrators, and all staff, a systemic, integral foundation of all staff development provided by the District.

Rovai, A., Cristol, D. S., & Lucking, R. (2001). *Building classroom community at a distance*. Paper presented at American Educational Research Association Annual Meeting, Seattle, WA, April 12, 2001.

Report, Menlo Park, CA: SRI International

Overview

This document reviews multimedia-based projects and the behaviors of teachers in this type of instructional delivery model. In project based instructional delivery models, learning was found to be more student centered and teachers were less likely to lecture than colleagues who did not use project based learning models. The classrooms were more organized around the “collaborative construction of complex products” rather than more passive ‘lecture and regurgitate” instructional delivery models.

How this research will be applied

The Del Mar Union School District Technology Plan focuses on the development of project based

learning and benchmarks for grade levels. The proposed technology staff development plan, as well as professional development, align with the curriculum component of this plan and include training teachers on project based teaching strategies for technology integration.

Ringstaff, Cathy: Kelley Loretta (2002), *The Learning Return on Our Educational Technology Investment: A review of findings from research*, West Ed, <http://www.wested.org>

Overview

This report presents a discussion of major research findings related to educational technology use, specifically how to maximize use of available technology resources. The article also provides key pedagogical and policy issues. The authors distinguish between learning “from” computers (skill building) and learning “with” computers (integration), and the importance of training teachers to recognize the difference. Issues from the findings include the importance of having:

- Sufficient and accessible equipment, including adequate computer-to-student ratios
- Adequate and appropriate teachers
- Expanded teacher beliefs about learning and teaching
- Long-term planning
- Adequate technical and instructional support

How will this research be applied

To most effectively apply this model, teachers must have continued staff development opportunities in the use of technology for student record keeping and assessment. Ready access to communications and information technology is a requirement for teachers and school administrators. Long term planning for technology rich learning environments envisions technology infused in almost all activities.

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

Teachers in the Del Mar Union School District have utilized technology in many innovative ways to provide rigorous academic courses. Students have been active in a variety of projects based on Internet Inquiries. Students in grades 3 to 6 utilize a video camera and a closed circuit TV system, in which the signal is routed through cable to every classroom’s TV. District, school, and class web pages have been created as a way to provide a Web-based learning environment, as well as a way to communicate with parents with up-to-date information. Teachers use multimedia software to present lessons, and a few teachers have involved their classes in digital editing, and stop-motion animation. Teachers deliver daily instruction using a presentation system consisting of a laptop, projector, and speakers to make real-time connections in the classroom. Students have created **Keynote, KidPix, iMovie, and GarageBand** projects, and have used the school Media Centers before and after school to utilize the computers found there.

Teachers are beginning to explore the advantages to blogging and podcasting, as well as using the First Class workspaces and conference options where teachers can post and share documents, lesson plans, and favorite web sites. Here they collaborate with teachers with similar interests or grade

level content, as well as keep up to date with the latest research and best practices. Ideas and lessons are also shared with other teachers through email and transfer folders on the server. The Del Mar Union School District has participated in the iVIE (instructional video in education) Festival, and teachers have been trained to use digital cameras, scanners, and image management. Teachers use multimedia technology to teach lessons, as well as to share student work at Open House.

The Media Center program is an area that could benefit from further researching options for educational models to better fit the needs of the students. The District Media Centers utilize technology to help students locate book titles, check out books electronically and research topics online. Library instructors also manage the library system online using *Alexandria* software. Work that is done in the Media Center and Technology Labs can be saved on the school's server, and can be continued in the child's classroom. Library hours have been expanded to accommodate students wanting to use computers before and after school.

The Del Mar Union School District has innovative practices in place to prepare students for a global society. Every site is licensed to setup individual accounts using Discovery Education Streaming to provide video streaming resources, a lesson plan library aligned to standards, interactive maps, a quiz builder, and a writing prompt builder, all organized in a searchable database. The Discovery Education streaming site also offers professional development resources for teachers hosted by prominent professional educators on a wide range of current topics using Webinars.

Teachers must continue to be trained on how to effectively use the Internet with their classes, so their students can collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum related problems, issues and information, and to develop solutions for audiences inside and outside the classroom.

The network server will continue to be updated, as to accommodate larger electronic portfolios. Students will design, develop, publish, and present products such as web pages, and videotapes using technology resources that demonstrate and communicate curriculum concepts to audiences both inside and outside the classroom. Teachers could videotape lessons that could go over the network in subjects such as science, art, and music. These could be witnessed by other teachers, or classes in a variety of settings, such as a teleconference, so other students could participate.

Time for collaborating and planning is essential for teachers. The Del Mar Union School District has been effectively making opportunities for teachers to collaborate during the school day with experts and other teachers. There is a need to continue to provide professional development time during the school day, as well as to build a Professional Learning Community.

The Del Mar Union School District will work to develop on-line professional development courses in which teachers can participate. Teachers will enroll for these courses electronically, and will find them available on the District server. The Technology Department will make tutorials available on the Intranet to help train staff members. As teachers become more proficient in utilizing technology, so will their students: **To live, learn, and work successfully in an increasingly complex and information-rich society.**

To fully implement our Plan, a final question that needs to be considered, “What are the instructional design criteria for optimal online teaching, and learning and what emerging technologies look promising?” Educational courses should provide an opportunity for online interaction among students and between students and instructors but should be offered with conservative, case-by-case and student-by-student consideration.

X. Policies, Procedures, and Publications

A. Policies

DEL MAR UNION SCHOOL DISTRICT BOARD POLICY No. 6017

Student and Employee Access to Networked Information Resources

- A. The Board recognizes that as telecommunication and other new technologies shift the ways that information may be accessed, communicated and transferred by members of society, those changes may also alter instruction and student learning. The Board generally supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources, for legitimate educational purposes.
- B. Telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. In the past, instructional and library media materials could usually be screened - prior to use - by committees of educators and community members intent on subjecting all such materials to reasonable selection criteria. Board Policy No. 6017 requires that all such materials be consistent with District-adopted guides, supporting and enriching the curriculum while taking into account the varied instructional needs, ages, learning styles, abilities and developmental levels of the students. Telecommunications, because they may lead to any publicly available fileservers in the world, will open classrooms to electronic information resources, which have not been screened by educators for use by students.
- C. Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy No. 6017 and will honor the goals for selection of instructional materials contained therein.

- D. Students are responsible for good behavior on school computer networks just as they are in a class or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy No. 6017). The network is provided for students to conduct research and communicate with others. Access to network services will be provided only to students who agree to act in a considerate and responsible manner.
- E. Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.
- F. Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents of minor students (under 18 years of age) and by students themselves.
- G. To that end, the Del Mar Union School District supports and respects each family's right to decide whether or not to apply for independent access to the telecommunications network.
- H. The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.
- I. The term "educational purposes" includes use of the system for classroom activities, teacher-directed activities, library-related research, or career development.
- J. Internet users are to be respectful to other Internet users, the system and the equipment.
- K. District telecommunications networks may not be used for commercial purposes, defined as offering or providing goods or services or purchasing goods or services for personal use. District acquisition policies will be followed for District purchase of goods or services through telecommunications networks.
- L. Users may not use the system for political lobbying, as defined by applicable state and federal law covering political lobbying.
- M. Users may not use District telecommunications networks for illegal activities, as specified by local, state and/or federal laws.

- N. The District has established regulations, which prohibit access to harmful matter through District telecommunications networks which may be obscene or pornographic and which prohibit other misuses of the system.
- O. The District may monitor the District's technological resources, including e-mail, Internet files and Internet access, at any time without advance notice or consent when there is a business need to do so. Passwords will be used and must be known to the Superintendent/designee so that he/she may have system access should the need arise.

Technology: Acceptable Use

I. District Responsibilities

- A. The District Superintendent/designee will serve as the coordinator to oversee the District telecommunications network.
- B. The site principal will serve as the site-level coordinator for the District telecommunications network, will approve site-level activities, ensure staff receive proper training in the use of the system and the requirements of this policy, establish a system to ensure adequate supervision of students using the system, maintain executed user agreements, and be responsible for implementing this Board policy and accompanying regulations at the site level.
- C. The Superintendent/designee will establish a process for setting up individual and class accounts, setting quotas for disk usage on the system, establish a retention schedule, establish a District virus protection process, establish backup schedules and shall be responsible for keeping the District telecommunications network functional.

II. Services Available through District Telecommunications Network

The following services may be made available to students and staff:

- A. E-mail

E-mail will allow the user to communicate with people throughout the world, and may include subscriptions to mail lists used to engage in-group discussions related to educational purposes.
- B. World Wide Web

The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound. The Web can be a valuable research tool for students and employees.

C. Telnet

Telnet allows the user to log in to remote computers.

D. File Transfer Protocol (FTP)

FTP allows users to download large files and computer software.

E. Newsgroups

Newsgroups are discussion groups that are similar to mail lists. The District may provide user access to selected newsgroups that relate to subjects that are appropriate to the educational purposes of the District telecommunications network.

F. Internet Relay Chat (IRC)

IRC provides the capability of engaging in "real-time" discussions. The District may provide staff/user [CHOOSE depending upon whether students will be able to access chat rooms] access to IRC only for specifically defined educational activities.

G. Blocking software

The District will provide software designed to restrict access to certain sites.

III. Access to the System

A. Board Policy No. 6017 will govern all use of the District telecommunications networks. Student use of the District telecommunications networks will also be governed by the District's disciplinary code and the Student Acceptable Use Policy. Employee use will also be governed by District policy.

B. World Wide Web

All District employees and students may have access to the Web through the District's networked computers. A signed agreement form will be required for student access. Parents/guardians may specifically request that their child(ren) not be provided such access by completing the Student Account Agreement.

C. Classroom Accounts

Students may be granted e-mail access through a classroom account, administered by the classroom teacher. Parents/guardians may specifically request that their child(ren) not be provided access through the classroom account by completing the Student Account Agreement.

D. Individual E-mail Accounts for District Employees

District employees may be provided with an individual e-mail account and may have dial-up access to the District telecommunications network.

E. Guest Accounts

Guests may receive an individual account with the approval of the Superintendent when requested by a District administrator if there is a specific, District-related purpose requiring such access. Use of the District telecommunications network by a guest must be specifically limited to the District-related purpose.

IV. Parental Notification and Responsibility

- A. At the beginning of each school year, the District will notify parents/guardians about the District telecommunications network and the policies governing its use. Parents/guardians may request alternative activities for their child(ren) that do not require Internet access.
- B. This policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the Internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the District to monitor and enforce a wide range of social values in student use of the Internet. Further, the District recognizes that parents/guardians bear primary responsibility for transmitting their particular set of family values to their children. The District encourages parents/guardians to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the District telecommunications network.
- C. The District will provide students and parents/guardians with guidelines for student safety while using the Internet.
- D. Parents/guardians are responsible for monitoring their student's use of the Internet if they are accessing the District telecommunications network from a remote location.

V. District Limitation of Liability

- A. The District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District telecommunications network will be error-free or without defect. The District will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of use of the District telecommunications network, including, but not limited to, personal injury, emotional distress or suffering, or the loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the District telecommunications network, including but not limited to the purchase of products or services.

VI. Enforcement

- A. The District will cooperate fully with local, state, and federal officials in any investigation concerning or relating to any illegal activities conducted through the District telecommunications network.
- B. In the event there is an allegation that a student has violated the District's Student Acceptable Use policy, the District's disciplinary code will be followed.
- C. Violations of the District's Student Acceptable Use Policy by a student may result in loss of use of all computing equipment and Internet access, even if this causes the student to fail a class. The student may be able to regain computing privileges the following school year. If the alleged violation also involves a violation of other provisions of the District's disciplinary code, the violation will be handled accordingly.
- D. Employee violations of the District's Student Acceptable Use policy will be handled in accord with District policy.
- E. The Superintendent/designee may terminate the account privileges of a guest user by providing notice to the user. Guest accounts not active for more than 30 days may be removed, along with the user's files without notice to the user.

VII. District Access

- A. Users should be aware that computer files and communications over electronic networks, including e-mail, are not private or secure. This technology may not be used to transmit confidential information about students, employees, or

District matters except by authorized personnel who will use District-approved security procedures.

- B. Users will limit their use of the system to classroom activities, teacher-directed activities, library-related research, or career development. Use of the system for any other purpose, personal or otherwise, is prohibited unless approved in advance by the site principal.
- C. The Superintendent/designee may monitor the District's technological resources, including e-mail, Internet files and Internet access, at any time without advance notice or consent when the District has determined that there is a business need to do so. Passwords will be used and must be known to the Superintendent/designee so that he/she may have system access should the need arise. A "business need" for monitoring of and access to individual user files may include, but is not limited to, routine maintenance, routine monitoring, and individual searches in the event a violation of District policy is suspected. Monitoring of the system may lead to discovery that the user has or is violating the District's Acceptable Use policy, the District's disciplinary code or the law.
- D. District employees should be aware that their personal files may be discoverable under state public records laws.

VIII. Copyright and Plagiarism

- A. District policy/administrative regulations on copyright will govern the use of material accessed through the District telecommunications network. Because the extent of copyright protection of works found on the Internet is unclear, employees will make a standard practice of requesting permission from the holder of the work if their use of the material has the potential of being considered an infringement. Teachers will instruct students to respect copyright and to request permission when appropriate. Copyrighted material may not be placed on the system without the author's permission.
- B. District policies on plagiarism will govern the use of material accessed through the District telecommunications network. Teachers will instruct students in appropriate research and citation practices.

IX. Selection of Material

When using the Internet for class activities, teachers will select material which is appropriate in light of the age of the students and which is relevant to the course objectives. Teachers will preview the materials and sites they require or recommend students access, to determine the appropriateness of the material contained on or accessed through the site. Teachers will provide guidelines and

lists of resources to assist their students in channeling their research activities effectively and properly. Teachers will assist their students in developing the skills to ascertain the accuracy of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views. However, teachers cannot be expected to preview all sites that the student may encounter while performing educational research.

X. District Web Sites

A. School Web Pages

Schools may establish Web pages that present information about the school. The school site principal will designate an individual to be responsible for managing the school web site.

B. Extracurricular Organization Web Pages

With the approval of the school site principal and the Superintendent/designee, extracurricular organizations may establish Web pages. The principal will establish a process and criteria for the establishment and posting of material, including pointers to other sites, on these pages. Material presented on the organization Web page must relate specifically to organization activities and will include only student-produced material. Organization Web pages must include the following notice: "This is a student extracurricular organization Web page. Opinions expressed on this page shall not be attributed to the Del Mar Union School District."

C. District authorized web pages will not contain any commercial advertisements, pointers to commercial sites or related sites. District web pages will only contain education-related information and pointers to education-related sites.

XI. Internet Rules

A. Students are responsible for good behavior on school computer networks just as they are in classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

B. The network is provided for students to conduct research and communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Parent permission is required for minors. Access is a privilege, not a right. Access entails responsibility.

- C. Individual users of the District computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with District standards and will honor the agreements they have signed.
- D. Network storage areas may be treated like school lockers. Network administrators may review file and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers will always be private.
- E. During school, teachers of younger students will guide them toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with other available information sources, such as television, telephones, movies, radio and other potentially offensive media.

XII. Unacceptable Uses Guidelines

The following uses of District Telecommunications network are considered unacceptable:

- A. Personal Safety
 - 1. Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.
 - 2. Students will not agree to meet with someone they have met online without parent/guardian approval and participation.
 - 3. Students will promptly disclose to their teacher, or other appropriate school employee, any message they receive that is inappropriate or makes them feel uncomfortable.
- B. Illegal Activities
 - 1. Users will not attempt to gain unauthorized access to the District telecommunications network or to any other computer system through the District telecommunications network, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."

2. Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.
3. Users will not use the District telecommunications network to engage in any other illegal act, including, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of another person.
4. Users are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment, or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

C. System Security

1. Each user is responsible for the use of his/her individual account and should take all reasonable precautions to prevent others from being able to use the account. Under no conditions should a user provide his/her password to another person.
2. Each user will immediately notify his/her teacher, school administrator, or the District office if the user has identified a possible security problem. Each user will not go looking for security problems; this may be construed as an illegal attempt to gain access.
3. Each user will avoid the inadvertent spread of computer viruses by following the District virus protection procedures.

D. Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2. Users will not use or send obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language, pictures, jokes or cartoons.
3. Users will not post information that, if acted upon, could cause damage or a danger of disruption.
4. Users will not engage in personal attacks, including prejudicial or discriminatory attacks.

5. Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them that person messages, the user must stop.
6. Users will not knowingly or recklessly post false or defamatory information about a person or organization.

E. Respect for Privacy

1. A user will not re-post a message that was sent to the user privately without permission of the person who sent the message.
2. Users will not post private information about another person.

F. Respecting Resource Limits

1. Users will limit their use of the system to educational purposes, classroom activities, teacher-directed activities, library-related research, or career development.
2. Users will not download large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used and immediately remove the file from the system.
3. Users will not post chain letters or engage in "spamming." Spamming is sending a commercial, annoying or unnecessary message to a large number of people.
4. Users will check their e-mail frequently, delete unwanted messages promptly, and stay within their e-mail quota.
5. Users will subscribe only to high quality discussion group mail lists that are relevant to their education or professional/career development.

G. Inappropriate Access to Material

1. Users will not use the District telecommunications network to access harmful matter or material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. If a user inadvertently accesses such information, he/she should immediately notify the teacher or school administrator in charge. This

will protect users against an allegation that they have intentionally violated the Acceptable Use Policy.

District Telecommunications Network Student Acceptable Use Policy

Del Mar Union School District provides students and staff with access to the District telecommunications network, the District's electronic communication system, which includes Internet access. This document contains the Acceptable Use Policy for the system.

A. Educational Purpose

1. The District telecommunications network has been established for a limited educational purpose. The term "educational purpose" includes classroom and teacher-directed activities, library-related research, and career development.
2. The District telecommunications network has not been established as a public access service or a public forum. Del Mar Union School District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in District's disciplinary code and the law in your use of the District telecommunications network.
3. You may not use the District telecommunications network for commercial purposes. This means you may not offer, provide, or purchase products or services through the District telecommunications network.
4. You may not use the District telecommunications network for political lobbying, but you may use the system to communicate with elected representatives and to express your opinion on political issues, when in conjunction with classroom activities.

B. Student Internet Access

1. All students may have access to Internet World Wide Web information resources through their classroom, library, or school computer lab under the guidance of a teacher, librarian, library technician, or other school administrator.
2. Elementary and secondary students will have e-mail access only under their teacher's direct supervision using a classroom account.

3. You and your parent/guardian must sign a Student Account Agreement to be granted access to the District telecommunications network. This Agreement must be renewed on an annual basis. Your parent/guardian can withdraw their approval at any time.

Those uses of the District telecommunications network, which are considered unacceptable, are also included in the attached policy. Some of them are:

1. Personal Safety

- a. You will not post personal contact information about yourself or other people. Personal contact information includes your address, telephone, school address, work address, etc.
- b. You will not agree to meet with someone you have met online without your parent's approval and participation. Your parent should accompany you to this meeting.
- c. You will promptly report to your teacher or other appropriate school employee any message you receive that is inappropriate or makes you feel uncomfortable.

2. Illegal Activities

- a. You will not attempt to gain unauthorized access to the District telecommunications network or to any other computer system through the District telecommunications network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing."
- b. You will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. You will not use the District telecommunications network to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.
- d. You will not access, post, submit, publish, or display harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

3. System Security

- a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
- b. You will immediately notify a teacher, school administrator, or the District Office if you have identified a possible security problem. Do not go looking for security problems; this may be construed as an illegal attempt to gain access.
- c. You will avoid the inadvertent spread of computer viruses by following the District virus protection procedures if you download software.
- d. You will do nothing that could disrupt the use of the system for others, including deleting files, modifying settings, changing passwords, or reconfiguring the system.
- e. You will not in any manner physically modify, harm, or destroy any computer or network hardware.

4. Inappropriate Language

- a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- b. You will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. You will not post information that could cause damage or a danger of disruption.
- d. You will not engage in personal attacks, including prejudicial or discriminatory attacks.
- e. You will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending them messages, you must stop.
- f. You will not knowingly or recklessly post false or defamatory information about a person or organization.

5. Respect for Privacy

- a. You will not re-post a message that was sent to you privately without permission of the person who sent you the message.
 - b. You will not post private information about another person.
- 6. Respecting Resource Limits.
 - a. You will use the system only for educational and career development activities.
 - b. You will not download large files unless approved by the teacher in charge. If necessary, you will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer.
 - c. You will not post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.
- 7. Plagiarism and Copyright Infringement
 - a. You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
 - b. You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. Reproduction of a work includes using the work in another written form or posting the work, or a portion of the work, on the Internet. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask your teacher.
- 8. Inappropriate Access to Material
 - a. You will not use the District telecommunications network to access harmful matter or material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
 - b. If you mistakenly access inappropriate information, you should immediately tell the teacher or school administrator in charge.

This will protect you against a claim that you have intentionally violated this Policy.

- c. Your parent/guardian should instruct you if there is additional material that they think it would be inappropriate for you to access. The District fully expects that you will follow your parent's instructions in this matter.

D. Your Rights

1. Free Speech

Your right to free speech, as set forth in the District's disciplinary code, applies also to your communication on the Internet, except as otherwise set forth in this Acceptable Use Policy. The District telecommunications network is considered a limited forum, similar to the school newspaper, and therefore the District may restrict your speech for valid educational reasons.

2. District Access

- a. You should be aware that computer files and communications over the Internet are not private or secure.
- b. Users will limit their use of the system to classroom activities, teacher-directed activities, library-related research, or career development. Use of the system for any other purpose, personal or otherwise, is prohibited unless approved in advance.
- c. The District may monitor your use of its internet website and the District's computer resources, including your e-mail, internet files and internet access, at any time without advance notice or consent when there is a reasonable need to do so. Passwords must be reported. Monitoring of the system may lead to discovery that you have violated the Acceptable Use policy, the District's disciplinary code or the law.
- d. Your parent/guardian has the right at any time to request to see the contents of your email and Internet files.

3. Enforcement

- a. The District will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the District telecommunications network.

- b. In the event there is a claim that you have violated this Policy or the District's disciplinary code in your use of the District telecommunications network, you will be provided with a written notice of the suspected violation and an opportunity to be heard in the manner set forth in the District's disciplinary code.
- c. Violations of the District's Acceptable Use Policy by a student may result in loss of use of all computing equipment and Internet access, even if this causes the student to fail a class. The student may be able to regain computing privileges the following school year.
- d. If the violation also involves a violation of other provisions of the District's disciplinary code, it will be handled in a manner described in the District's disciplinary code. Additional restrictions may be placed on your use of your Internet account.

E. Limitation of Liability

The District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District telecommunications network will be error-free or without defect. The District will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of use of the District telecommunications network, including, but not limited to, personal injury, emotional distress or suffering, or the loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the District telecommunications network, including but not limited to the purchase of products or services.

**DISTRICT TELECOMMUNICATIONS NETWORK
EMPLOYEE ACCOUNT AGREEMENT**

Name _____
 Position _____
 School or Department _____

I have read the District Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules, I may face disciplinary action, up to and including dismissal.

I understand that my use of District technology is subject to the District's right to monitor its technology, including e-mail, Internet files and Internet access, at any time without advance notice or consent when there is a business need to do so.

I understand and agree that the District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District telecommunications network will be error-free or without defect; that the District will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of use of the District telecommunications network, including, but not limited to, personal injury, emotional distress or suffering, or the loss of data or interruptions of service; that the District is not responsible for the accuracy or quality of the information obtained through or stored on the system; and that the District will not be responsible for financial obligations arising through the unauthorized use of the District telecommunications network, including but not limited to the purchase of products or services.

I hereby release the District, its personnel and any institutions with which it is affiliated, from any and all claims or damages of any nature whatsoever arising from my use of, or inability to use, the District telecommunications network, and will indemnify the District for any costs incurred as a result of my unauthorized use of the system to purchase products or services.

Signature	_____	Date	_____
Supervisor	_____	Date	_____
Printed Name	_____		
School/Dept.	_____		
Approved by	_____	Date	_____

District Telecommunications Network Administrator Use Only

Assigned User Name: _____
 Assigned Temporary Password: _____
 Completed by: _____ Date: _____

DISTRICT TELECOMMUNICATIONS NETWORK STUDENT ACCOUNT AGREEMENT

Student Section

Student Name _____ Grade _____

School _____

I have read the District Student Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand that if I violate the rules my account will be terminated, even if that means failing a class, and I may face other disciplinary measures. I understand that my use of this account is subject to the District's right to monitor my use, including but not limited to the right to access my files and my e-mail.

Student Signature _____ Date _____

Parent/Guardian Section

I have read the District Student Acceptable Use Policy.

I understand that the District makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District telecommunications network will be error-free or without defect. The District will not be responsible for any claims, damages, or injury of any nature whatsoever, which users may suffer as a result, whether directly or indirectly, of use of the District telecommunications network, including, but not limited to, personal injury, emotional distress or suffering, or the loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for financial obligations arising through the unauthorized use of the District telecommunications network, including but not limited to the purchase of products or services.

In consideration of the District permitting my child to access the District telecommunications network, I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District telecommunications network, including, but not limited to claims for negligence, however caused, and I agree that I will indemnify the District for any costs incurred as a result of my child's unauthorized use of the District telecommunications network, including but not limited to the purchase of products or services.

I will instruct my child regarding any restrictions against accessing material that are in addition to the restrictions set forth in the District Acceptable Use Policy. I will emphasize to my child the importance of following the rules for personal safety. I will supervise my child's use of the District telecommunications network if my child is accessing the system from a non-school site through the use of remote dial-up access. (Check one)

() I give permission to issue an account for my child with Internet access.

() I give permission to issue an account for my child without Internet access.

() I do not give permission to issue an account for my child.

() I do not give permission to issue remote dial-up access for my child.

I certify that the information contained in this form is correct.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____ Phone _____

Home Address _____

District Telecommunications Network Administrator Use Only

Assigned User Name: _____

Assigned Temporary Password: _____

Completed by: _____ Date: _____

PARENT PERMISSION FOR WORLD WIDE PUBLISHING OF STUDENT WORK

Name of Student _____

Name(s) of Parent _____

School _____

We understand that our daughter or son's artwork or writing is under consideration for publication on the World Wide Web, a part of the Internet.

We further understand that the work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to us as parents. No home address, telephone number, or surname will appear with such work, only the student's first name will appear.

We grant permission for the World Wide Web publishing as described above until this permission is revoked in writing.

Name _____ Date _____

Relation to student _____

Name _____ Date _____

Relation to student _____

I, the student, also give my permission for such publishing.

Name _____ Date _____

B. Procedures:

Del Mar Union School District Replacement Procedure for Obsolete Equipment

The Del Mar Union School District is an **Apple Computer® only** District and Apple licensed and certified repair facility. The District adopted an OS X Operating System as the standard operating system for its Macintosh computers. Currently, none of the new programs are able to run on anything less than the following standard. Apple Computer® does not support repair parts for various older models. Therefore, older parts are hard to find and too costly to make repairing various models of older equipment economically feasible.

The current policy for all old computers, is to declare them obsolete if they do not meet all of the following criteria:

- Processor is G5 or greater
- Hardware has a DVD drive
- Minimum 1GB of RAM
- Ethernet Connection
- 17 inch Display Monitor

It is the responsibility of the Educational Technology Committee, under the guidance of the Director of Technology to assess existing technology and determine when equipment at each site should be deemed obsolete. This decision is tied to state funding, yearly budgetary decisions based on state funding, and site level acquisition of alternative funding sources.

The District outsources the inventorying of District equipment to a private company. District barcodes are applied to all equipment. These codes are scanned and read at scheduled intervals. Technology equipment that has been determined as obsolete by site based Technology teachers with site Principal and District Director of Technology approval are listed by barcodes with identifying model and serial numbers and submitted to the School Board during regularly scheduled monthly meetings for official retirement.

As described in Section V of the District's Educational Technology Plan the District upgrades Computer Labs every 3 years to ensure a constant renewal of state-of-the-art equipment. The Director of Technology is responsible for the purchasing and works with site Principals and Assistant Superintendent of Business Services. In addition, every school site uses its own resources to purchase technology equipment throughout the year as funds become available. These sources may include, but not limited to, the following:

- Del Mar Schools Education Foundation

- Site PTA
- School Site Council SIP (School Improvement Program) Funds
- Del Mar Highlands local merchants annual support of local schools
- North Coastal Education Foundation's EdPlus Annual Grants
- Target Stores
- EScrip

The Director of Technology assists with the ordering of equipment to ensure compatibility with existing infrastructure, and District technicians are responsible for imaging all hardware, initial installation, and ongoing maintenance. Basic troubleshooting is performed in the following sequence of levels:

- Level 1
 - Classroom teacher
- Level 2
 - Instructional Technology Resource Teachers
- Level 3
 - District Computer Technicians
- Level 4
 - Outsourcing
 - Vendors
 - Nexus Integration Services
 - Cisco
 - SDCOE (San Diego County Office of Education)
 - AT&T
 - Apple Computers®

D. Publications:

1. The National Educational Technology Standards for Students: The Next Generation (NETS)

The National Educational Technology Standards for Students: The Next Generation (NETS) <http://cnets.iste.org/> is an ongoing initiative of the International Society for Technology in Education (ISTE) <http://www.iste.org/>.

		National Educational Technology Standards for Students: The Next Generation “What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”
1.		Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
	a.	apply existing knowledge to generate new ideas, products, or processes.
	b.	create original works as a means of personal or group expression.
	c.	use models and simulations to explore complex systems and issues.
	d.	identify trends and forecast possibilities.
2.		Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
	a.	interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
	b.	communicate information and ideas effectively to multiple audiences using a variety of media and formats.
	c.	develop cultural understanding and global awareness by engaging with learners of other cultures.
	d.	contribute to project teams to produce original works or solve problems.
3.		Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:
	a.	plan strategies to guide inquiry.
	b.	locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
	c.	evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
	d.	process data and report results.
4.		Critical Thinking, Problem-Solving & Decision-Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and

		resources. Students:
	a.	identify and define authentic problems and significant questions for investigation.
	b.	plan and manage activities to develop a solution or complete a project.
	c.	collect and analyze data to identify solutions and/or make informed decisions.
	d.	use multiple processes and diverse perspectives to explore alternative solutions.
5.		Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
	a.	advocate and practice safe, legal, and responsible use of information and technology.
	b.	exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
	c.	demonstrate personal responsibility for lifelong learning.
	d.	exhibit leadership for digital citizenship.
6.		Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
	a.	understand and use technology systems.
	b.	select and use applications effectively and productively.
	c.	troubleshoot systems and applications.
	d.	transfer current knowledge to learning of new technologies.

2. ISTE National Educational Profiles for Technology PK-Grade 2, Grades 3-5, and Grades 6-8

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

The categories are:

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

	Profile for Technology (ICT) Literate Students Grades PK-2 (Ages 4-8)
1.	Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2.	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3.	Engage in learning activities with learners from multiple cultures through e-mail and other

	electronic means. (2, 6)
4.	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5.	Find and evaluate information related to a current or historical person or event using digital resources. (3)
6.	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7.	Demonstrate the safe and cooperative use of technology. (5)
8.	Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9.	Communicate about technology using developmentally appropriate and accurate terminology. (6)
10.	Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

	Profile for Technology (ICT) Literate Students Grades 3-6 (Ages 8-11)
1.	Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2.	Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3.	Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4.	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5.	Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6.	Conduct science experiments using digital instruments and measurement devices. (4, 6)
7.	Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8.	Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9.	Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10.	Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

	Profile for Technology (ICT) Literate Students Grades 6-8 (Ages 11-14)
1.	Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)
2.	Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3.	Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4.	Participate in a cooperative learning project in an online learning community. (2)
5.	Participate in a cooperative learning project in an online learning community. (2)
6.	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7.	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8.	Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9.	Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10.	Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

ISTE National Educational Technology Standards and Performance Indicators for Teachers

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS FOR TEACHERS

All classroom teachers should be prepared to meet the following standards and performance indicators.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

IV. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

2. Del Mar Union School District Instructional Technology Program Grade Level Concepts

Kindergarten

Etiquette & Safety

- ☐ Respect Equipment
- ☐ Respect other students' work
- ☐ Adhere to the District's Policies and Contracts
- ☐ Keep equipment clean

Hardware & Software

- ☐ Identify parts of a computer system (monitor, screen, mouse, keyboard)
- ☐ Explain functions & proper use of a mouse
- ☐ Logon, open, navigate and close a software program
- ☐ Identify a printer
- ☐ Print a document

Keyboarding Skills

- ☐ Locate letters and numbers on the keyboard
- ☐ Type first name
- ☐ Identify function keys (spacebar, return, delete, caps lock, shift)

Operations & Files

- ☐ Log on/off a computer
- ☐ Use a Pull Down Menu or keystroke to Print and Quit
- ☐ Using Mouse clicks to select or open an object

Graphics & Multimedia

- ☐ Create a picture using graphic tools, objects, stamps, etc.
- ☐ Use controls to operate media window/video file

Internet Use

- ☐ Log-on to teacher specified web sites with adult help
- ☐ Navigate web page using Back button and Home.

Assessment:

Time frame: April/May

Project:

- Watch United Streaming clip
- Open Kid Pix
 - o Type name (with capital letter) & age
 - o Draw picture
 - o Write a sentence
 - o Print document

Grade 1

Etiquette & Safety

- ☐ Respect Equipment
- ☐ Adhere to the District's Policies and Contracts
- ☐ Respect other students' work

Hardware & Software

- ☐ Name parts of a computer system
- ☐ Insert and eject CD-ROM/DVD
- ☐ Explain that a Software program is a list of instructions
- ☐ Display proper care of a CD-ROM/DVD
- ☐ Explain functions of a mouse
- ☐ Logon, open, navigate and close a software program

Keyboarding Skills

- ☐ Type first and last name
- ☐ Locate the numbers/letters on the keyboard
- ☐ Type sentence with correct punctuation
- ☐ Demonstrate difference between Shift and Caps Lock keys
- ☐ Edit text using Delete, Space Bar and Return
- ☐ Create upper case letters using the Shift key

Operations & File

- ☐ Open and save files to proper folder
- ☐ Use a Pull Down Menu or key command to Open
- ☐ Use a Pull Down Menu or key command to Quit
- ☐ Using a Mouse, click and drag an object
- ☐ Log-on to computer
- ☐ Print a document

Graphics & Multimedia

- ☐ Draw and label a picture using multimedia software
- ☐ Create a picture story using objects
- ☐ Type a sentence(s) and draw a picture
- ☐ Change font size and color in word processing or multimedia document
- ☐ As a class, create a slide show presentation

Internet Use

- ☐ Log-on to teacher specified web sites with adult help
- ☐ Navigate web page using Back button and Home.

Assessment:

Time frame: April/May

Project:

- Visit plant web site
- Open Kid Pix
 - o Type first and last name with age
 - o Draw plant with flower
 - o Label all parts
 - o Write a sentence with different font, size, color, and correct punctuation.
 - o Print
 - o Save to teacher's file with name

Grade 2

Etiquette & Safety

- ☐ Adhere to the District's Policies and Contracts
- ☐ Respect Equipment
- ☐ Respect other students' work

Hardware & Software

- ☐ Explain functions of a mouse
- ☐ Turn on and shut down a computer
- ☐ Display proper care of a CD/DVD's
- ☐ Explain the purpose of using CD/DVD
- ☐ Insert and eject CD/DVD
- ☐ Explain that a Software program is a list of instructions
- ☐ Identify a printer, scanner, digital still and video camera

Keyboarding Skills

- ☐ Demonstrate correct right and left hand keyboard positions
- ☐ Locate letters and numbers on keyboard
- ☐ Type complete sentences using space bar, delete key, punctuation, and return key
- ☐ Demonstrate correct home key positions
- ☐ Use of shift key for uppercase/lowercase
- ☐ Develop increasing speed and accuracy

Operations & File

- ☐ Open and save files to proper folder
- ☐ Use a Pull Down Menu or key commands to open, quit, print, save, shut down, and restart
- ☐ Identify icons for files, programs, folders and disks
- ☐ Retrieve files from a folder
- ☐ Use a mouse to click and drag an object
- ☐ Copy and paste images or text

Technology Peripherals

- ☐ Print a document to a specific printer
- ☐ Identify a printer, digital and video camera

Graphics & Multimedia

- ☐ Draw and label a picture with a sentence
- ☐ Create & add multi-media elements to a slide show
- ☐ Change font, size and color in word processing or multimedia document

Internet Use and Research

- ☐ Log-on to teacher specified web sites
- ☐ Navigate web page using back and home button
- ☐ Introduce Internet research skills
- ☐ Understand browser and Internet vocabulary
- ☐ Locate address using address locator box
- ☐ Explore encyclopedia, atlas, dictionary, etc.

Assessment:

Time frame: April/May

Project:

- Visit animal web site
- In Kid Pix create 2 or more drawings with facts:
 - Bold title
 - Underline animal

- Save each drawing in teacher folder with name and number of file
- Add short video clip and/or photo to one slide
- Create slide show with transitions in Kid Pix
- Print with guidance storybook format

Grade 3

Etiquette & Safety

- ☐ Adhere to the District's Policies and Contracts
- ☐ Respect Equipment
- ☐ Respect other students' work

Hardware & Software

- ☐ Logon to server, open, navigate and close a software program or Internet
- ☐ Insert and eject Flash Drive/CD/DVD
- ☐ Display proper care of storage devices
- ☐ Select specific pages to print using the Print Menu
- ☐ Explain how a computer queues documents for printing
- ☐ Knowledge of proper use of USB port for flash drives and other external devices

Keyboarding Skills

- ☐ Type paragraphs using tabs and titles
- ☐ Keyboard 15 WPM using a typing test
- ☐ Locate and use the period, comma, apostrophe, and quote keys
- ☐ Demonstrate proficiency with Home and Qwerty rows
- ☐ Edit a document including using Spell Check and Thesaurus.
- ☐ Format a document using alignment, font styles and paragraph formation
- ☐ Bold Face text from the keyboard
- ☐ Underline text from the keyboard
- ☐ Browse a prepared spreadsheet

Operations & File

- ☐ Create new documents from the File Menu
- ☐ Change page orientation
- ☐ Open the Graphic Tool Bar
- ☐ Use the Save As option under the File Menu
- ☐ Identify icons for files, programs, folders and disks
- ☐ Resize a window
- ☐ Save to an external device, such as server, flash drive, CD

Graphics & Multimedia

- ☐ Import graphics
- ☐ Participate in creating a research-based slide show/ class project
- ☐ Add animation to a slide show
- ☐ Reshape graphics
- ☐ Add sound to a class project

Internet Use and Research

- ☐ Use the Internet with teacher created Bookmarks for a project
- ☐ Adhere to copyright recognition
- ☐ Locate specific information using an electronic encyclopedia, dictionary, thesaurus, atlas or other reference media
- ☐ Copy graphics from electronic media
- ☐ Create timeline using computer software or web site
- ☐ Identify links in a web page

Assessment:

Time frame: April/May

Project:

- Create a 3 slide presentation
- Import photos and/or animations, resize as needed
- Add sound/music
- Add transitions
- Use correct typing position to type facts about topic
- Save file to proper location
- Save to server

Grade 4

Etiquette & Safety

- ☐ Adhere to the District's Policies and Contracts
- ☐ Respect Equipment
- ☐ Respect other students' work
- ☐ Cite sources including text, video, or graphic

Hardware & Software

- ☐ Check cables to troubleshoot a computer
- ☐ Use controls to adjust monitor and sound
- ☐ When and how to restart or force quit the computer when it freezes
- ☐ Add paper to the printer
- ☐ As a class, learn digital and video camera connections and importing

Keyboarding Skills

- ☐ Keyboard 20 WPM using a typing test
- ☐ Locate and use all punctuation keys
- ☐ Create Italic text from the keyboard
- ☐ Create story frames and dialogue
- ☐ Create a document with columns
- ☐ Use draw tools and text boxes to create a layout
- ☐ Use bullets and numbering
- ☐ Browse a prepared spreadsheet
- ☐ As a class, develop a spreadsheet
- ☐ Browse a prepared database

Operations & File

- ☐ Use the Graphic Tool Bar tools to create drawings
- ☐ Identify changes in Menu Bars
- ☐ Explain why files are contained in folders
- ☐ Identify Directory paths in Finder window
- ☐ Navigate multiple windows
- ☐ Explain how computers are networked to a printer
- ☐ Know basic keyboard commands

Graphics & Multimedia

- ☐ Use digital sounds in multimedia project
- ☐ Use video images in projects
- ☐ Edit graphics

- ☐ Add narration to a class project
- ☐ Edit graphic layering or arrangement

Internet Use and Research

- ☐ Skim web sites for appropriate information
- ☐ Use the Internet as a source for a research project

Assessment:

Time frame: April/May

Project:

- Internet research
- Gather information about topic
- Copy and paste information into document
- Rephrase information in document using bullets
- Copy pictures from multi-media source
- Cite web site on document
- Save file to proper location
- Save to server

Suggested topics: animals, magnets, transcontinental railroad, missions, and tall tales.

Suggested formats: comic strip, poster, brochure,

Suggested software: Pages, Keynote, Word, and Comic

Grade 5

Etiquette & Safety

- ☐ Adhere to the District's Policies and Contracts
- ☐ Respect Equipment
- ☐ Respect other students' work

Hardware & Software

- ☐ Troubleshoot a computer using error windows
- ☐ Understand memory storage capacity
- ☐ Operate a digital and video camera
- ☐ Use USB microphone

Keyboarding Skills

- ☐ Keyboard 25 WPM using a typing test
- ☐ Use proper fingers for number and symbol keys
- ☐ Align text in a Header or Footer
- ☐ Use Find and Replace from the Edit Menu
- ☐ Insert page breaks
- ☐ Use a templates to create a document
- ☐ Browse a prepared spreadsheet
- ☐ Enter functions in a spreadsheet
- ☐ Develop a spreadsheet

Operations & File

- ☐ Create and name/rename folder
- ☐ Explain a network

- ☐ Convert or save file to different formats

Graphics & Multimedia

- ☐ Use audio software to create or edit musical compositions
☐ Edit video clips

Internet Use and Research

- ☐ Evaluate web sites for content
☐ Review appropriate Internet conduct for safety

Assessment:

Time frame: April/May

Project:

- Collect data from source (rainfall, class data, not more than 6-7)
- Create spreadsheet with headings and titles
- Create chart or graph to organize data
- Calculate mean, mode, median, as appropriate, using functions
- Print
- Save to proper location with name
- Save to server

Grade 6

Etiquette & Safety

- ☐ Adhere to the District's Policies and Contracts
☐ Respect Equipment
☐ Respect other students' work

Hardware & Software

- ☐ Explain various uses of, or differences between certain wires, cables, and components, like USB, firewire, Ethernet, wireless connections

Keyboarding Skills

- ☐ Keyboard 30 WPM using a typing test
☐ Use all keys on the keyboard appropriately
☐ Use symbol key shortcuts where appropriate
☐ Create graph or chart from spreadsheet data

Operations & File

Graphics & Multimedia

- ☐ Create a video clip to use in a class project
☐ Add titles, transitions, and audio to video project
☐ Manage timing for video editing

Internet Use and Research

- ☐ Make and manage bookmarks
☐ Manage multiple web site windows
☐ Retrieve sites through History menu

Assessment:

Time frame: April/May

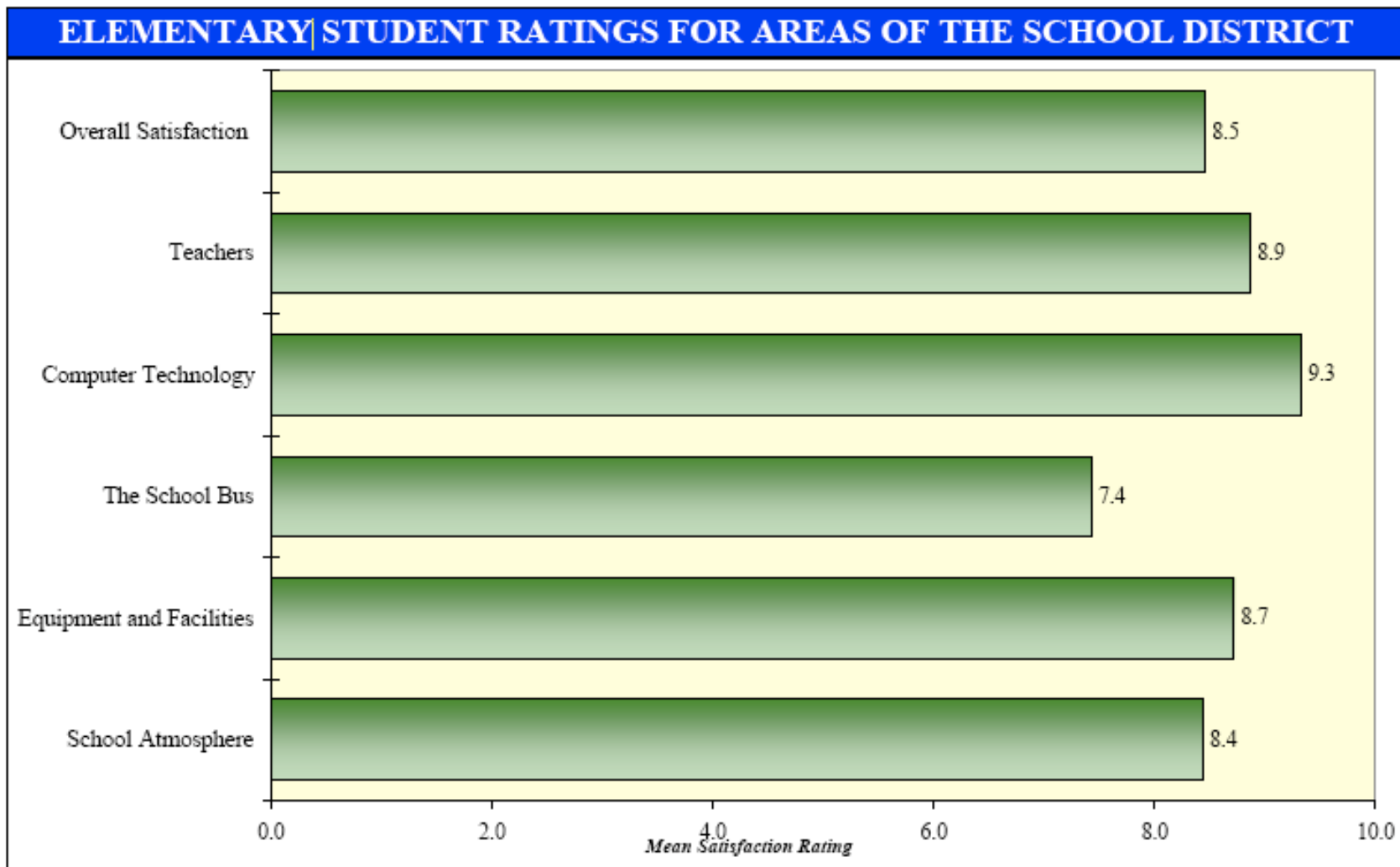
Project:

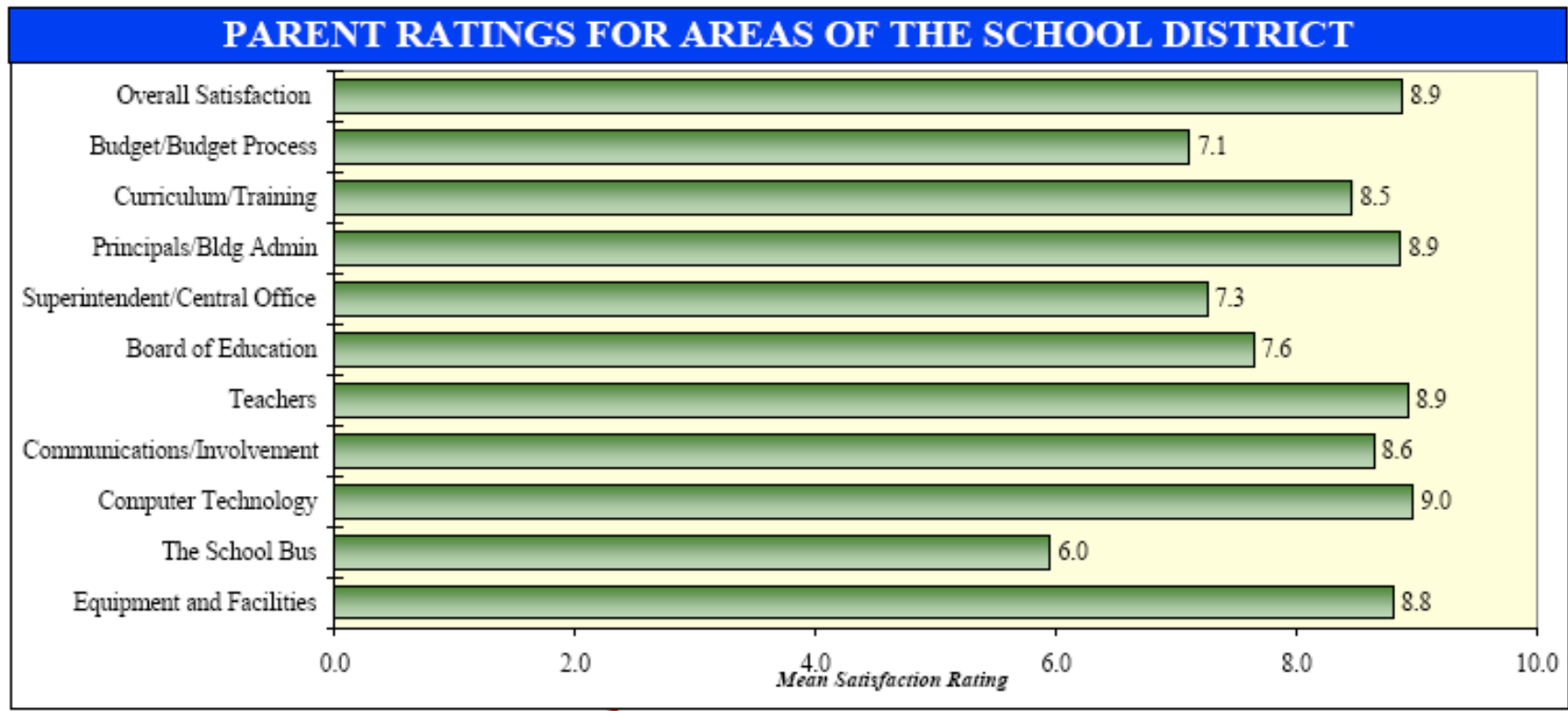
- Use iMovie (student created video, or collection of images)
- Add audio (voice or music), transitions, titles
- Save to proper location with appropriate name
- Save to server
- Import video into document or presentation software
- Write paragraph about topic

Suggested topics: Ancient civilizations, earth science, business topics,

Suggested software: iMovie, Keynote, PowerPoint

Harris Interactive Poll Survey (2006-2007)





at be able to use technology effective

3. Del Mar Strategic Planning Team

October 2007

<u>NAME</u>	<u>TITLE</u>
Dena Whittington	Ass. Supt. Business Services
Sherry Forte	Assist. to Superintendent
Janet Zennard	Asst. Supt. Curriculum
Trish Snider	Dir. Pupil Services
Charlene Komosinski	Director/Afterschool
Bob Gans	DMSEF
Beth Westburg	Parent
Sheetal Gandhi	Parent
Shelly Yeager	Parent
Tina Jones	Parent
Max Zavitz	Parent
Janette Shelton	Parent -- AF PTA Pres.
Alison King	Parent -- CDM,PTA Pres.
Lesley MacArthur-Chang	Parent -- Site Council
Katherine Roth	Parent/PE teacher
Janet Handzel	Parent/PTA
Lisa Blazer	Parent/PTA
Anne Boucher	Parent/PTA
Terri Harbison	Parent/PTA
Wendy Wardlow	Principal -- Del Mar Heights
Emily Disney	Principal -- Sycamore Ridge

Laurie Francis	Principal -- Del Mar Hills
Shelly Petersen	Principal -- Ashley Falls
Susan Paul	Principal -- Torrey Hills
David Jones	Principal -- Carmel Del Mar
Peg Larose	Principal -- Sage Canyon
Gary Wilson	Principal-- Gary Wilson
Debbie Negulescu	PTA
Kim Dort	PTA
Janet Pecsar	PTA President
Christina Johnson	Resource Specialist
Pamela McDonnel	School site OA & C. member
Tom Bishop	Superintendent
Carol Faulkner	Teacher
Cristin Ebright	Teacher
Jennifer Howard	Teacher
Amy Hemphill	Teacher
Debbie Cole	Teacher
David Skinner	Teacher
Julie Cunningham	Teacher
Jessica Morales	Teacher
Susie Hopper	Tech. Teacher
Linda Crawford	Trustee
Steven McDowell	Trustee
Janet Lamborghini	Trustee
Katherine White	Trustee, Parent
Annette Easton	Trustee

APPENDIX C - Enhancing Education Through Technology Formula Grant Program

Criteria for EETT-Funded Education Technology Plans

1. PLAN DURATION	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. The plan should guide the District's use of education technology for the next 5 years.	9-10	The technology plan describes the districts use of education technology for the next five years. Specific start and end dates are recorded.	The plan is less than three years or more than five years in length. Plan duration is 2008-2013

2. STAKEHOLDERS Corresponding EETT Requirement(s): 7 & 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of how a variety of stakeholders from within the school District and the community-at-large participated in the planning process.	10-12 143-144	The planning team consisted of representatives who will implement the plan, including District curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. 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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	13-17	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	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.	17-24 65-72	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites 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.	24-25	The plan summarizes the district's curricular goals that are supported by the plan and reference in district's documents.	The plan does not reference District curriculum goals.

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
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.	26-31 79-83	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the District's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology and information literacy skills needed to succeed in the classroom and the workplace.	31-40 83-86	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
f. List of clear goals and a specific implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that student 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 and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)	40-42 86-87	The plan describes or delineates clear goals, outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and /or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
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).	42-44 87-88	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of goals about the district policy or practices that ensure equitable technology access for all students.	44-46 88-89	The plan describes the policy or delineates clear goals and measurable objectives about policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals	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.

3. CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
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.	46-49 89-90	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what actions needs to be taken to accomplish the goals.
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.	49-51 90	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	51 79-91	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	52-59	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 skill that include CTC Standard 9 and 16 proficiencies.	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 4-8 are the focus grade levels.
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 and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	59-66 91-93	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives 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	66 93-94	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.

4. PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
activities including roles and responsibilities.	79-93		
			.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	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.	66-70	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 telecommunication 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.	70-71	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical 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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
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.	71-74	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.	74	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

6. FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13. (Appendix D)	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. List established and potential funding sources.	74-76	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	76	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.	77-78	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.	78-79 126-127	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

- In this document, the term “resources” means funding, in-kind services, donations, or other items of value.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

7. MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11 (Appendix D)	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	79-80	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.	13-51 59-67 72-74 78-93	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.	72-74 93-94	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11 (Appendix D)	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. If the District has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	95-96	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.

Enhancing Education Through Technology Formula Grant Program

Criteria for EETT Funded Education Technology Plans

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9 (Appendix D)	Page in District Plan	Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	96-103	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, unreliable, 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.	103-105	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.