

Technology Plan



San Lucas Union School District July 1, 2018 - June 30, 2021

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Table of Contents

<u>Heading</u>	<u>Page</u>
Section 1. Plan Background Criteria	3
1a. Introduction	3
1b. Stakeholders	4
1c. Relevant Research	5
Section 2. Curriculum Component Criteria	6
2a. Teachers' Current Access	6
2b. Students' Current Access	6
2c. Using technology to Improve Teaching and Learning	7
Goal 2c.1 Student Record Keeping and Assessment	9
Goal 2c.2: Improving Communication and Accessibility between Teachers, Administrator and Parents	10
Goal Monitoring of 2c goals	11
2d. Student Acquisition of technology and Information Literacy Skills	11
Goal 2d.1 Student use goal	12
Goal 2d.2 Student use goal	14
2e: District Goal for Appropriate and Ethical Use of Technology	19
Goal 2e.1 Ethical Internet Use	19
Goal 2e.2 Safe Internet Use	20
Section 3: Professional Development Component Criteria	21
3a. Teachers' and Administrators' Current Technology Proficiency	21
3b. Professional Development Opportunities	23
Goal 3b.1 Teacher Technology Use	23
Goal Monitoring of 3b goals	26
Section 4: Infrastructure, Hardware, Technical Support, Software, and Asset Management Component Criteria	26
4a. Existing Infrastructure, Resources, and Technical Support	26
4b. Needed Infrastructure, Resources, and Technical Support	27
Section 5. Monitoring and Evaluation Component Criteria	30
5a. Process for Evaluating Progress and Impact on Teaching and Learning	30
5b. Evaluating and Communicating Plan Implementation Effects	31
Section 6: Additional Information Section	31
6a. Adult Literacy	31
6b. District's Plans to Use Technology to Extend & Supplement Curriculum	32

Section 1. Plan Background Criteria

1a. Introduction

San Lucas Union School District consists of one K-8 elementary school. It is located approximately 10 miles south of King City in south Monterey County. San Lucas School is the center for, not only school, but also community activities. The school has three classrooms, an intervention room, a multipurpose room, an afterschool program room, a staff room, two teacher resource and supplies rooms, a computer lab, and a school library. Currently San Lucas Elementary School has 67 students. There are three regular classroom teachers, a special education/Title I teacher, 2 classroom aides, and an afterschool program director. At this time, there are 9 Chromebooks in the K-1 grade classroom for student use and one laptop for teacher use. There are Chromebooks at a 1:1 student to Chromebook ratio in the 2-4 grade classroom and one laptop for teacher use. The 5-8 grade classroom has Chromebooks at a 1:1 student to Chromebook ratio for student use and one laptop for teacher use. The computer lab has 20 Dell Precision T1500 and 6 Dell OptiPlex 3040 computers available for scheduled classroom use, after school program, and community use upon request. Also, the library is equipped with five Dell desktop computers. The resource specialist/intervention room has 15 Chromebooks for student use, one Dell laptop for teacher use, and one Mac ProBook for teacher use.

Technology Plan Vision

The San Lucas Union School District is a progressive educational enterprise utilizing diverse technologies to enhance and integrate the curriculum and the academic, social, and artistic development of students, staff, and community.

Technology Plan Mission

The San Lucas Union School District is dedicated to providing a learning environment that empowers students, staff, and community to be productive participants and lifelong learners in an ever-changing society.

Plan Duration

The primary use of the technology plan is to provide direction for the future use of technology for learning and teaching in the San Lucas Union School District. It is abundantly clear to the students, teachers, administrators, school board members, community leaders, and parents that systemic change must occur if the San Lucas Union School District is to successfully prepare its students for the twenty-first century. This technology plan will cover the duration from July 1, 2018, until June 30, 2021.

1b. Stakeholders

Name	Position	CDS
Nicole Hester	Site Administrator	Monterey; San Lucas Union Elementary San Lucas Elementary
Jessica Riley	Student Instruction and Services Coordinator	Monterey; San Lucas Union Elementary San Lucas Elementary
Tom Carvey	Classroom Teacher	Monterey; San Lucas Union Elementary San Lucas Elementary
Monique Phipps	Classroom Teacher	Monterey; San Lucas Union Elementary San Lucas Elementary
Kuei Villa	Classroom Teacher	Monterey; San Lucas Union Elementary San Lucas Elementary
Estella Ramirez	School Secretary	Monterey; San Lucas Union Elementary San Lucas Elementary
Amparo Figueroa, Nicole Smith, Armida Bejarano, Daniella Ozuna, and Nereida Gonzales	Parents	
Miguel Lomeli	Board President	Monterey; San Lucas Union Elementary San Lucas Elementary
Sheri Braden	Board Clerk	Monterey; San Lucas Union Elementary San Lucas Elementary
Helen McCormack	Board Member	Monterey; San Lucas Union Elementary San Lucas Elementary
Ana Tejeda	Board Member	Monterey; San Lucas Union Elementary San Lucas Elementary
Marilyn Peaslee	Board Member	Monterey; San Lucas Union Elementary San Lucas Elementary

The Technology Plan was distributed to School Site Council Members for review, input, and comment. The plan was also placed on the District website for members of the public to review, and submitted to the Board of Education for final approval. Comments submitted were incorporated into the Technology Plan.

1c. Relevant Research

Technology integration into curricular content in grades K-8 will focus on academic achievement in Language Arts using research, writing enhancement, and scientific inquiry and concepts. The integration model used at San Lucas focuses on technology use at the classroom level. Beginning with TK students, San Lucas will introduce learning concepts online in addition to teacher-student interaction. Teacher-student interaction blended with online learning results in more successful learning outcomes than using only teacher-student time or only online learning (Bakia, M., Shear, L., Toyama, Y., and Lasserter, A., 2012). Starting in second grade, the integration model at San Lucas incorporates 1:1 student to computer ratios, enabling students to use technology to communicate ideas and concepts through the collection and presentation of information in multiple formats. Because of the 1:1 format, teachers and students both have more time invested in the program and there is more buy in, which leads to higher rates of success in achieving learning outcomes (Bebell, D., and O'Dwyer, L.M., 2010). By 5th grade, San Lucas will move into the final phase of technology integration, in which feedback and reflection is done online through Google classroom or similar apps. Students and teachers will fully interact with one another online from sending and receiving assignments to reflecting and analyzing one another's completed works. This model supports students reaching higher levels of depth of knowledge (Bransford, J.D., Brown, A.L., and Cocking, R.R., 2000).

It is recognized that the use of technology must be encouraged, implemented, and supported for school restructuring to be successful. Teachers hold the key to successful integration of technology in the school setting (Ertmer, P.A., and Ottenbreit-Leftwich, A.T., 2010), and therefore require ongoing professional development to keep up with changes in technology. Traditional sit-and-get training sessions or one-time-only workshops will not be effective in making teachers comfortable with using technology or adept at integrating it into their lesson plans. Instead, ongoing professional development program that is tied to the school's curriculum goals, designed with annual self-evaluation and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom. For additional research, visit the comprehensive review of research on technology integration into the K-12 setting can be found at <https://www.edutopia.org/technology-integration-research-annotated-bibliography#cheung2> or the US Department of Education Office of Educational technology at <https://tech.ed.gov/>.

Section 2. Curriculum Component Criteria

2a. Teachers' Current Access

2b. Students' Current Access

K-2 Classroom: Teacher has Dell laptop and printer for lesson planning, website access for instruction, teaching resources, email, and the creation of documents, worksheets, report cards, and other instruction related needs. Room includes ceiling mounted Epson projector and projection screen. There are 9 Chromebooks for student use, and a charging station. Websites used with students: Starfall, ABCYA!.

3-5 Classroom: The teacher has a laptop assigned for his use for lesson planning, website access for instruction, teaching resources, email, and the creation of documents, worksheets, report cards, and other instruction related needs. For the teacher, there is a Dell laptop computer, one document camera, and one printer. There is an Epson ceiling mounted, wireless overhead projector with a remote control and a projection screen. Overhead displays are used daily in the classroom in succession with the laptop computer and document camera. Room 6 is equipped with 20 Samsung Chromebook computers and a mobile charging station. Each student has a Gmail account which they use on their individualized Chromebooks to sign in and use Google Applications. Class uses several websites to supplement learning and encourage independence within the classroom: XtraMath, Study Island, Accelerated Reader (AR) and Mystery Science.

5-8 Classroom: The teacher has a Dell laptop assigned for his use for lesson planning, website access for instruction, teaching resources, email, and the creation of documents, worksheets, report cards, and other instruction related needs. The classroom is equipped with 22 Samsung Chromebook computers, and a mobile charging station. The Chromebooks connect to a wireless network in the classroom. There are two overhead projectors in the classroom, an Epson and a Dell, and a projector screen. There are 17 Wacom graphics tablets with pens that connect to the Chromebooks via a wired USB connection. There are 9 wireless computer mice. There are two wireless hubs in the classroom. Room uses Google Classroom with the domain name @sanlucasschool.com. This license is paid annually. Each student has a Gmail account which they use to access Google Classroom. Their usernames and passwords are managed by the on-campus domain administrator. Using Google Classroom, the teacher sends assignments to the students and reviews their progress on the assignments. Each student has their own Google Drive account, linked to their username and password. Teacher uses AR and various websites.

Resource Specialist Program/Title I Intervention Room: The teacher has a laptop assigned for her use for lesson planning, website access for instruction, teaching resources, email, edhelper.com, and the creation of documents, worksheets, report cards, and other instruction related needs. Teacher has an an older generation MacBook is still in use for travel. Room includes speakers, ceiling mounted Epson projector, projection screen,

Califone Document Viewer, and CD player. Websites/online memberships used on an as-needed basis: EdHelper, Explode the Code, Khan Academy, Mathopolis, Study Island, AR, Amazon Prime (for audio books and film), Scholastic, Superteacherworksheets, TeachersPayTeachers, and the Google Suite. Classroom has 15 Chromebooks, small assortment of CDs and DVDs.

Before and After School: The after school program has a Dell laptop computer and projector. Also the after school program coordinator incorporates use of the computer lab into her weekly activity schedule. Students are able to come to school in the morning for additional access to computers to complete work. Students are also able to make arrangements to stay after school with a certificated teacher to access the computers. Computers are used to complete assignments and for research. Community members may request to use computers during office hours to access internet or complete high school or college assignments.

2c. Using Technology to Improve Teaching and Learning

Hardware and software:

Students are using the computers for math drills, keyboarding, reading support, the Accelerated Reader Program for reading comprehension, word processing assignments, and project creations such as digital slide presentations. Educational applications used include NWEA assessments, Xtra Math, Mystery Science, Mathopolis, Khan Academy, and Starfall. These programs support student learning in the areas of reading/language arts and mathematics by reinforcing Common Core State Standards for California. These computers are networked to the main server located in the Computer Lab. Students are able to access the internet for research. Classroom teachers are using their laptop computers for lesson planning, curriculum development, record keeping such as grade books and report cards, and for research and professional development. Website development is also done using the laptops. The yearbook is published by a teacher and student group using the computers at the school.

Document cameras and projectors are used while teaching core content standards. Projectors are used to show learning-related videos off the computer while the document camera enables the teacher to project printed documents for students to view. Select classrooms have pen tablets, which enables student handwritten response to automatically convert to digital, or the Interwrite Mobi system, which is enables the teacher to run an interactive whiteboard with student response transmitters. All classrooms have Chromebooks. Teachers use the Google classroom or the Google suite of applications to assign and check work from students.

Improving Student Access

All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

All students, including special education students and English Language Learners, will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. The technology goals and objectives for these student subgroups are the same as for all other students, although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and as defined by the IEP team and the students' IEP goals. English Language Learners will have appropriate access to technology hardware, peripherals, and software as needed to support their English language acquisition as well as their achievement of the academic standards.

Student Record Keeping and Assessment

Goal 2c.1: Staff will use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.				
Objective	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)	
Objective 2c.1.1: By June 2021, 100% of the staff will use technology to analyze student strengths and weaknesses based upon the CCSS for California. End of Year 1: 33% of staff members will use technology to analyze student strengths and weaknesses based upon the CCSS for California. End of Year 2: 66% of staff members will use technology to analyze student strengths and weaknesses based upon the CCSS for California. End of Year 3: 100% of staff members will use technology to analyze student strengths and weaknesses based upon the CCSS for California	Benchmark printouts	Trimesters	The Principal/ Superintendent and teachers will review the spreadsheets, discuss effective uses and make recommendations for continuous academic improvements.	
	Spreadsheets created aligning results from Smarter Balanced assessments, NWEA, assessments, English learner language assessments, and IRLA reading curriculum levels			

Outcomes	Implementation Activities	2018-2019		2019-2020		2020-2021	
		F	W	S	F	W	S
		F	W	S	F	W	S
2c.1: All student strengths and weaknesses will be analyzed by aligning results from district, state, and English learner language assessments, as well as school site reading levels.	1. Teachers create meaningful spreadsheets based upon the CCSS for California using results from Smarter Balanced statewide testing, NWEA district assessments, IRLA reading levels, and English learner language assessments.	✓			✓		✓
	2. Teachers discuss and modify spreadsheets to meaningfully track student progress.			✓			✓
	3. Teachers reconvene to discuss results of attempted interventions and supports.				✓		✓

2c.2: Improving Communication and Accessibility between Teachers, Administrator and Parents

Goal 2c.2: San Lucas School will develop and maintain a dynamic web site to enhance home and school communication.								
Objective	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)					
Objective 2c.2.1: San Lucas School will maintain a dynamic website to improve two-way communication between home and school End of Year 1: San Lucas School will post and maintain a general district/school web site that will be accessible to parents. End of Year 2: Each class teacher will post and maintain a class focused web site with teaching resources and email links to teachers for the parents. End of Year 3: Student work will be integrated with class web pages for viewing by the parents.	A survey will be conducted on a yearly basis to measure the use of the website as means of communication between the school and parents/community.	Yearly	Superintendent/Principal, teachers, and instructional aides will be responsible for maintaining and updating the web site.					
Outcomes	Implementation Activities	2018-2019			2019-2020		2020-2021	
		F	W	S	F	W	F	S
2c.2: San Lucas School will develop and maintain a dynamic website to enhance home and school communication	1. San Lucas will work to develop and maintain a district/school website.	✓	✓	✓	✓	✓	✓	✓
	2. San Lucas will set aside a portion of one PLC and one staff meeting annually for teachers in grades K-8 for designing, building and maintaining class web sites.	✓	✓		✓		✓	
	3. Teachers and students in grades 5-8 will incorporate student work in class web pages.				✓	✓	✓	✓

Monitoring 2c Curricular Goals

Describe the process that will be used to monitor the section 2c goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The specific evaluation and monitoring for each curriculum goal is included with each goal above. The overall strategy for evaluating and monitoring these goals is described below.

1. The curriculum components of the plan are monitored by the District Leadership Team and the School Site Council.
2. The District Leadership Team meets every four weeks to discuss goals and objectives and next steps for implementation in a variety of areas. Items related to educational technology and curriculum are always on the agendas of these meetings.
3. School Site Council meets four to five times a year to discuss curriculum issues. It is made up of teachers, the administrator, classified staff, parents and community members.
4. The superintendent and teachers are responsible for collecting and presenting data and guiding the decision making based on the data.
5. Annual revisions will be the responsibility of the Superintendent. Students, teachers, parents, and the community will also have annual opportunities to review and comment on the technology plan.

2d. Student Acquisition of technology and Information Literacy Skills

San Lucas School teachers teach content according to the Common Core Standards (CCSS) for California. San Lucas Union School District is a one school district and utilized the Local Control and Accountability Plan to identify Language Arts as the curriculum area targeted for improvement over the next three years. Based on the Technology Plan, it is recommended that the direction for future use of technology to support learning focus on:

1. Enhancement of student learning—all must be taught the skills necessary to access, analyze, apply, create, and communicate information electronically.
2. Empowerment of students and educators to more efficiently create and effectively manage productive learning environments that include all the emerging digital technologies.
3. Enabling teachers to take a more flexible, more innovative instructional approach with electronic technology providing the means to gather great quantities of information and communicate over great distances in text, sound, graphics, and video, irrespective of time and space.
4. Prepare students to be successful in careers and lives in the 21st Century by having access and instruction in current technology devices and uses.

Goal 2d.1: Students will increase their use of technology to improve instruction and learning aligned with the reading and language arts CCSS for California to meet or exceed academic proficiency levels.

Objective 2d.1.1: By June 2021, the 75% of students will use technology tools to meet or exceed academic proficiency levels of curriculum of the CCSS in reading and language arts

Benchmarks:

Year 1: By June 2019, 25% of students will use technology tools to meet or exceed academic proficiency levels of curriculum of the CCSS for California in reading and language arts.

Year 2: By June 2020, 50% of students will use technology tools to meet or exceed academic proficiency levels of curriculum of the CCSS for California in reading and language arts.

Year 3: By June 2021, 75% of students will use technology tools to meet or exceed academic proficiency levels in reading and language arts of curriculum of the CCSS for California in reading and language arts.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Training in the use and/or analyzing the results of educational applications such as NWEA, Xtra Math, Mystery Science, Mathopolis, and Khan Academy will take place at the beginning of the school year and at monthly teacher meetings. Teachers will work daily on implementing the applications	Beginning in 2018 and every trimester thereafter.	Site Administrator, teachers	Site administrator will schedule training at the beginning of the year. Site administrator will place items on meeting agendas. Site administrator will evaluate trimesterly assessment reports of student progress and review with teachers.	Observation that the adopted technological tools are being utilized by teachers and students in the classroom. Reports of student use and progress in NWEA, NWEA, Xtra Math, Mystery Science, Mathopolis, and Khan Academy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
for reading and language arts with students, and set aside time for use and practice.				
Teachers will complete the EdTechProfile assessment annually to monitor use and knowledge of technology in instruction.	Annually in September	Site Administrator	Site administrator will check that each teacher has completed the survey.	EdTechProfile.org
Teachers will receive professional developments and planning time to transition to the use of the CCSS which incorporate technology into the standards. Teachers will work daily on implementing CCSS for reading and language arts with students.	Annually starting in 2018	Site Administrator and teachers	Site Administrator will monitor and evaluate progress by classroom observation, through tri-annual individual teacher meetings, and assessment data on CCSS from NWEA.	Classroom observation forms and NWEA assessment results

Goal 2d.2: Students will master the technology skills needed to use appropriate word processing software or applications, educational software or applications, and web publishing applications.				
Objective	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)	
Objective 2d.2.1: 100% of students in grades 5-8 will create documents by using word processing and publishing programs like Microsoft Office and the Google suite. End of Year 1: 33% of students in grades 5-8 will create documents by using word processing and publishing programs or applications like Microsoft Office and the Google suite. End of Year 2: 66% of students in grades 5-8 will create documents by using word processing and publishing programs or applications like Microsoft Office and the Google suite. End of Year 3: 100% of students in grades 5-8 will create documents by using word processing and publishing programs or applications like Microsoft Office and the Google suite.	Student Portfolios Student Produced Artifacts	Trimesters Trimesters	Teacher – collects and reviews student produced documents School wide committee reviewing student work School wide committee makes course recommendations to teachers	

Objective 2d.2.2: 100% of students in grades K-8 will use educational software programs or applications such as Starfall, ABCYA!, Khan Academy, Xtra Math, typing resources, Microsoft Office, the Google suite, and other academically appropriate programs and web resources effectively.	End of Year 1: 33% of students in grades K-8 will use the educational software programs such as Starfall, ABCYA!, Khan Academy, Xtra Math, typing resources, Microsoft Office, the Google suite, and other academically appropriate programs and web resources effectively. End of Year 2: 66% of students in grades K-8 will use the educational software programs such as Starfall, ABCYA!, Khan Academy, Xtra Math, typing resources, Microsoft Office, the Google suite, and other academically appropriate programs and web resources effectively. End of Year 3: 100% of students in grades K-8 will use the educational software programs such as Starfall, ABCYA!, Khan Academy, Xtra Math, typing resources, Microsoft Office, the Google suite, and other academically appropriate programs and web resources effectively.	Progress reports for Xtra Math and Khan Academy, and other progress monitoring data as made available by the program or application provider.	Trimesters	Teacher collects and reviews progress reports and monitors student use of educational software. Teacher will modify the instructional program based on evidence Teachers will report to administrator progress of students. Site Administrator will monitor effective use, as access is made available.
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Objective 2d.2.3: 100% of students in grades 5-8 will create original content using Cloud computing services like the Google suite and contribute original content to the publishing of the school website and yearbook.			
End of Year 1: 33% of students in grades 5-8 will create original content using Cloud computing services like the Google suite and contribute original content to the publishing of the school website and yearbook.	School yearbook Website Webpages Google Suite, or other Cloud computing service as deemed appropriate by teacher	March annually annually annually annually	Teacher – instructs, assists, and monitors students on the production. Administrator and assigned staff review website content before and after publication throughout the school year.
End of Year 2: 66% of students in grades 5-8 will create original content using Cloud computing services like the Google suite and contribute original content to the publishing of the school website and yearbook.			
End of Year 3: 100% of students in grades 5-8 will create original content using Cloud computing services like the Google suite and contribute original content to the publishing of the school website and yearbook.			

Goal 2d.2: Students will master the technology skills needed to use appropriate word processing software or applications, educational software or applications, and web publishing applications.

Outcomes	Implementation Activities	2018-2019			2019-2020			2020-2021		
		F	W	S	F	W	S	F	W	S
2d.2.1: 100% of students in grades 5-8 will create documents by using word processing and publishing programs like Microsoft Office and the Google suite.	1. Teachers in grades 3-8 will instruct students in basic computer use and basic word processing for simple reports and letters.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2. Teachers in grades 5-8 will instruct students in advanced educational applications.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3. Teachers for grades 5-8 will schedule class time for content research and document creation.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Teachers will review student work samples and make modifications to instruction as needed.		✓	✓		✓	✓		✓	✓
2d.2.2: 100% of students in grades K-8 will use educational software programs or applications such as Starfall, ABCYA!, Khan Academy, Xtra Math, typing resources, Microsoft Office, the Google suite, and other academically appropriate programs and web resources effectively.	1. Teachers will instruct K-8 students in educational application use systematically, introducing one new program every month until all desired programs are in use (K-1 room may take entire first trimester to introduce desired programs).	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2. Teachers will dedicate weekly class time for educational application use.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Outcomes	Implementation Activities	2018-2019			2019-2020			2020-2021		
		F	W	S	F	W	S	F	W	S
2d.2.3: 100% of students in grades 5-8 will create original content using Cloud computing services like the Google suite and contribute original content to the publishing of the school website and yearbook.	1. Teachers of grades K-8 will review the Acceptable Use Policy that students and parents sign at beginning of year.	✓			✓			✓		
	2. The Yearbook Advisor will instruct students in using graphics to enhance their yearbook pages and monitor the production of student yearbook pages.			✓			✓			✓
	3. Teachers of grades 5-8 will instruct students in the creation of webpages and monitor the production.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Teachers of grades 5-8 will instruct students in the use of Cloud computing and monitor the assignments and documents created.	✓	✓	✓	✓	✓	✓	✓	✓	✓

2e: District Goal for Appropriate and Ethical Use of Technology

The San Lucas Union School District currently has a district wide policy on academic honesty which explicitly includes plagiarism, proper citation, and appropriate use for peer to peer information sharing. This policy encompasses electronic and traditional forms of behavior. Our student/parent handbook is explicit regarding consequences for inappropriate materials (pornographic, obscene, and harmful to minors). The District also has a Student Internet Use Policy which goes home annually and is embedded in the Student Handbook.

Goal: 2e.1: Students use information in an ethical manner, are cognizant of the repercussions of plagiarism, and can distinguish between lawful and unlawful downloading.

Outcomes	Implementation Activities	2018-2019					2019-2020					2020-2021				
		F	W	S	F	S	F	W	S	F	W	S	F	W	S	
2e.1.1: All K-8 students will participate in training sessions regarding the significance of the ethical use of information technology including copyright, fair use, plagiarism, and the implications of illegal file sharing and/or downloading.	1. Teachers receive training about digital ethics.	✓					✓					✓				
	2. Teacher of grades 5-8 provides instruction as to appropriate uses of citations and what plagiarism is.	✓					✓					✓				
	3. Age-appropriate teacher lesson plans verifying continued lessons on illegal file sharing and/or downloading and the use of copyrighted materials.	✓					✓					✓				
	4. Student assignments in grades 5-8 will be reviewed to verify proper use of copyrighted materials.	✓					✓					✓				

Person Responsible: Administrator	Monitoring and Evaluation: Lesson plans, observation; Review of student assignments
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Internet Safety

The San Lucas Union School District currently has an acceptable Student and Staff Technology Use and Agreement issued at the beginning of the school year that is embedded in the student handbook. Students, staff, and parents sign these agreements and they are kept on file at the district office. This plan includes the following six crucial areas, originally developed by the regional California Technology Assistance Project (CTAP) organization (this organization has since been subsumed by the Local Control Funding Formula, per <https://www.cde.ca.gov/re/pr/edtechnology.asp>):

1. Personal Information
2. Piracy
3. Cyberbullying
4. Social Networks
5. Inappropriate Content
6. Cyber Predators

Students will be given grade level appropriate seminars and access to acceptable use protocols, as well as regular hand outs, counseling, and specific class seminars.

Goal: 2e.2: Students are made aware of Internet safety issues, including how to protect online privacy and avoid online predators.											
Outcomes		Implementation Activities				2018-2019		2019-2020		2020-2021	
						F	W	S	F	W	S
2e.2.1: All K-8 students will participate in training sessions regarding Internet safety.		1. Teachers receive beginning of the year professional development about Internet Safety.				√			√		√
		2. Teachers receive beginning of the year professional development about cyberbullying and personal safety.				√			√		√
		3. Teacher lesson plans verifying annual lessons on piracy, cyber bullying, social networks, inappropriate content, and cyber predators.				√			√		√
		4. Handout or information table at annual Back to School night, covering piracy, cyber bullying, social networks, inappropriate content, and cyber predators				√			√		√

Person Responsible: Administrator	Monitoring and Evaluation: Lesson plans, observation
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Section 3: Professional Development Component Criteria

3a. Teachers' and Administrators' Current Technology Proficiency

All teachers and administrators were interviewed before hire to assess their current skills in technology. Several staff members have home computers and use them for email, Internet research, and word processing; thus they are mostly proficient in these areas. All teachers also have district owned laptops that they are able to utilize at school and home. All teachers currently integrate technology into instructional practice using word processing, the Internet, and a variety of educational programs and applications. Through the use of surveys and classroom observations, it is apparent teachers are proficient in these areas and are able to superbly manage and supervise their classrooms.

Professional Development is critical to the improvement of student learning and the integration of technology into the curriculum (Borko, H., 2004). Because of the small size and limited resources of San Lucas School, the professional development plan will leverage existing opportunities as much as possible to provide long-term professional development that is related to student learning goals (Wetzel, Zambo, Buss & Padgett, 2002). The model for professional development at San Lucas will focus on developing a long-term learning community of practice focusing on the teaching/learning cycle (Guskey, T.R., and Yoon, K.S., 2009) as well as providing opportunities to attend professional conferences in order to be exposed to new ideas and curricular applications of technology (Becker & Riel, 2000). For comprehensive review of effects of professional development, see <https://www.edutopia.org/teacher-development-research-annotated-bibliography>.

All teachers will take the Power Up What Works self-assessment by December 2018 and annually thereafter. The results will be compiled to enable teachers and/or staff to set individualized goals for improvement in the understanding and implementation of technology at the San Lucas school site for the purpose of improving the student educational experience. Goal areas may include, but are not limited to, the areas listed below:

1. General Knowledge and Skills
 - ❖ Basic troubleshooting skills
 - ❖ Accessing server files and downloading and sharing files through the server
2. Internet
 - ❖ Use of collaborative web-products such as document sharing
 - ❖ Webpage creation and maintenance
 - ❖ Instructional lessons on ethics and usage for students
 - ❖ Use for professional development
3. Email
 - ❖ More frequent use and access
 - ❖ Attaching web links, files, and photos

4. Word Processing
 - ❖ Advanced word processing skills and abilities of word processing programs or applications
5. Publishing
 - ❖ Integration into student lessons
 - ❖ Use for notices and letters to families
6. Databases
 - ❖ Use for management of records and information
 - ❖ Communication through printed media
7. Spreadsheets
 - ❖ Use for management of records and information
 - ❖ Aggregation of student data
8. Presentation
 - ❖ Communication with coworkers, families, and students
 - ❖ Integration into student lessons
9. Instructional Technology
 - ❖ Analysis of best practices
 - ❖ Consistent and varied use with instruction
 - ❖ Incorporation of new devices into the classroom

3b. Professional Development Opportunities

Workshops and Conferences will be made accessible to teachers and administrators to address their current areas of technology needs as indicated by the Power Up What Works.

Objective	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)
Goal 3b.1: Teachers will integrate technology into classroom teaching and learning to improve academic achievement. Objective 3b.1.1: All teachers, support staff and the administrator will improve in personal areas of proficiency in the use of technology End of Year 1: All instructional staff will take the Power Up What Works, set three individual goals based on results, and work on them. End of Year 2: All instructional staff present in year 1 will be proficient in 33% more areas than was self-reported in previous year. End of Year 3: All instructional staff present for 1 year prior will be proficient in 33% more areas than was self-reported in previous year. All instructional staff present for 2 years prior will be proficient in 66% more areas than was self-reported in the first year.	Power Up What Works	Yearly	Superintendent/Principal will review data and assist in scheduling professional development offerings in collaboration with staff and MCOE.

Goal 3b.1.2: Teachers will integrate technology into classroom teaching and learning to improve academic achievement.			
Objective	Evaluation Instruments	Frequency of Collection	Program Modification Process and Responsible Person(s)
Objective 4b.1.3: All teachers will incorporate technology into all curricular areas. End of Year 1: 100% Teacher will incorporate technology into Reading and Language Arts lessons. End of Year 2: 100% Teachers will incorporate technology into Math and Science lessons in addition to ELA/Reading. End of Year 3: 100% Teachers will incorporate technology into Math lessons in addition to ELA/Reading, History and Science.	Administrator observation, lesson plans, and student products	Yearly	Teacher/Administrator team will review instructional planning yearly to include the incorporation of technology into instruction.

Outcomes	Implementation Activities	2018-2019			2019-2020			2020-2021		
		F	W	S	F	W	S	F	W	S
3b.1.1: All teachers, support staff and the administrator will self report as personally proficient in the use of technology.	1. Staff will take the Power Up What Works and use data to determine professional development priorities for the year.	✓			✓			✓		
	2. Teachers plan professional development activities in collaboration with Site Administrator and Monterey County Office of Education (MCOE) Professional Development.		✓		✓	✓		✓	✓	
	3. Staff may attend workshops or conferences on site or regionally.	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Teachers and instructional staff update and review professional targets, Power Up What Works results and analyze growth over the year.			✓	✓			✓		
3b.1.2: All teachers will incorporate technology into all curricular areas.	1. All teachers will receive professional development on incorporating technology into instruction.	✓	✓		✓	✓		✓	✓	
	2. The MCOE may present training either onsite or at the county office on the use of technology in education.	✓	✓		✓	✓		✓	✓	
	3. The administrator will attend trainings on current forms and uses of technology to bring back and share ideas at the school site.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Monitoring Professional Development Goal

As the school district only has three classrooms, the superintendent/principal is responsible for the monitoring of professional development. At the beginning of each school year teachers are queried on the professional development that is needed for the year. At monthly staff meetings, professional development is also addressed on the agenda. Indicators of success used to evaluate the effectiveness of the plan will include superintendent/principal classroom observations. The superintendent/principal will also make program recommendations at monthly staff meetings. Records of all staff participation in professional development will be kept in the administrative office. The superintendent/principal will report back the status of the professional development component once a year at the initial School Site Council meeting. School Site Council will evaluate if all of the parts of the plan are being implemented and direct the superintendent/principal to implement any other necessary plans.

Section 4: Infrastructure, Hardware, Technical Support, Software, and Asset Management Component Criteria

4a. Existing Infrastructure, Resources, and Technical Support

Location	Computers	Software	Peripherals
K-2 Classroom	1 Dell laptop	Microsoft Office	1 Printer 1 Projector 9 Chromebooks
3-5 Classroom	1 Dell laptop	Microsoft Office	1 Printer 1 LCD Projector 1 Mobi Student Response Devices Student Chromebooks, 1:1 ratio Document Camera
6-8 Classroom	1 Dell laptop	Microsoft Office	1 Printer 1 LCD Projector Student Chromebooks, 1:1 ratio Graphics tablets Document Camera
RSP/Title I Classroom	1 Dell laptop 1 MacBook Pro	15 Chromebooks	1 Printers 1 LCD Projector 15 Chromebooks Document Camera
Computer Lab	26 Dell computers	Microsoft Office	1 Projector
Library	5 Dell Optiplex745	Microsoft Office, Windows XP	
School Office	1 Dell Computer	Microsoft Office	1 Printer 1 Copier/Scanner
Superintendent Office	1 Dell Laptop	Microsoft Office	1 Hewlett Packard All-in-One 1 Fax Machine
	All computers are networked to Internet		

Technical support is provided on a monthly by a local computer consulting firm, NB Computer Service and an onsite Technology Assistant.

Our present phone system, with five lines and an answering machine, is sufficient to meet our current and future needs. There is a school-wide cell phone for emergency texts and reminders.

Networking infrastructure exists in our small school. Cabling, switches, routers, and number cable drops are approximately two to four years old. A number of routers and switches have been replaced in the past two to three years, as needed. Arial cabling was installed in 2017 between room 17 and the main building. WiFi hubs were replaced in 2016 with mid-grade hubs. All computers are enabled to access the internet and are networked to each other. The internet service provided by MCOE can become an issue if the problem of providing enough bandwidth is not resolved with a permanent solution. The internal WiFi connections can also be an issue on any computers that are not hardwired, when in certain classrooms on the school site. The superintendent/principal will review the infrastructure yearly to meet the technology needs of the school. Because of the unreliable internal WiFi, all teachers have contingency plans for when the Internet connection does not work in their room. Examples are switching to an oral read aloud or changing the assignment to handwritten instead of typed on Google Docs.

Distance Learning

San Lucas collaborated with MCOE in 2006 to connect our classrooms to the California High Speed Network (HSN). MCOE had received a federal grant to install a high bandwidth microwave data backbone down the Salinas Valley. This backbone now connects San Lucas to the HSN through the MCOE node.

4b. Needed Infrastructure, Resources, and Technical Support

Hardware Needed: Update Chromebooks on a three-five year cycle, and update desktops as needed. The Network Server was replaced in 2016 and will need replacement in another 6-8 years. **Electronic Learning Resources Needed:** Teachers currently have all the electronic resources they have requested. On an annual basis, teachers make recommendations to School Site Council or staff meetings on further electronic learning resources desired.

Networking and Telecommunications Infrastructure Needed: The District has an old T-1 line installed, but does not use it. Instead, the District connects to the California HSN through MCOE. Currently, Internet service is not reliable and could use improvements. The District is always open to hearing options to increase internal reliability within the WiFi network.

Physical Plant Modifications Needed: In 2013, wiring conduit was replaced during the school modernization project to maintain reliable service to the modular buildings.

Technical Support Needed: The District consults with NB Computer Firm for technical support and basic maintenance of hardware. The consulting firm sends technicians monthly and if there is an immediate issue the technicians are available via phone. Technicians also have remote access to computers for minor repairs.

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 4b.

Year 1 Benchmark: The District will replace old and unreliable wiring and work to create a more reliable wi-fi network.		
The District will continue to work with the technology consultant to create a reliable internal WiFi network.	July 2018	Superintendent/ principal
The District will work with the E-Rate consultant and architects to replace the internal technology wiring network.	June 2013 <i>done</i>	Superintendent/ principal
Year 2 Benchmark: Electronic learning resources will be purchased as requested.		
Teachers will request electronic learning resources on an as needed basis	Staff or School Site Council meetings	Teachers
Year 3 Benchmark: Replace hardware on a five-year cycle.		
Chromebooks will be replaced on a five year cycle. Five desktops and two laptops will be replaced as needed.	September of each year	Superintendent/ Principal

Describe the process that will be used to monitor Section 4b & the annual benchmarks and timeline of activities including roles and responsibilities.

The superintendent/principal will monitor the purchase and reassignment of all computer equipment and existing infrastructure. Inventory is tracked yearly on a web based system the District utilizes through Associated Valuation Systems. All hardware is tagged, scanned and entered into the system. Equipment that is disposed of or surplus is removed from the system using the codes on the identification tags. Teachers will report on the use and need of software and peripherals at the monthly teacher meetings. The item is on the agenda every month and the superintendent/principal monitors the requests from teachers. The superintendent/principal will analyze their suggestions and modify the plan as needed. Teachers will report on the effectiveness of tech support at the monthly staff meetings. The superintendent/principal will take their input and modify the plan as needed. The superintendent/principal will supervise installation, monitor LAN efficiency and report to the School Site Council and Board of Education any recommendations. The San Lucas Union School District Board of Education meetings may include an item on the agenda each month for a technology report. Board of Education members give their input for modifications as well.

Funding Sources

Funding sources currently utilized include:

Federal –Title I funds and Title II funds (Teacher and Administrator Quality).

State - LCFF funds, Lottery funds, and Microsoft Education Technology Voucher funds.

Potential funding sources – Local area business is limited in the rural, agricultural area.

Grant writing opportunities – The District successfully received a grant from the Echenique Foundation. The District will continue to seek out other grant opportunities as they are available.

Annual Implementation Costs**Projected Budget - San Lucas School District**

Major Object of Expenditure	Projected 2018-2019	Projected 2019-2020	Projected 2020-2021
1000-1999 Certificated Personnel Salaries			
2000-2999 Classified Personnel Salaries			
3000-3999 Employee Benefits			
4000-4999 Books and Supplies (includes Computers)	\$3,000	\$2,500	\$2,000
5000-5999 Services and Other Operating Expenditures	\$7,500	\$7,500	\$7,500
Indirect Costs			
6000-6999 Capital Outlay			
Total Funds	\$10,500	\$10,000	\$9,500

Replacement Policy for Obsolete Equipment

The Replacement Policy of the District, while it recognizes the relatively short lifespan of computers to 3 or 4 years, must take into account the limited resources available. With limited financial resources, our plans are to purchase computers and equipment as needed.

Monitoring and Evaluating Section 4b:

The budget and funding process will be monitored by the superintendent/principal. She/he will monitor how funds are being spent to accomplish the goals of the Technology Plan, will evaluate the effectiveness of budgeting decisions and, with input from the School Site Council, will make modifications to the proposed future budget based on need, plan implementation and the quantity of funding sources. School Site Council meetings are held approximately five times per year. The superintendent/principal also meets with the teaching staff and the classified staff on a monthly basis to address funding needs and availability. The San Lucas Union School District Board of Education meetings have a standing item on the agenda each month for a Superintendent's report which can include technology updates. Board of Education members give their input on funding needs and available funding as well. There are no difficulties with this process. The only difficulty and frustration is the lack of funding provided by the federal and state government, and the struggles with a reliable internal WiFi.

The District's budget is small and a portion is used to replace and update hardware and software as needed. A technology consultant is utilized onsite for small repairs and questions by teachers and students as the need arises. The technology consultant works with the superintendent/principal to recommend replacement of hardware and software in addition to working with students involving software programs and the yearbook publication. NB Computer Firm is available for server and network problems on a weekly basis.

The Budget will be reviewed and revised by the Superintendent/Principal and updated as needed each year.

Section 5. Monitoring and Evaluation Component Criteria

5a. Process for Evaluating Progress and Impact on Teaching and Learning

Each objective and outcome has corresponding evaluation instruments, frequency of collection and program modification and responsibilities. These activities will be used to measure the impact of technology use on student learning, professional development and support needed to implement the plan.

As a small school district, there is one superintendent/principal to monitor everything. The superintendent/principal walks through the classrooms on a daily basis and makes observations regarding the use of technology and the frequency of use and access. There are three classrooms and the supplementary Resource Specialist/Intervention program to observe and no other staff members available to participate in the monitoring and evaluation. If there is an issue, the superintendent/principal addresses it on a daily basis. Smarter Balanced assessment scores and NWEA Benchmark Assessments are used to evaluate the overall progress and impact on learning. The Smarter Balanced tests are administered around the first week of May and the results are analyzed in August and discussed with the teaching staff, School Site Council, and Board of Education. NWEA Benchmark Assessments are administered yearly. After the assessment has been administered, the superintendent/principal, special education teacher/Title I resource teacher, and regular classroom teachers meet to discuss the progress of students and make recommendations for improvements.

5b. Evaluating and Communicating Plan Implementation Effects

The status of the overall plan will be overseen by the superintendent/principal. The technology consultant directly assists. The technology consultant will monitor activities and will assist in discussions with the site teachers and school wide committee at the School Site Council meeting and teacher meetings. The School Site Council meetings occur approximately five times per year and the teacher meetings occur once per month. If changes are needed based on observations at these meetings, the superintendent/principal and technology consultant will determine precise steps needed to more successfully implement the program, and will make modifications to the plan to better serve students, teachers and community. Records of all such discussion will be maintained in the Minutes of the meeting.

The process for collecting and aggregating data and analyzing results as is follows: Smarter Balanced tests are given typically at the beginning of May and the results are analyzed in August and discussed with the teaching staff, School Site Council, and Board of Education. NWEA Assessments are administered yearly. After the assessment has been administered, the superintendent/principal, special education teacher/Title I resource teacher, and regular classroom teacher meet to discuss the progress of students and make recommendations for improvements. Notes will be kept on the discussions at the meetings.

Communication of Evaluation Results to Tech Plan Stakeholders

School Site Council meets approximately five times per year and is open to the public for input. Members of the public do not frequently attended these meetings. The status of the plan implementation will be discussed at School Site Council once per year. The District superintendent/principal is the person responsible for all parts of plan implementation, as this is the only person available besides the credentialed personnel. The Board of Education reviews the implementation of the plan once per year. Board of Education meetings are open to the public. Stakeholders do not typically attend these meetings. Teachers, parents, and other stakeholders are invited to give input during these meetings. Teachers give input during there regularly scheduled monthly meetings. Minutes of all meetings will be kept. The process used to make mid-course corrections as a result of the monitoring effort or evaluation will be the superintendent/principal making the corrections.

Section 6: Additional Information Section:

6a. Adult Literacy

There are no adult literacy providers in the geographic boundaries of San Lucas Union School District. The school has conducted an Adult Computer Class in the past when funding was available and we will again provide instruction in the future to meet the needs of the Community if funded. The District also allows free use of the school WiFi from the hours of 6pm-9pm daily throughout the year. We are continually searching for any providers of adult literacy services. There is a Monterey County library in San Lucas. The San Lucas Union School District is 60 miles from the city of Salinas and 70 miles from the city of San Luis Obispo. The District will continue to investigate or research other opportunities for collaboration with outlying areas.

6b. District's Plans to Use Technology to Extend & Supplement Curriculum

Teachers, the administrator and staff will meet regularly to discuss curriculum, identify technology integration needs relating to academic content and student projects, and communicate needs for administrative action. Areas of focus will be driven by student curricular needs, and will target technology skills, integration strategies, data driven assessment, and management issues.

Teachers will be provided the opportunity to attend local conferences. These opportunities, provided by professional associations, serve to expose staff to new ways of thinking and to provide ideas for curricular improvement (Becker & Riel, 2000). Local opportunities include the California League of Schools in January in Monterey and the CUE conference in Palm Springs in March.

As needed and planned by staff, the Principal/Superintendent will provide in-class observations and support for instructional strategies and assessment. The use of emerging educational technologies, such as handheld computers, wireless access, and improved use of new technologies in an educational setting will be supported with MCOE or District-obtained personnel.

Education Technology Plan Review System (ETPRS)

Contact Information

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