# Technology Plan


## Bonita Unified

July 1, 2010 - June 30, 2013

## Table of Contents

## Background and Demographic Profile

**DISTRICT PROFILE**

Bonita Unified School District (BUSD) lies 35 miles east of the City of Los Angeles in the East San Gabriel Valley. Made up of the cities of La Verne and San Dimas, the district borders the foothills of the San Gabriel Mountains on the north and U.S. 10 on the south.

BUSD operates eight elementary schools (grades K-5), two middle schools (grades 6-8), and two comprehensive high schools (grades 9-12). BUSD also includes the Ed Jones Educational Center, which includes a continuation high school, an alternative (independent study/homeschooling) school for grades K-12, and the Adult Education Program. BUSD also runs a regular Pre-School program, which is housed at Allen Avenue and Grace Miller Elementary School, and a Special Education Pre-School class at Shull Elementary.

In October 2009, the K-12 student population was 9,623, which was a very slight decline (0.3%) compared to the previous year. The district is served by 443 certificated staff, 315 classified staff, and 62 management and confidential employees. The following chart shows the district's population percentages by primary ethnicity as taken from 2008-2009 CBEDS (official enrollment) data.

| Population | American Indian | Asian | Pacific Islander | Filipino | Hispanic or Latino | African American | White (not Hispanic) | Multiple or no response |
|---|---|---|---|---|---|---|---|---|
| Students | 0.2% | 4.3% | 0.2% | 1.9% | 30.3% | 3.2% | 38.5% | 21.4% |
| Teachers | 0.5% | 3.4% | 0.0% | 0.2% | 10.2% | 1.4% | 83.4% | 0.5% |

Below are the percentages of total enrollment for additional statistically significant subgroups for BUSD as of Spring 2009.

| | |
|---|---|
| English Learners | 4.7% |
| Gifted and Talented | 10.3% |
| Socio-economically Disadvantaged | 19.3% |
| Students With Disabilities | 9.9% |

In 2008-2009, teachers had served an average of 11.3 years in the district and 14.4 years total service in education. In BUSD, 34.9% of teachers held a master's degree or better; and 99.1% were fully credentialed. For the 2008-2009 school year, average class size was 26.7 students.

Student Achievement:

In 2008-2009, BUSD met all 38 of its Annual Yearly Progress (AYP) criteria. District-wide, 65.4% of students scored at or above proficient on the AYP Annual Measurable Objectives in English/Language Arts, and 55.7% scored at or above proficient in Mathematics.

The following charts show data from the 2009 Accountability Progress Report. The first shows per-school AYP information.

| | Overall AYP Met? | AYP Eng/LA Met? | AYP Math Met? | Required API met? | Graduation Rate | Program Improve-ment (PI) Status |
|---|---|---|---|---|---|---|
| **Bonita USD** | Yes | Yes | Yes | Yes | Yes | Not In PI |
| **Elementary** | | | | | | |
| Allen Avenue | No | No | No | Yes | N/A | Not T1 |
| Ekstrand | Yes | Yes | Yes | Yes | N/A | Not in PI |
| Gladstone | Yes | Yes | Yes | Yes | N/A | Not in PI |
| Grace Miller | No | No | Yes | Yes | N/A | Not in PI |
| La Verne Heights | Yes | Yes | Yes | Yes | N/A | Not T1 |
| Oak Mesa | Yes | Yes | Yes | Yes | N/A | Not T1 |
| Roynon | Yes | Yes | Yes | Yes | N/A | Not in PI |
| Shull | Yes | Yes | Yes | Yes | N/A | Not in PI |
| **Middle** | | | | | | |
| Lone Hill Middle | No | Yes | No | Yes | N/A | Not in PI |
| Ramona Middle | No | Yes | No | Yes | N/A | Not T1 |
| **High Schools** | | | | | | |
| Bonita High | Yes | Yes | Yes | Yes | Yes | Not T1 |
| San Dimas High | No | Yes | No | Yes | Yes | Not T1 |
| **Small Schools** | | | | | | |
| Vista (Alt.) | No | Yes | Yes | No | Yes | Not T1 |
| **ASAM Schools** | | | | | | |
| Chaparral (Cont.) | Yes | Yes | Yes | Yes | Yes | Not in PI |

The following charts show the percentage of students in subgroups district-wide scoring at or above Proficient on the tests used to determine Annual Measurable Objectives for AYP.

Subgroup Performance and Participation

| Student Subgroups | Annual Measurable Objectives (AMOs) | | | |
|---|---|---|---|---|
| | % Proficient and Above | | % Participation | |
| | **English/Language Arts**(45% Target) | **Mathematics**(45.5% Target) | **English/Language Arts**(95% Target) | **Mathematics**(95% Target) |
| African American (not of Hispanic origin) | 59.0 | 58.2 | 99 | 99 |

| | | | | |
|---|---|---|---|---|
| American Indian/Alaska Native | N/A | N/A | N/A | N/A |
| Asian | 79.9 | 85.0 | 99 | 100 |
| Filipino | 81.1 | 77.2 | 100 | 99 |
| Hispanic or Latino | 57.3 | 56.7 | 99 | 99 |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not of Hispanic Origin) | 75.9 | 74.0 | 99 | 100 |
| Socio-economically Disadvantaged | 50.9 | 51.0 | 98 | 100 |
| English Learner | 45.8 | 54.8 | 98 | 99 |
| Students with Disabilities [2] | 38.9 | 39.8 | 94 | 98 |

The following shows results for the district and each school on the 2009 API.

| | API | | | | Met Growth Target | | |
|---|---|---|---|---|---|---|---|
| | 2009 Growth | 2008 Base | 2008-09 Growth Target | 2008-09 Growth | School-wide | All Subgroups | Both Schoolwide and Subgroups |
| BONITA UNIFIED | 832 | 817 | D | 15 | | | |
| **Elementary Schools** | | | | | | | |
| Allen Avenue Elementary | 812 | 817 | A | -5 | Yes | No | No |
| Arma J. Shull Elementary | 910 | 885 | A | 25 | Yes | Yes | Yes |
| Fred Ekstrand Elementary | 819 | 805 | A | 14 | Yes | No | No |
| Gladstone Elementary | 878 | 858 | A | 20 | Yes | No | No |
| Grace Miller Elementary | 874 | 836 | A | 38 | Yes | Yes | Yes |
| J. Marion Roynon Elementary | 857 | 805 | A | 52 | Yes | Yes | Yes |
| LaVerne Heights Elementary | 874 | 869 | A | 5 | Yes | No | No |
| Oak Mesa Elementary | 957 | 901 | A | 56 | Yes | Yes | Yes |
| **Middle Schools** | | | | | | | |
| Lone Hill Middle | 806 | 814 | A | -8 | Yes | No | No |
| Ramona Middle | 850 | 845 | A | 5 | Yes | No | No |
| **High Schools** | | | | | | | |
| Bonita High | 838 | 828 | A | 10 | Yes | Yes | Yes |
| San Dimas High | 795 | 772 | 5 | 23 | Yes | Yes | Yes |
| **Small Schools** | | | | | | | |
| Vista (Alternative) | 619* | 631* | 8 | -12 | No | Yes | No |
| **ASAM Schools** | | | | | | | |
| Chaparral High (Continuation) | 667* | 642* | D | 25 | | | N/A |

The following chart shows selected results from the 2006 California Standards Tests.

**Bonita Unified District**
**All Students**

| | | | |
|---|---|---|---|
| Total Enrollment on First Day of Testing: | 7,751 | County Name: | Los Angeles County |
| Total Number Tested: | 7,691 | District Name: | Bonita Unified District |
| Total Number Tested in Selected Subgroup: | 7,691 | School Name: | ---- |
| | | CDS Code: | 19-64329-0000000 |

**California Standards Test Summary Report - 2009**

| | |
|---|---|
| **English-Language Arts (Grades 2-11)** | |
| Students with Scores | 7,579 |
| % Proficient or Advanced | 65.4 % |
| **History (Grades 8 and 11, and end-of-course)** | |
| Students with Scores | 2,461 |
| % Proficient or Advanced | 58.1 % |
| **Mathematics (Grades 2-7, and end-of-course)** | |
| Students with Scores | 7,358 |
| % Proficient or Advanced | 55.7 % |
| **Science CST (Grades 5, 8, and 10)** | |
| Students with Scores | 2,320 |
| % Proficient or Advanced | 71.8 % |
| **Science End-of-Course** | |
| Students with Scores | 2,250 |
| % Proficient or Advanced | 59.6 % |

California High School Exit Exam (CAHSEE) first- time pass rate for sophomores in 2009 was 89% in Mathematics and 91% in English/Language Arts.

In 2008 (the most recent data currently available on Data Quest), the BUSD graduation rate was 96.3%.

## 1. Plan Duration

**July 1, 2010 - June 30, 2013**

## 2. Stakeholders

A District Technology Plan Committee was formed in order to recommend specific actions that need to be taken to meet short and long-term goals. The Committee consisted of a variety of stakeholders who will implement the Plan.
Planning and discussion involved two groups. A core planning group, which included Lois Klein, Ann Sparks, Mark Rodgers, Kris Boneman, Jack Hipp, Kathleen Thurman, and Al Frangione, met seven times over the course of the 09-10 school year to discuss technology issues and brainstorm plans for future projects. In addition, a full Instructional Technology Steering Committee, consisting of all members listed below, met twice to discuss technology issues and set priorities for the future.
Capital Program Management (CPM) was an excellent business partner, both in helping the group organize priorities, and in terms of quickly identifying, and even demonstrating, possible solutions to technology issues as they arose.

The following chart lists Committee members' names, titles and affiliations:

| Name | Title | Affiliation |
|---|---|---|
| Lois Klein | Assistant Superintendent, Educational Services | BUSD |
| Ann Sparks | Assistant Superintendent, Business Services | BUSD |
| Mark Rodgers | Senior Director, Curriculum and Assessment | BUSD |
| Kris Boneman | Project Specialist, Curriculum and Assessment | BUSD |
| Jack Hipp | Director, Computer Information Services | BUSD |
| Kathleen Thurman | Lead Technician, Computer Information Services | BUSD |
| Jeff Libonati | Network Technician, Computer Information Srv | BUSD |
| Lucinda Newton | Principal | Ekstrand Elementary |
| Nan Shapiro | Principal | Gladstone Elementary |
| Gary Temkin | Principal | La Verne Heights Elem |
| Kenny Ritchie | Principal | Lone Hill Middle |
| Mike Kelly | Principal | San Dimas High |
| Tim Alley | Principal | Ed Jones Center |
| John McGarvey | Technology Teacher | Bonita High |

| | | |
|---|---|---|
| Mike Morgan | Technology Teacher | San Dimas High |
| Brian Williamson | Regular Classroom/Technology Teacher | Ramona Middle |
| Paula Bostick | Regular Classroom Teacher | Ed Jones Center |
| Chris Johnson | Regular Classroom Teacher | Oak Mesa Elementary |
| Tom Kiernan | Regular Classroom Teacher | San Dimas High |
| Brian Elliot | Regular Classroom Teacher | San Dimas High |
| Al Frangione | Technology Consultant | CPM * |
| Michael Vonasek | Technology Consultant | CPM * |

* CPM: Capital Program Management

The following chart shows individuals and groups who were also consulted.

| Name | Title | Affiliation |
|---|---|---|
| Staff | Response to survey Individual discussions Faculty Meetings Leadership Teams Site Technology Committees | All Sites |
| Students | Response to survey | Various Sites |
| Administrators | Response to survey | All Sites |
| Staff/Parents | School Site Councils | Various Sites |
| Parents | PTA Council | BUSD |
| Adrienne Long | Senior Director, Fiscal Services | BUSD |
| Linda Ciauri | Budget Manager, Educational Services | BUSD |
| Mike Phillips | Director, Maintenance, Facilities & Operations | BUSD |
| Melissa Smith | Senior Director, Student Support Services | BUSD |
| Carl Coles | Program Specialist, Special Education | BUSD |
| Laurie Wellner | Senior Director, Specialized Education Programs | BUSD |
| Curtis Frick | Asst. Supt., Human Resources Development | BUSD |
| Gary Rapkin | Superintendent | BUSD |

## 3. Curriculum

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

All BUSD students and teachers have access to technology tools both during the school day and outside of school hours. All instructional areas are connected to the Internet.

All teachers have a computer in their classroom that they can use; at some sites, they may share with students. At elementary schools, classrooms have an average of two to three computers for student use, with numbers ranging from one to six computers. The number of classroom computers at middle schools varies widely, with an average of two. In high schools, the average classroom has two computers, usually old equipment that has been repurposed from more demanding uses.

Elementary school libraries have at least two student workstations. Secondary school libraries have at least twenty student workstations.

The following chart shows per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) in March 2007, as per 2009 CBEDS and the 2007 State Technology Survey. It also shows numbers of library computers and LCD projectors owned or being ordered by each school.

| School | Student Enrollment | Total Computers | Student Comp Ratio | Up-to-date Comp. <4 yrs | Student: up-to-date Comp. Ratio | # in libraries | LCD Pro-jectors (by 7/07) |
|---|---|---|---|---|---|---|---|
| Allen Avenue | 424 | 90 | 4.7 | 70 | 6.0 | 3 | 27 |
| Ekstrand | 458 | 177 | 2.5 | 95 | 4.8 | 5 | 25 |
| Gladstone | 506 | 199 | 2.5 | 75 | 6.7 | 7 | 29 |
| Grace Miller | 440 | 175 | 2.5 | 75 | 5.8 | 3 | 25 |
| La Verne Hgts | 464 | 102 | 4.5 | 73 | 6.3 | 4 | 22 |
| Oak Mesa | 519 | 233 | 2.2 | 95 | 5.4 | 3 | 26 |
| Roynon | 727 | 111 | 6.5 | 76 | 9.5 | 3 | 11 |
| Shull | 542 | 132 | 4.1 | 65 | 8.3 | 2 | 22 |
| Elem. Totals | 4080 | 1219 | 3.6 | 624 | 6.6 | 30 | 187 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Lone Hill MS | 904 | 256 | 3.5 | 121 | 7.4 | 7 | 35 |
| Ramona MS | 1396 | 289 | 4.8 | 150 | 9.3 | 24 | 46 |
| MS Totals | 2300 | 545 | 4.1 | 223 | 8.3 | 31 | 81 |
| Bonita HS | 1984 | 419 | 4.7 | 145 | 13.6 | 32 | 70 |
| San Dimas HS | 1328 | 437 | 3.0 | 123 | 10.7 | 37 | 53 |
| Chaparral HS | 104 | 145 | 0.7 | 45 | 2.3 | --- | 5 |
| HS Totals | 3416 | 1001 | 2.8 | 313 | 8.8 | 69 | 123 |
| Vista (Alt.) | 44 | 15 | 2.9 | 3 | 14.6 | --- | 0 |
| K-12 Totals | 9840 | 2780 | 3.3 | 1163 | 9.5 | 130 | 391 |

The following chart shows the number and type of computer labs available at each school as of February 2010, plus descriptions of lab and library access. Currently all elementary schools have at least one lab, with all classes scheduled to use the lab at least once a week. Secondary schools each have at least one open lab available for teacher signup for class use. In several schools, labs are used for tutoring during before and/or after school programs.

Libraries are open for use by individual students and classes on varying schedules. At the elementary level, classes are assigned times to visit the library. Secondary school libraries have flexible schedules; all are available before and/or after school for students and staff.

| School | # of labs | Lab Type (open, used as a class, mobile) | Lab Access (open labs) | Library Access |
|---|---|---|---|---|
| **Elementary Schools** | | | | |
| Allen Avenue | 1 | Open | Fixed schedule, including enrichment and after school program | 8:30-2:00(fixed schedule, open to small groups of students during open periods) |
| Ekstrand | 1 | Open | Fixed schedule, grades K-5 | 8:15-2:30 |

| | | | | |
|---|---|---|---|---|
| Gladstone | 1 | Open | Fixed schedule with some open spots for teacher signup; available to after-school tutoring, enrichment classes on Wed., and GATE classes on Saturdays | 7:45-3:15 (fixed schedule; open before and after school, during lunch and recess on some days) |
| Grace Miller | 1 | Open | Fixed schedule with some teacher signup; after school tutoring 2:05–3:50 M - Th | 8:30-12:00; 1:00-2:50 |
| La Verne Heights | 1 | Open lab in library | Fixed schedule with library time, some teacher signup and individual student use | 7:45-2:40 (15 min. before & after school, most days recess & part of lunch) |
| Oak Mesa | 2 | 1 laptop cart and 1 lab | Fixed schedule with some open spots for teacher signup | 8:15 – 2:50, fixed schedule |
| Roynon | 2 | Open labs | Fixed schedule of classes; some teacher signup | 8:30-3:00; open for recess |
| Shull | 2 | 1 open, 1 laptop cart | Fixed schedule with some open spots; Enrichment on Wed. afternoon; tutoring 2:00–3:30 M, T, Th, F | 8:00 – 2:05 (daily blocks for AR use) |

| **Middle Schools** | | | | |
|---|---|---|---|---|
| Lone Hill MS | 2 | 2 open | Intervention classes & Digital Communications classes use regularly | 8:30 – 4:00 (half hour before and after school, during lunch) |
| Ramona MS | 3 | 2 open (1 in library); 1 laptop cart | Teacher signup, with limited fixed schedule; access for individual students in library only | Library open to students before school and during lunch daily. |

| **High Schools** | | | | |
|---|---|---|---|---|
| Bonita HS | 5 | 2 open (1 in library); 3 class labs | Teacher signup; student use before and after school; individual student use in library | 7:30 AM – 3:30 PM (before & after school, during lunch); available for community use evenings & Saturday |
| San Dimas HS | 4 | 1 open lab (in library); 4 class labs; 1 mobile labs (40 laptops) | Class signup & individual students (open to individuals at break & lunch) | 7:00 AM – 3:30 PM |

| | | | | |
|---|---|---|---|---|
| Chaparral HS | 3 | 1 class; 1 open on fixed schedule 4 days a week; 1 cart of 17 laptops | No individual student use before or after school (used only with adult supervision) | No library |

Secondary school students have access to online file storage while on campus; they use personal email of USB drives to transfer files. Outside of school, most students can use technology at home. A recent survey at Bonita High School showed that some 95% of students had a computer at home, though not all were connected to printers and/or the Internet. If needed, students use computers at the public libraries, friends' homes, and parents' places of business.

Individual schools have chosen to purchase digital still and video cameras, interactive whiteboards, slates, tablets, document cameras and broadcast cart items as their needs dictate, with many purchases taking place during their modernization phases school year.

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

Bonita Unified School District uses technology resources extensively to support teaching and learning at all grade levels. Aeries is used as the student information system. Teachers use the web-based interface ABI to record attendance, post final grades (secondary schools), and view other student information such as discipline and intervention records and test scores.
All comprehensive high school teachers use the ABI online gradebook program. Secondary report cards are printed from Aeries using a print-to-mail device. The Middle Schools use the Standards Score gradebook, which is interfaced with Aeries for final grades and report cards. Elementary grades 2 through 5 use the Standards Score gradebook along with the standard-based report card feature. First grade teachers are piloting use of Standards Score in the 2009-10 school year with a planned implementation for the 2010-11 school year. All online grade books offer student and parent access in real time.

Many teachers post assignments online for access by students and parents. The Ramona MS /Bonita HS teachers use yourhomework.com and ABI gradebook. Lone Hill MS/San Dimas HS teachers use individual websites. Elementary schools use a variety of programs including yourhomework.com and SchoolNotes as well as the Standards Score gradebook.
Renaissance Place (RP) is used district-wide. To varying degrees, schools use Accelerated Reader and Accelerated Math, STAR Reading and STAR Math, STAR Early Literacy, and Math Facts in a Flash to diagnose student needs, provide practice, encourage reading, and track comprehension levels. Microsoft Office is the standard productivity suite. Staffs have and use web-accessible email accounts. Students do not have district email accounts, but may use their own web-based accounts at school. The district uses Sophos (anti-virus), and Desktop and Server Management (network management) and Websense Internet content filtering. Follett automation software is used in the school libraries. The web-based program SEIS is used for IEP creation and tracking and for workflow management to ensure compliance with applicable laws and regulations.

All site administrators use technology for financial and/or personnel management, analysis and monitoring of student achievement data, and communication with parents, the district office, and other schools via email. Principals use technology (including the EdTechProfile Technology Assessment Profile) to monitor professional development needs of staff. Approximately 75% of site administrators use technology to assist with instructional leadership and management strategies regarding using instructional technology to improve pupil performance.
The Curriculum Support Program, a district-designed searchable database, is accessible to teachers on the district website. This database includes the district subject pacing guides and all individual California content standards, categorized by Must or Want, correlated with district adopted textbooks, lesson plans, quizzes, and student work samples. Many teachers use this resource while planning instruction.

In addition to Renaissance Place, a variety of programs are used to support learning in English language arts and mathematics. Riverdeep Destination Success is used for language arts and math at six elementary schools, the Ed Jones Center, and Bonita High School. Geometer's Sketchpad is used on the secondary level. Lone Hill uses Voyager Learning's VMath. Voyager Learning's Ticket to Read is used at Shull Elementary and with Special Education Special Day Classes at Allen Avenue Elementary, Grace Miller Elementary and Roynon Elementary. Gladstone Elementary and Ekstrand Elementary uses Study Island for web based practice of standards. Some schools subscribe to web based online reference databases. Streaming video services are used at some schools. Some schools and teachers use Inspiration and Kidspiration concept mapping software as well as BrainPOP and BrainPOP Jr. web-based animated learning units for elementary students.

The district is beginning to use interactive response systems to provide instant feedback to students and teachers. San Dimas High School has two class sets, for English and Science. Bonita High has a set that is being tested. Oak Mesa Elementary has ordered two sets to be piloted by two teachers. Grace Miller has several sets that are tied to their Promethean Interactive Boards. Data for Table 1, Classroom Teacher Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as reported in March 2007. Data is included for 315 teachers, 66% of the district total. Email is the technology most commonly used for classroom management (including record-keeping and home/school communication); with 95% of respondents saying they use it at least two days a week. Computer/peripherals are used for this purpose at least two days a week by 94% of respondents. Computers and peripherals are the most commonly used form of technology for classroom instruction, with 80% saying they use them at least twice a week. The most common teacher uses of technology tools at school (at least two days a week) are to communicate with colleagues (95% of respondents), manage student grades and attendance (90%), communicate with parents or students (77%), and create instructional materials (75%). Technology is used most often for reading/language arts (62% of those who teach the subject use technology at least twice a week) and mathematics (55%).
Data for Table 2, Student Technology Use, comes from the EdTechProfile teacher Technology Assessment Profile as reported in March 2007. Of respondents, 45% said that they assign their students work requiring the use of computers at least twice a week; an additional 28% give such assignments at least once a month. Most common types of technology-related assignments involve reinforcement and practice (64% give such at least once a month), word processing

(57%), research (45%), and reports/projects (45%). Of respondents, 77% said their students use technology in the classroom to complete assignments; 60% have students use computer labs; 44% reported their students using technology in a library.

Table 1: Classroom Teacher Technology Use, March 2007
(EdTechProfile Technology Assessment Profile Personal Use Section)

| Technology used for classroom management, record-keeping, home/school communication | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Available, don't use | Not available |
|---|---|---|---|---|---|---|
| Computers/peripherals | 83% | 11% | 3% | 1% | 2% | 0% |
| Internet | 74% | 12% | 8% | 2% | 3% | 0% |
| Email | 88% | 7% | 2% | 2% | 2% | 0% |
| Handheld electronic devices | 10% | 4% | 4% | 5% | 7% | 71% |

| Technology tools used for classroom instruction | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Available, don't use | Not available |
|---|---|---|---|---|---|---|
| Computers/peripherals | 61% | 19% | 10% | 3% | 5% | 2% |
| Video-based presentation device | 18% | 19% | 35% | 12% | 7% | 9% |
| Video-based creation tools (video or digital camera) | 4% | 5% | 21% | 23% | 21% | 26% |
| Internet | 38% | 14% | 22% | 12% | 10% | 4% |
| Email | 47% | 11% | 8% | 11% | 20% | 5% |
| Handheld electronic devices | 4% | 2% | 4% | 4% | 12% | 75% |

| In what subjects are technology tools used for instruction? | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Never | # of teachers responding |
|---|---|---|---|---|---|---|
| Reading/language arts | 35% | 27% | 24% | 10% | 5% | 188 |
| Mathematics | 27% | 28% | 28% | 10% | 8% | 184 |
| Science | 15% | 17% | 37% | 18% | 13% | 157 |
| History/social science | 13% | 23% | 36% | 19% | 10% | 165 |
| PE/health | 3% | 5% | 23% | 34% | 35% | 116 |
| Fine arts | 7% | 6% | 29% | 29% | 29% | 127 |

| How do teachers use technology tools at schools? | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Never |
|---|---|---|---|---|---|
| Create instructional materials | 40% | 35% | 15% | 5% | 4% |
| Deliver classroom instruction | 30% | 22% | 24% | 11% | 13% |
| Manage student grades and attendance | 79% | 11% | 4% | 2% | 5% |
| Communicate with colleagues | 83% | 12% | 3% | 1% | 1% |
| Communicate with parents or students | 51% | 26% | 17% | 2% | 4% |
| Gather information for lesson planning | 29% | 28% | 32% | 6% | 5% |
| Access model lesson plans and best practices | 20% | 21% | 30% | 19% | 10% |

| | Yes | No | No access |
|---|---|---|---|
| Do you use an electronic student information system to make decisions in lesson design and implementation to improve student academic achievement? | 25% | 48% | 27% |

| Use of technology tools to support & improve home/school communication | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Never |
|---|---|---|---|---|---|
| Voice mail | 29% | 23% | 23% | 6% | 19% |
| School web site | 39% | 18% | 15% | 9% | 19% |
| Video conferencing | 1% | 1% | 0% | 2% | 95% |
| Electronic grading system | 55% | 15% | 6% | 2% | 22% |
| Online student assessments | 20% | 12% | 14% | 17% | 38% |

| Level of teacher familiarity with assistive technologies | Didn't realize these are AT | Familiar, but haven't used | Use/have used in classroom | Can identify student's need for levels of AT |
|---|---|---|---|---|
| Low-level technologies | 16% | 35% | 33% | 16% |
| Medium-level technologies | 12% | 57% | 20% | 10% |
| High-level technologies | 13% | 68% | 12% | 7% |

Table 2: Student Technology Use
(EdTechProfile Technology Assessment Profile Student Use Section, March 2007)

| | Library | Computer lab | Class room |
|---|---|---|---|
| Where do students use technology tools for classroom assignments? | 44% | 60% | 77% |

| How often do assignments require students to use technology tools? | | | | | | |
|---|---|---|---|---|---|---|
| | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Available, don't use | No access |
| Computers/peripherals | 28% | 17% | 28% | 13% | 10% | 5% |
| Video-based presentations | 7% | 7% | 25% | 21% | 19% | 21% |
| Video-based creation tools | 3% | 2% | 8% | 23% | 27% | 37% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Internet | 16% | 13% | 27% | 18% | 20% | 7% |
| Email | 11% | 7% | 13% | 16% | 32% | 20% |
| Hand-held electronic devices | 3% | 2% | 2% | 6% | 14% | 74% |

| How often are students assigned work that involves technology? | | | | | | |
|---|---|---|---|---|---|---|
| | Daily | 2-4 days/ week | Once a week to monthly | Less than monthly | Never | |
| Word processing | 5% | 14% | 38% | 20% | 24% | |
| Reinforcement & practice | 18% | 17% | 29% | 14% | 22% | |
| Research | 4% | 10% | 31% | 26% | 30% | |
| Creating reports or projects | 2% | 9% | 34% | 28% | 28% | |
| Demonstrations/simulations | 3% | 8% | 23% | 24% | 43% | |
| Correspondence with experts, other schools, etc. | 1% | 4% | 11% | 23% | 61% | |
| Solving problems or analyzing data | 5% | 10% | 15% | 26% | 44% | |
| Graphically presenting information | 2% | 4% | 18% | 28% | 48% | |

### 3c. District's curricular goals and academic content standards in district and site comprehensive planning documents

This Technology Plan will be aligned to district curricular goals and academic content standards for student achievement, based on the California State Content Standards.

The Board of Education has adopted the following Mission and Goals:

**OUR MISSION**

For the students in our care, and in partnership with the community, we will create a safe, challenging and comprehensive learning environment that will shape character, nurture intellect and build skills for success in an ever-changing world.

## EIGHT AREAS OF FOCUS

**1. STUDENT NEEDS**
District Goal: The District will develop and implement programs to shape character, nurture intellect and build skills for success for ALL students.

**2. CURRICULUM AND ASSESSMENT**
District Goal: The District will develop and utilize multiple assessment measures to monitor student performance and adjust curriculum and instruction to assure that ALL students learn.

**3. BUDGET/RESOURCES**
District Goal: The District will utilize all existing funds and resources, through a process of site-based management, to maximize the learning opportunities while maintaining sufficient reserves to deal with economic uncertainties.

**4. TECHNOLOGY**
District Goal: The District will develop and implement a plan to effectively use technology to build skills for student success and to facilitate the operation of the District.

**5. PARENTS AND COMMUNITY**
District Goal: The District will enhance communication between district, schools, parents and the communities of La Verne and San Dimas and encourage parents and community members to actively support the schools.

**6. STAFFING**
District Goal: The District will actively recruit, retain and value qualified staff members within a professional environment.

**7. STAFF DEVELOPMENT**
*District Goal:* The District will encourage and expect individual professional growth by providing quality staff development and in-service programs.

**8. FACILITIES**
District Goal: The District will maintain and improve facilities to provide a safe and comprehensive learning and working environment.

The current district Local Educational Agency (LEA) Plan runs through June 30, 2013. The Plan's five performance goals are:

- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.
- All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- By 2010-2011, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

BUSD has identified essential Key Standards for English/Language Arts (grades 1-11), Mathematics (grade 2 through Algebra II), History/Social Science (grades 6-11), and Science (grades 6 - 11). The Key Standards are reflected in a Blueprint for each grade level or course. Pacing Guides and a benchmark assessment system are derived from each Blueprint, with students typically tested 3-4 times annually to monitor progress toward proficiency on standards

in all core academic areas. All Blueprints and Pacing Guides, as well a number of other curriculum support documents are available online to all district staff via the BUSD Curriculum Support Program. All data from state and local standardized testing and benchmark assessments are available online to all district staff through the Data Director system.

### 3d. Technology use to improve teaching and learning by supporting the district curricular goals and academic content standards

The section that follows describes what the district expects its students to be able to do academically and describes how, through meaningful integration of technology, student academic achievement can be improved. Efforts will focus on delivery of content/instruction and monitoring and analysis of student performance for teachers, and on student access to information, and the ability to easily share ideas. Support to teachers will be provided through site- and district-based personnel (see Section 4b for details), the Curriculum Support Program, and a modeling concept.

**GOAL 3d.1**: Teaching and learning will improve through increased use of technology by students and teachers.
Curriculum Link: LEA Plan Goals 1, 2, 5; Focus Areas: Student Needs, Curriculum and Assessment, Technology.

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3d.1.1 | By June 2013, all core subject classrooms will have technology in place to increase student engagement and enhance student access to information for learning (as reported on the Ed Tech Profile) | 80% | 90% | 100% |
| 3d.1.2 | By June 2013, all core subject teachers will use instructional technology hardware and software to deliver content at least weekly (as reported on the Ed Tech Profile) | 80% | 90% | 100% |

| Action Plan | | Timeline |
|---|---|---|
| a | Students will use productivity software to complete assignments, such as Word for homework, essays, reports, and research projects; Excel for results of science experiments, data analysis, graphs and comparisons; PowerPoint for presentations; Publisher for desktop publishing; and web browsers to access information over the Internet. | Sept. – July, each year |
| b | Students will use computers, Internet-based and other online resources, analog and digital recording equipment, multimedia production software, and projection devices to collect information, plan, develop, and present work in core and additional subject areas. | Sept. – July, each year |

| | | |
|---|---|---|
| c | Students at all grade levels will access material online from school and from home, including such resources as e-books and full-text periodical and newspaper articles, reference databases, audio-books, podcasts, and online multimedia. | Sept. – July, each year |
| d | Schools may choose to continue or begin subscriptions to streaming video services for teacher and student use for instruction and development of projects. | Annual decision in June |
| e | Teachers and students will continue to use Renaissance Place as an online resource for reading instruction. | Sept. – July, each year |
| f | The district will develop and implement a centralized file storage plan for all staff and for middle and high school students. | In place by August 2010 |
| g | Technology tools will be used by teachers and students to allow access to varied experiences, such as virtual simulations and experiments in science, virtual manipulatives in math, and virtual field trips in social studies. | Sept. – July, each year |
| h | Site administrators will encourage teachers to make homework assignments and class materials available online for students and parents. | Sept. – July, each year |
| i | In considering publisher materials for new adoptions, BUSD will continue to identify extensive technology resources as a key selection criterion. Text series are piloted in one year and implemented district-wide the next year. | New adoption imple-mentation schedule: English/Language Arts in 2012-2013 |
| j | Teachers and students will engage in a coherent, systematic implementation of research-based, State Board of Education-approved core text programs that include technology components such as audio, tutorials, exam-builders, lesson planners, electronic textbooks, streaming video access, and web resources. | Sept. – July, each year |
| k | Teachers will use devices such as desktop and laptop computers, interactive whiteboards, slates/tablets, document cameras, LCD projectors, interactive response systems, and voice amplification systems to deliver instruction. | Sept. – July, each year |
| l | Individual schools/classrooms will pilot the use of new technology, such as use of electronic readers, use of student owned devices such as cell phones, and the use of online feeds and social networking for information collection and collaboration. | Two rooms per school each year |
| m | Students, staff, and administrators at all sites will use the Video Broadcast Cart for live/taped video feed (including video announcements/special bulletins), content broadcast, and cable TV presentations to the classrooms. | Usage increasing in 2010-2013 |
| n | Support for teachers in integrating technology into the curriculum will be provided by Site Technology Coordinators (as determined by sites) and by Teachers on Special Assignment at the district level. | Sept. – July, each year |

| | | |
|---|---|---|
| o | The district web-based Curriculum Support Program database will be upgraded to include technology-based lessons and materials correlated to individual California content standards; teachers will use the CSP database regularly while planning instruction. | Major upgrade 2010, future updates as needed |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Students (grades 5, 8, and 11) | • Take the EdTechProfile Student Survey (used to determine technology use in classrooms) in the spring, beginning 2011 |
| Teachers | • Take the Technology Assessment Profile by June, annually (used to determine type and frequency of teacher and student use of technology)<br>• Evaluate student technology based work processes and products; teach/re-teach as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard)<br>• Evaluate technology pilots, (as whole staffs) make decisions on purchases<br>• Forward to District Office successful lessons and materials to be uploaded to the Curriculum Support Program database for use by other teachers<br>• Oversee/administer Student Survey |
| Site Tech Coordinators | • Make reports on technology pilots and other technology integration issues to site administrators and whole staff meetings |
| Site administrators | • Run and analyze EdTechProfile reports; recommend changes in instruction and professional development, adjustments to site technology plans<br>• Monitor classroom instruction via multiple informal observations, classroom walkthroughs, discussions with individual staff members, school leadership and staff meetings, and reports of grade level meetings<br>• Choose Site Technology Coordinators<br>• Monitor/evaluate use of online databases and streaming video services for annual leasing decisions<br>• Evaluate school choice of method for making assignments and/or class materials available online, make choice for next year<br>• Monitor teacher use of school choice of methods for making assignments and/or class materials available online |

| | |
|---|---|
| Curriculum & Assessment Director and Program Specialist | • Seek out materials, update Curriculum Support Program content regularly; evaluate materials sent for upload by teachers<br>• Organize and oversee Technology Assessment Profile annually (Feb./March)<br>• Develop standard instructions/explanations of key questions on TAP, disseminate to schools for teacher training<br>• Provide principals with overview of key results of TAP annually, in May, to assist in site planning efforts<br>• Organize and oversee administration of Student Survey and analysis of results (begin spring 2008)<br>• Monitor curriculum/instruction via school visits, classroom walkthroughs, benchmark assessment results, Curriculum Improvement Task Forces |
| District Instructional Technology Steering Committee | • Share information about technology/programs and best practices |

**GOAL 3d.2**: Student learning and academic achievement will improve, supported by the use of technology.

Curriculum Link: LEA Plan Goal 1, 2, 5; Focus Areas: Student Needs, Curriculum and Assessment, Technology

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3d.2.1 | By June 2013, at least 85% of students in grades 2-5 will score Proficient or Advanced on the California Standards Test in English Language Arts. | 75% | 80% | 85% |
| 3d.2.2 | By June 2013, at least 85% of students in grades 2-5 will score Proficient or Advanced on the California Standards Test in Mathematics. | 75% | 80% | 85% |
| 3d.2.3 | By June 2013, at least 75% of students in grades 6-8 will score Proficient or Advanced on the California Standards Test in English Language Arts. | 65% | 70% | 75% |
| 3d.2.4 | By June 2013, at least 70% of students in grades 6-7 will score Proficient or Advanced on the California Standards Test in Mathematics. | 60% | 65% | 70% |
| 3d.2.5 | By June 2010, at least 75% of students in grades 9-11 will score Proficient or Advanced on the California Standards Test in English Language Arts. | 65% | 70% | 75% |
| 3d.2.6 | In each year, the percentages of students scoring Proficient or Advanced on the California Standards Tests in Algebra I, Geometry, and Algebra II will each increase by 5 percentage points over the previous year. | Increase 5 points each | Increase 5 points each | Increase 5 points each |

**GOAL 3d.3**: All students will meet graduation requirements.

Curriculum Link: LEA Plan Goal 5; Focus Area: Student Needs

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3d.3.1 | By June 2010, the percentage of ninth grade students who are credit deficient will be no greater than 10%. | 15% | 12% | 10% |
| 3d.3.2 | By June 2010, the percentage of tenth grade students who are credit deficient will be no greater than 10%. | 15% | 12% | 10% |
| 3d.3.3 | By June 2010, the percentage of eleventh grade students who are credit deficient will be no greater than 10%. | 15% | 12% | 10% |

| Action Plan (for both goals) | | Timeline |
|---|---|---|
| a | District/schools will emphasize identifying low performing elementary students in the first trimester of each year, so that they can be directed to interventions. After-school tutoring and summer schools both use technology. | Fall of each year |
| b | Students and teachers will increasingly use mathematics programs such as Destination Math, STAR and Accelerated Math, Math Facts in a Flash, Odyssey Ware, V-Math, and Geometer's Sketchpad for diagnosis, assessment, individualized sequential instruction, differentiation, and intervention. | Aug. – July, each year |
| c | Students and teachers will increasingly use language arts programs such as Destination Reading, Achieve3000, STAR Reading and Early Literacy, Study Island, Ticket to Read, Odyssey Ware, and Accelerated Reader for diagnosis, assessment, individualized sequential instruction, differentiation, reading encouragement, and intervention. | Aug. – July, each year |
| d | District will continue to investigate programs for online writing practice and assessment, and online coursework for credit recovery. | Ongoing |
| e | Students at Bonita, San Dimas, and Chaparral High Schools will complete a Senior Project/Experience that involves the use of technology for online research, preparation of a research paper and a presentation to a review panel, and record-keeping/tracking of the steps in the entire process. | Due June of each year; |
| f | The district will develop Board policy and administrative regulations in regard to distance learning. | By June 2011 |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Students (gr. 2- 11) | • Take the California Standards Tests California Modified Assessment or the California Alternative Performance Assessment each spring. |
| Teachers | • Mentor students for Senior Project/Experience<br>• Use assessment data to identify at-risk students for intervention<br>• Monitor student use of courseware; evaluate student progress using courseware-produced reports, adjust assignments accordingly |
| Site administrators | • Analyze student data and decide on intervention offerings, personnel, and materials<br>• Report student credit deficiency to parents |
| C&A Director and Program Specialist | • Monitor and support web-based programs |
| Asst. Supt., Educational Services | • Develop Board policy in regard to distance learning |

**3e. Students' acquisition of technology and information literacy skills needed to succeed in the classroom and the workplace.**

BUSD has identified a need for increased articulation of technology use/technology and information literacy skills instruction across the grade levels and for some degree of standardization among teachers and schools on the same grade level, so that students will arrive at middle and high schools with comparable skills.

In the first year of the 2003-2008 Technology Plan, BUSD staff developed a detailed, 63-page Technology and Information Literacy Skills Scope and Sequence. The Technology Skills Scope and Sequence addresses skills in the areas of operating environment, word processing, desktop publishing, graphics, multimedia, telecommunications, databases, and spreadsheets for the grade ranges K-2, 3-5, and 6-8. Each area is addressed with suggested Skills, Projects, Teaching Strategies, Software, and a Scope and Sequence Chart showing a schedule of Introduction, Development, Proficiency, and Maintenance of Proficiency. The Information Literacy Scope and Sequence includes Access, Process, Presentations Skills, and Assessment Skills for grade levels K, 1, 2, 3, 4, 5, 6-8, and 9-12. The Technology and Information Literacy Skills Scope and Sequence have not been fully implemented and needs updating due to new developments in technology.

Under this new Technology Plan, the district will identify what students in each grade need to know and be able to do and will develop a set of Technology and Information Literacy Skills Must Standards, including benchmarks and assessment measures. The Standards will be based on middle and high school needs/expectations, ISTE (International Society for Technology in Education) standards, and the old Scope and Sequence. It is anticipated that one assessment measure used will be the EdTechProfile Student Survey (Your Technology Skills Section), to be taken by all fifth, eighth, and eleventh graders.

A list of technology tools needed to support the new Standards will also be developed. District Curriculum Focus Groups will discuss the new Standards document and will add its components

to the district curriculum pacing guides. While the new Standards are being developed, teachers will continue to follow the district pacing guides, which include state content standards related to technology (such as those found in English language arts: Research and Technology under Writing Strategies, electronic media under Listening and Speaking Strategies). Elementary students learn technology skills while doing classroom assignments and using curriculum-oriented software. Classes are scheduled to use computer labs weekly for assignments and developing technology skills. Teachers and lab staff provide skills instruction as they deem necessary or appropriate. All sites have keyboarding tutor programs available onsite or online.

At Lone Hill Middle School, about 40% of students take the Digital Communications elective in seventh or eighth grade; at Ramona Middle School, about 60% of students take Technology Skills/Keyboarding. At Bonita High School, most ninth graders take the one-semester Freshman Studies course, one component of which includes Internet research and evaluation and Microsoft Office applications. At San Dimas High School, about 30% of ninth graders take Freshman Foundations. In addition, the high schools offer a variety of courses in or focused on using technology, including Yearbook, Journalism, AP Statistics, AP Calculus, Photography, Video, Technology I and II (office applications, desktop publishing, presentations, graphics, and web design), Accounting, Keyboarding, Microsoft Word, Internet Web Design, Introduction to Computers, Introduction to Business, Animation, Automotive Technology, and Visual Communications.

Information literacy is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology. BUSD students are taught information literacy skills through adopted textbook materials and classroom instruction in fulfillment of the relevant content standards clusters. Some key standards (for example, using technology to produce simple documents in fifth grade and planning and conducting a multi-step search in eighth grade) are currently district Must Standards.

At the elementary level, student research tends to be directed by teachers, some of whom pre-select resources and provide detailed directions/processes for students to follow. Students learn how to find information and images, take notes, and produce projects, reports, and presentations. Some staff provides basic instruction in evaluating resources. At the middle school level, information literacy skills are learned through the Digital Communications class (Lone Hill) or through discovery in the context of major grade-level projects (Ramona: sixth grade Wonders of the World project, eighth grade science fair projects). At Bonita and San Dimas High Schools, Library Media Teachers work with Freshman Studies/Foundations and other classes to develop information literacy skills; both tenth and eleventh grade English language arts classes require major projects.

**GOAL 3e.1:** To enhance academic achievement, all BUSD students will demonstrate grade level appropriate technology and information literacy skills.

Curriculum Link: LEA Plan Goals 1, 2, 5; Focus Areas: Student Needs; Technology

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 3e.1.1 | The district will develop and implement Technology and Information Literacy Skills for grades K-12. | Plan and develop | Roll out concepts across all grade levels; baselines developed | Go more into depth in a designated area |
| 3e.1.2 | By June 2013, 45% of classroom teachers will rate themselves and their students Intermediate or Proficient on Standard 16d on the Technology Assessment Profile (development of information literacy and problem-solving skills). | 35% | 40% | 45% |

| Action Plan | | Timeline |
|---|---|---|
| a | The Instructional Technology Steering Committee (ITSC) will select key technology literacy standards for each grade level from the National Educational Technology Standards for Students (NETS*S) | Complete by July 2011 |
| b | Concepts will be rolled out to all grade levels in the first year of implementation. Administrators and staffs will be informed and will receive training. In the second year, the district will choose an area or areas of specific interest and go more into depth with implementation. | Training and initial roll-out fall 2011 |
| c | Core area teachers will continue to incorporate technology and information literacy skills instruction as scheduled per California content standards, while following district pacing guides. Technology resources and lessons will be posted on the district Curriculum Support Program as they are developed. Pacing guides will be updated as soon as the new Technology and Information Literacy Key Standards have been developed. | Ongoing. Pacing guides updated yearly |
| d | Elementary and middle school students will be taught technology and information literacy skills by their classroom teachers and computer lab personnel. In addition, approximately half of middle school students will be able to take a computer elective. | Sept. – June, each year |
| e | High school students will learn technology and information literacy skills through the Freshman Studies or Foundations course and/or chosen electives. They will demonstrate their skills through the required Senior Project/Experience. | Sept. – June, each year |

| | | |
|---|---|---|
| f | Students (K-12) will be taught basic computer knowledge and skills and application-specific procedures required to access and use each piece of required software/courseware (streaming video, BrainPOP, concept mapping software, virtual simulations and manipulatives, OdysseyWare, technology components of textbook adoptions, Renaissance Learning products, online assessments, Achieve3000, Riverdeep Destination Success, Geometer's Sketchpad ). They will be taught how to use program feedback to track and improve their achievement. | As new software is introduced |
| g | Students will be taught to use productivity software, including Word for homework, essays, reports, and research projects; Excel for results of science experiments, data analysis, graphs, and comparisons; Power Point for presentations; and Publisher for desktop publishing. | As per district pacing guides and new Key Standards, or as needed for assignments |
| h | Students will be taught about, and will have the opportunity to use, peripherals used with productivity software (as needed for assignments and as appropriate by grade level), such as printers, LCD projectors, and digital still and video cameras. | As per new Key Standards, or as needed for assignments |
| i | Information literacy skills instruction will include an emphasis on using the Internet to locate legitimate sources with a specific goal in mind (developing effective, efficient searches and evaluating resources found). Students will be taught to use district- or school-licensed databases, and public library resources as appropriate and needed for assignments. | As per district pacing guides and new Key Standards, or as needed for assignments |
| j | The middle schools will redefine/fine-tune their technology electives to include explicit teaching of information literacy skills. | By June 2011 |
| k | The district will update Board policy and regulation in regard to safety and ethical issues. | By August 2010 |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Students (grades 5, 8, and 11) | • Take the EdTechProfile Student Survey in the spring (beginning in 2011) |
| Teachers | • Take the Technology Assessment Profile by March of each year<br>• Assess student technology and information literacy skills using the new district Technology and Information Skills Key Standards |
| Library staff | • Maintain schedules and records of library use by classes |
| Site administrators | • Monitor instruction in classrooms and computer labs<br>• Monitor students taking the Student Survey, reports of results; determine need for increased teaching of skills<br>• Run and analyze EdTechProfile reports; recommend changes in instruction and professional development, adjustments to site technology plans<br>• Evaluate computer lab and library schedules/usage records |

| | |
|---|---|
| C&A Director, Project Specialist | • Monitor and evaluate implementation of the new Key Standards<br>• Organize and oversee administration of Student Survey and analysis of results (begin spring 2011) |
| ITSC | • Examine Student Survey results, compare against benchmarks of Key Standards, make recommendations for adjustments in instruction and professional development<br>• Re-evaluate annually Technology and Information Literacy Skills Key Standards |
| Asst. Supt., Educational Services | • Develop Board policy in regard to computer use safety and ethical issues |

**3f. List of goals and an implementation plan (of training for staff and students) 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)**

BUSD has a Board-approved Internet Acceptable Use/Safety Policy. The policy for use of District Electronic Information Resources is distributed to parents annually as part of the Parent Handbook/registration packet. The Parent Handbook is available on the district website. The Acceptable Use Contract is signed by parents and students each year. Procedures for collecting and storing signed AUCs and monitoring compliance vary by site. Middle and high schools maintain a master permissions list, which is given to all affected staff, and place stickers on student ID cards.

Principals annually review safe, appropriate and ethical use of technology in the classroom, including issues of copyright, fair use, downloading, file sharing, and plagiarism with staff each year during opening staff meetings. All students are trained in safe and ethical use of electronic resources as part of an annual, grade level specific, lesson on use of technology software and hardware. Classroom teachers are directly responsible to reinforce these issues with students as they use technology. Teachers report inappropriate use to designated site administrators as needed. Students can lose access privileges.

Plagiarism is also addressed. Student plagiarism from online sources is a concern. High School teachers in several core subjects use turnitin.com for all major writing assignments to reduce plagiarism and copying.

In 2004, the Board of Education adopted an Acceptable Use Policy for staff; the level of enforcement has varied among schools. The district will develop procedures to ensure full enforcement of this policy.

The district uses Sophos (anti-virus/spyware), and Websense Internet content filtering. Middle and high school students have individual accounts with their own IDs and passwords.

**GOAL 3f.1**: The district will ensure a safe environment for on-line activities, and all district employees and students will demonstrate ethical and appropriate use of all electronic resources

Curriculum Link: Focus Area: Staffing, Staff Development, Curriculum

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3f.1.1 | Every year, the district's Acceptable Use Policy will be reviewed to ensure alignment with the Children's Internet Protection Act and will be implemented with a monitoring process to provide protection for 100% of students. | Annual review; 100% signed AUCs | Annual review; 100% signed AUCs | Annual review; 100% signed AUCs |
| 3f.1.2 | Each year, principals will review components of the Acceptable Use Policy, including safe and ethical use of electronic resources, with all staff in the opening staff meeting to provide training to 100% of staff members annually | Annual review, 100% of staff trained | Annual review, 100% of staff trained | Annual review, 100% of staff trained |
| 3f.1.3 | All students will be trained in safe and ethical use of electronic resources annually. | Annual review, 100% of students trained | Annual review, 100% of students trained | Annual review, 100% of students trained |

| Action Plan | | Timeline |
|---|---|---|
| a | The district will investigate a more standardized approach to tracking student permissions (Internet use, photos of students). Asst. Supt., Educational Services will seek input from principals, develop approach. | By Aug. 2011 |
| b | Asst. Supt., Human Resources Development will meet with union leadership and principals to discuss and plan implementation of the Board policy and regulation for staff use of technology. Policy will be included in employee handbook. | By Aug. 2011 |
| c | When notified by schools, CIS will block accounts of secondary school students lacking properly signed AUCs. | As needed |
| d | Principals will include plans for training staff and students in safe and ethical use of electronic resources in the technology and/or staff development sections of their School Plan | Annually, June of each year |
| e | Teachers will include training on safe and ethical use of electronic resources in their course introductions each year. | Annually, August of each year |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers & Library staff | • Ensure students have signed AUCs before using computers<br>• Monitor student use of district electronic information resources<br>• Train students in safe and ethical use of electronic resources |
| Site administrators | • Monitor student and staff acceptable use policies and procedures as directed by Assistant Superintendents<br>• Train staff in safe and ethical use of electronic resources |
| Asst. Supts., Educational Services & Human Resources Development | • Review policies for compliance annually<br>• Review/evaluate implementation of monitoring/tracking procedures<br>• Train principals in safe and ethical use of electronic resources |

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

Each year, students in each grade level will receive a lesson designed to instruct students in appropriate use of technology resources. The lesson will include instructions on proper use and protection of district hardware, allowed and appropriate uses of personal hardware during the school day, appropriate use of district software, appropriate use of the internet for gathering information, and guidelines for online privacy and avoiding online predators. Training materials used in the lessons will also be made available to parents via school web sites. Lessons will be grade level specific.

**Goal 3g.1: Each year, every student will receive a grade-specific lesson in appropriate use of district technology resources, online privacy, and avoiding online predators.**

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |

| | | | | |
|---|---|---|---|---|
| A lesson on appropriate use of district technology resources, internet safety (including avoiding online predators), and online privacy will be developed for each grade level. | Lessons complete by August 2010 | CIS Director, Curriculum & Assessment Director, Principals, Teacher Leads | Curriculum & Assessment Director will ensure that lessons are in place at the opening of each school year | Observation: lessons are in place in each school at each grade level |
| Lessons are made available for parents on each school web site | In place by August 2010, monitored annually | CIS Director, principals | CIS Director will ensure placement of resources on web sites and will support principals as needed to make materials available online | Observation: all web sites have access to materials |
| Lessons are delivered each year in every classroom | Annually no later than September 30 | Curriculum & Assessment Director, principals, classroom teachers | Delivery of lessons monitored by site principals | Observation: Lessons are delivered in every classroom |

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

The Bonita Unified School District Instructional Technology Steering Committee has developed minimum technology standards for classrooms to ensure all students have equitable access. All classrooms will be provided the minimum standards as funding permits. A typical classroom technology package would include a teacher desktop/laptop computer, a mounted LCD projector, a document camera, a sound system, and an interactive white board. In addition, a standard for equipment for student labs and media centers based upon student ratio has been developed and will be implemented as funding permits. All students in all programs have access to equipment in classroom, labs and media centers. Bonita Unified School District Board Policies in support of equitable access include BP 0440 (District Technology Plan), BP 6162 (Use of Technology in Instruction), and BP 5145 (Non Discrimination).

BUSD is ADA compliant and ensures equal and appropriate access to technology for all students. Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be provided to meet their needs, as outlined in their IEPs or 504 Plans. Assistive technologies used currently or in the past include laptops, mouse and keyboard modifications, AlphaSmarts/Neo2s, special screens, switches, audio enhancements, augmentative communications devices, Earobics, JAWS (screen reader with Braille output support), and Don Johnson software. Woodcock Johnson computer based assessments and resources are also used. The district currently uses the web based SEIS program for IEP creation and tracking and workflow management to ensure compliance, but may consider a different program in the future. Special Education, English Learner, and GATE students have access to technology in classrooms, labs, and libraries.

District instructional software programs such as Riverdeep Destination Success, Achieve3000, and Renaissance Place emphasize individualized instruction and practice to support a broad range of abilities and interests. Accelerated Reader provides for appropriate choices for all

reading and interest levels, from beginning through advanced readers. Some books and quizzes are available in Spanish for English Learners. In addition, Rosetta Stone software is available to all English Learner students.

All core subjects have newly adopted textbooks that have a "read aloud" component as part of the online e-book. Some sections of the e-book are also translated into Spanish.

GATE students have used and produced digital video. Saturday programs and compact day enrichment classes may include the use of technology.

**GOAL 3h.1**: The district will maintain ADA compliance in ensuring equal and appropriate access to technology to all students.
Curriculum Link: LEA Plan Goal 1, 2; Focus Areas: Student Needs, Curriculum and Assessment

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3h.1.1 | All students will have appropriate access to technology. | 100% | 100% | 100% |

| Action Plan | | Timeline |
|---|---|---|
| a | Special Education personnel will confer with the Computer Information Services Department prior to ordering assistive/adaptive hardware and software, to ensure compatibility with district equipment. | Ongoing as needed |
| b | English Language Learner personnel will confer with the Computer Information Services Department prior to ordering assistive/adaptive hardware and software, to ensure compatibility with district equipment. | Ongoing as needed |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers | • Ensure that IEP/504 Plan stipulations are implemented<br>• Identify needs and recommend assistive technologies<br>• Ensure that EL students have access to assistive technology |
| Site administrators | • Ensure that software and hardware obtained and used appropriately |
| Senior Director, Specialized Educational Services | • Provide budgetary approval<br>• Ensure that materials are ordered and used appropriately |

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

Aeries is used as the student information system. Teachers use the web-based interface ABI to record attendance, post final grades (secondary schools), and view other student information such as discipline, intervention records and test scores.

All teachers at comprehensive sites use online gradebook programs. Standards Score is used in grades 2 – 8, with first grade implementation in August 2010. Kindergarten uses Data Director. Comprehensive high schools use ABI Gradebook. Secondary report cards are printed from Aeries using a print-to-mail device. Elementary standards-based report cards are printed from Standards Score and Data Director.

Data Director currently serves as the database for collecting and reporting student assessment data, including state standardized testing data, district-developed benchmark assessments, district literacy assessments, locally developed site common assessments. Benchmark assessments are given in every core subject in elementary, middle, and high school.

District-supported software (such as Renaissance Learning adaptive tests and Data Director) includes a variety of diagnostic and formative assessments and reports that provide staff with a rich source of student data. Teachers can use this data to differentiate instruction; much of the courseware uses this data to provide prescriptive instruction and/or practice tailored to individual student needs. BUSD will encourage increased use of online assessments.

Currently, teacher collaborative discussion and use of student data varies by school. At all schools, aggregate data from the previous school year is provided and discussed at the beginning of the new year. Grade levels may also discuss data, as often as monthly. Teachers access ABI, RP, and Data Director individually as desired. The district will develop a standard protocol for the collaborative examination of data, which will focus on each teacher's current students, especially individuals who are not meeting proficiency standards.

Follett automation software is used in the school libraries. The web-based program SEIS is used for IEP creation and tracking and for workflow management to ensure compliance with laws and regulations.

**GOAL 3i.1:** All teachers and administrators will use district technology for student record-keeping, analysis, and instructional decision-making based on relevant data.

Curriculum Link: LEA Plan 1, 2, 5; Focus Areas: Curriculum/Assessment, Technology

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 3i.1.1 | By August 2010, 100% of core subject teachers will access and use student data to drive instruction. | 100% | 100% | 100% |
| 3i.1.2 | By Aug. 2011, the district will develop and implement a standard protocol for data analysis at school sites. | Develop | Implement at all sites | Implement at all sites |
| 3i.1.3 | All secondary school teachers will regularly use the district-standard web-based grading program. | 100% | 100% | 100% |
| 3i.1.4 | All elementary school teachers will regularly use the district-standard web-based grading program. | 100% | 100% | 100% |

| Action Plan | | Timeline |
|---|---|---|
| a | Standards-based elementary school report cards will be computer-generated. | All schools use 10/11. |
| b | Senior Director, Curriculum and Assessment will collect input from principals; will develop a standard protocol for data analysis at all school sites | Develop by Aug 2010; begin implementation Fall 2010; evaluate annually |
| e | District will encourage the increased use of online assessment tools. Senior Director, Curriculum and Assessment will work through principals and Staff Development. | Ongoing, starting Aug 2010 |
| f | Teachers will meet regularly in collaborative groups to examine assessment data and plan appropriate instructional strategies, both at schools and district-wide. | Ongoing; scheduled as per data analysis protocol |
| g | Teachers will access ABI, Data Director, and instructional programs (such as Riverdeep and Renaissance Learning products) for student data. | July – June, each year |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers | • Take Technology Assessment Profile annually, by June<br>• Produce notes or reports from collaborative meetings |

| | |
|---|---|
| Site administrators | • Schedule, attend, and review reports/notes from collaboration meetings where student data is discussed<br>• Analyze reports of teacher access of data management/assessment system; determine needs for additional staff training<br>• Provide feedback on standard data analysis protocol<br>• Monitor teacher use of online grading system |
| C&A Director, Lead Projects Specialist | • Provide to principals support for data-based meetings, and create custom reports as needed |
| Senior Director, Curriculum and Assessment | • Develop, monitor implementation, annually evaluate, and provide feedback to principals on district-wide standard protocol for data analysis |

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

This section describes the steps that the district will take to use technology to enhance two-way communication between school and home. This will include communication among parents, students, teachers, administration, support staff, and itinerant specialists. Efforts will be focused on enhancing the ease of access for parents and students to a wide range of student performance indicators, enhancing the ability of district staff to quickly and effectively communicate with both individuals and groups of students and/or parents, and enhancing the ability of district staff to communicate and collaborate with each other.

Currently, BUSD parents have access to two-way communication with or information from teachers, administrators, and school and student information via phone, voicemail, TeleParent, e-mail, district and school websites, and web-based services.
All staff have e-mail and voicemail and are expected to use them regularly and in a timely fashion. All sites and the district office use the TeleParent auto-dialer system. All school offices and all classrooms have VoIP phones.

The district website is maintained by the Director of Computer Information Services and his secretary. School sites are in charge of developing and maintaining their own websites, with the work done by volunteers/paid staff. These websites vary widely in content and frequency of updating.

Many teachers post assignments online for access by students and parents. The Ramona MS/Bonita HS team uses yourhomework.com. Lone Hill MS/San Dimas HS teachers use individual websites. Elementary schools use a variety of programs including yourhomework.com and SchoolNotes. Secondary and elementary school parents have access to grades via online grading programs and, in some cases, to assessment data via Home Connect.

**GOAL 3j.1** : Parent and student access to student performance information through the use of technology will increase.

Curriculum Link: LEA Plan Goals 1, 2, 5; Focus Areas: Student Needs, Parents and Community, Technology.

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3j.1.1 | By June 2013, all parents will have access to student grades and gradebooks in all core subjects through an online access point. | 80% | 90% | 100% |
| 3j.1.2 | By June 2013, all students in grades 4 - 12 will have access to grades and gradebooks in all core subjects through an online access point. | 80% | 90% | 100% |
| 3j.1.3 | By June 2013, all parents of students in grades 1 – 8 will have access to student performance and progress in Accelerated Reader and/or the Fountas and Pinnell Reading System through an online access point | 80% | 90% | 100% |
| 3j.1.4 | Parents will have real-time viewing access to student grades in 100% of classes. | 90% | 95% | 100% |
| 3j.1.5 | All schools will maintain regularly-updated websites that include teacher contact information. | 90% | 95% | 100% |
| 3j.1.6 | All schools will have VoIP phone systems in offices and classrooms. | 100% | 100% | 100% |

| Action Plan | | Timeline |
|---|---|---|
| a | All teachers in grades 2 – 8 will fully implement the use of the Standards Score gradebook, including opening parent access to all grades and assignments | Fully implemented by 2013 |
| b | All teachers in grades 9 – 12 will fully implement the use of the Aeries Browser Interface (ABI) gradebook, including opening parent access to all grades and assignments | Fully implemented by 2013 |
| c | All students in grades 1 – 8 will use Accelerated Reader and/or the Fountas & Pinnell Reading System to take comprehension quizzes on books read and to take fluency/comprehension assessments to monitor progress toward grade level reading proficiency | Fully implemented by 2011 |
| d | All parents of students in grades 1 – 8 will be given access to an online access point to review students performance on book quizzes and to see progress on reading fluency/comprehension assessments | Fully implemented by 2012 |

| | | |
|---|---|---|
| e | The district will investigate and if possible provide web-based parent access to selected information in the new data management system. | Fall 2012 |
| f | The district will make the standards-listing portion of the Curriculum Support Program available for parent viewing. | Fall 2012 |
| g | The district will develop district-wide guidelines for key information and links to district resources to be included on all school websites (Asst. Supt., Educational Services, in discussion with principals). | Completed by Aug. 2011 and explained to sites |
| h | Through modernization new VoIP phone systems will be installed at the Ed Jones Educational Center | Jan. 2011 |
| i | District and site administrators will encourage and promote staff use of electronic communications media, in order to facilitate better home/school communication. | July – June, each year |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers | • Use gradebook and open parent online access<br>• Use Accelerated Reader and/or Fountas and Pinnell Reading System |
| Site administrators | • Ensure use of gradebook in every classroom<br>• Ensure use of Accelerated Reader and/or Fountas and Pinnell Reading System in every classroom |
| C&A Director and Program Specialist | • Monitor and support use of web-based gradebook programs<br>• Monitor and support use of Accelerated Reader and/or Fountas and Pinnell Reading System |

**GOAL 3j.2** : Teacher use of technology to actively provide parents with information about the school and students performance will increase

Curriculum Link: LEA Plan Goals 1, 2, 5; Focus Areas: Student Needs, Parents and Community, Technology.

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3j.2.1 | By June 2013, all grades 2 – 8 teachers will regularly use the Web Notes feature of Standards Score to communicate class news to parents | 80% | 90% | 100% |
| 3j.2.2 | By June 2013, all teachers will collect and make regular use of e-mail to communicate class news and specific performance information to parents | 80% | 90% | 100% |

| | | | | |
|---|---|---|---|---|
| 3j.2.3 | By June 2013, all teachers will make regular use of the TeleParent auto-calling system to communicate class news and specific performance information to parents | 80% | 90% | 100% |

| Action Plan | | Timeline |
|---|---|---|
| a | All 2 – 8 teachers will be trained on the use of Standards Score, including the features and functionality of the Web Notes component | Training complete by 2011 then ongoing for new staff |
| b | All teachers in grades 2 – 8 will fully implement the use of the Standards Score gradebook, including regularly using the Web Notes feature | Fully implemented by 2012 |
| c | All teachers will be trained on the use of Outlook e-mail system | Training complete by 2011 then ongoing for new staff |
| c | All teachers will collect personal e-mails from parents and/or students | Annually |
| d | All teachers will be trained on the use of the TeleParent system | Training complete by 2011 then ongoing for new staff |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers | • Use gradebook, including Web Notes feature<br>• Use Outlook e-mail<br>• Use TeleParent |
| Site administrators | • Ensure use of Web Notes feature in every classroom<br>• Ensure use Outlook e-mail<br>• Ensure use of TeleParent<br>• Ensure that school websites are kept up to date following district content guidelines |
| C&A Director and Program Specialist | • Monitor and support use of web-based gradebook programs<br>• Monitor and support use of Outlook e-mail<br>• Monitor and support use of TeleParent |
| Director, CIS | • Ensure that websites are available |
| Asst. Supt., Educational Services | • Evaluate annually guidelines for school websites, consult with principals, and change guidelines as needed |

**GOAL 3j.3** : Teacher communication and collaboration will be enhanced through the use of technology

Curriculum Link: LEA Plan Goals 1, 2, 5; Focus Areas: Student Needs, Staff Development, Technology.

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 3j.3.1 | By June 2013, all district-wide informational resources will be housed in a Share Point site with web-based access for all staff | Design and lunch site | Complete upload of all data | Fully implement use of site |

| Action Plan | | Timeline |
|---|---|---|
| a | Share Point site will be designed and built | 2011 |
| b | District data will be uploaded to Share Point site | 2012 |
| c | All teachers, administrators and support staff will be trained on how to access information on the Share Point site, and how to upload new information to the Share Point site | Training complete by 2012 then ongoing for new staff |

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Computer Information Services | • Monitor proper function of Share Point site<br>• Additions/modifications as needed |
| Site administrators | • Monitor new data/information added to the Share Point site from their campus |
| C&A Director and Program Specialist | • Monitor new data/information added to the site<br>• Collaborate with CIS on additions/modifications to the site |

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

Process (progress on the action steps of the plan) and product (progress toward student performance and teacher/student competencies) will be monitored by a number of teams that will collect data, report on the data, discuss implementation issues, and make recommendations for changes or updates to the Technology Plan. Primary oversight of communication structures (listed below) will be done by the Curriculum and Assessment Director.

- Curriculum and Assessment Director and Lead Project Specialist will be responsible for collecting student performance data and communicating findings to site administrators.
- Computer Information Services Director and Lead Computer Technician will be responsible for collecting data on computer use, progress on technology competencies,

and progress on equipment upgrades, and will report findings to school administration and Educational Services leadership.

- Curriculum and Assessment Director will communicate findings on all items listed in the first two bullets to the district Superintendent and leadership of all district departments in Cabinet meetings. Reports will happen three times annually within regular Cabinet meetings, and Cabinet members will have the opportunity to give feedback on the plan.

- Curriculum and Assessment Director will communicate findings on all items listed in the first two bullets to site administration leadership. Reports will happen three times annually within regular principal meetings, and site administrators will have the opportunity to give feedback on the plan.

- Curriculum and Assessment Director and Computer Information Services Director will communicate findings on all items listed in the first two bullets to the Instructional Technology Steering Committee. This committee will be primarily responsible for an annual assessment of the technology plan, which will include documented input from all groups listed above, and to make recommendations for annual adjustments.

## 4. Professional Development

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

In March 2007, an EdTechProfile Technology Assessment Profile report was run, showing responses from 17 administrators. Table 3 summarizes the results. In overall computer knowledge and skills, all respondents scored as experienced computer users (Intermediate or Proficient), with strengths in general skills, word processing, and email.

TABLE 3 : Administrator Computer Knowledge and Skills

EdTechProfile Technology Assessment Profile

| | Not applicable (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|
| Overall computer knowledge & skills | 0 | 0 | 9 | 8 |
| | | | | |
| General computer knowledge & skills | 0 | 0 | 5 | 12 |
| Internet skills | 0 | 0 | 5 | 12 |
| Email skills | 0 | 0 | 2 | 15 |
| Word processing skills | 0 | 0 | 1 | 15 |
| Presentation software skills | 0 | 1 | 3 | 12 |
| Spreadsheet software skills | 0 | 2 | 5 | 9 |
| Database software skills | 0 | 3 | 6 | 7 |

Results from a March 2007 EdTechProfile Technology Assessment Profile report are shown in Table 4. The results include 315 teachers, 66% of the district total. Of respondents, 67% are experienced computer users, scoring Intermediate or Proficient in overall computer knowledge and skills. Strengths are word processing (86% Intermediate or Proficient), general computer skills (78%), and email (75%). Weaknesses include skills in presentations (43% beginning or non-users), spreadsheets (55%), and databases (62%).

| TABLE 4 : Classroom Teacher Computer Knowledge and Skills | | | | |
|---|---|---|---|---|
| EdTechProfile Technology Assessment Profile | | | | |
| | Not applicable (Non-User) | Beginning | Intermediate | Proficient |
| Overall computer knowledge & skills | 0% | 33% | 49% | 18% |
| | | | | |
| General computer knowledge & skills | 2% | 21% | 50% | 28% |
| Internet skills | 2% | 27% | 50% | 20% |

| | Not applicable (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|
| Email skills | 1% | 24% | 41% | 34% |
| Word processing skills | 0% | 13% | 36% | 50% |
| Presentation software skills | 17% | 26% | 33% | 25% |
| Spreadsheet software skills | 14% | 41% | 30% | 16% |
| Database software skills | 26% | 36% | 27% | 11% |

Tables 5 and 6 show the results of the two sections of the Technology Assessment Profile which deal with skills in integrating technology into the curriculum. In these areas, in order to score Proficient and sometimes Intermediate, teachers must not only meet each standard themselves, but must know how to teach students how to do similar things, and must report that their students have learned these skills. On Standard 9 questions, 6% of teachers scored as Proficient, with strengths being record management/communication (33% Proficient) and online collaboration (32%) and weaknesses being evaluation and selection of educational software (63% beginning or non-users) and use and evaluation of electronic research tools (70%). On Standard 16 questions, 4% of teachers scored as Proficient, with strengths being use of technology resources in curriculum-aligned lessons (64% Intermediate or Proficient), use of data to assess and communicate student learning (43%), and communication using a variety of electronic media (42%), and weaknesses being use of computer-based collaborative tools (24% non-users) and evaluation, monitoring, and adjustment of technology enhanced lessons (26%).

TABLE 5: Standard 9, Using Technology in the Classroom
9a, 9f, 9g concern knowledge and use of resources in lessons
9d and 9e concern communication
9h and 9i concern information literacy skills
9f and 9i concern policy and law
In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

| | | Not applic. (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|---|
| Standard 9 Overall | | 4% | 51% | 39% | 6% |
| | | | | | |
| 9a | Use of technology appropriate to lesson content and student abilities/skills | 4% | 45% | 39% | 13% |
| 9b | Knowledge of research & best practices in technology in education | 8% | 51% | 32% | 8% |
| 9d | Record management; communication through printed- or multi-media | 2% | 26% | 39% | 33% |
| 9e | Online collaboration | 2% | 40% | 26% | 32% |

| | | Not applic. (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|---|
| 9f | Knowledge, selection and use of tech resources according to district policies to meet individual student needs | 14% | 40% | 41% | 6% |
| 9g | Evaluation and selection of educational software | 14% | 49% | 33% | 4% |
| 9h | Use and evaluation of electronic research tools | 24% | 46% | 22% | 8% |
| 9i | Knowledge of law, policy, and safety issues | 14% | 45% | 28% | 13% |

TABLE 6, Standard 16: Using Technology to Support Student Learning
16a and 16b concern communication using technology
16d and 16e concern student information literacy skills
16f and 16g concern assessment
In order to be "Proficient" in each sub-standard, teachers must have taught students how to accomplish each skill.

| | | Not applic. (Non-User) | Beginning | Intermediate | Proficient |
|---|---|---|---|---|---|
| Standard 16 Overall | | 10% | 56% | 30% | 4% |
| | | | | | |
| 16a | Communication using a variety of electronic media | 11% | 47% | 37% | 5% |
| 16b | Use of computer-based collaborative tools | 24% | 54% | 17% | 5% |
| 16c | Use of technology resources in curriculum-aligned lessons | 1% | 35% | 54% | 10% |
| 16d | Development of student information literacy & problem-solving skills for lifelong learning | 17% | 50% | 25% | 9% |
| 16e | Creation of technology-enhanced lessons for students to plan, locate, evaluate, select and use information for problem-solving; creation of effective learning environments; evaluation of technology use and quality of student products | 16% | 46% | 33% | 5% |
| 16f | Use of data to assess and communicate student learning | 19% | 38% | 23% | 20% |
| 16g | Evaluation, monitoring, and adjustment of technology-enhanced lessons | 26% | 42% | 27% | 5% |

The following chart shows teacher proficiency in the components of information literacy. At most 13% of teachers score Proficient in any one area, meaning that they both know these skills and have taught their students similar skills. This is an issue to be addressed by professional development in as much as information literacy is one of the goals of this plan.

| | | Not applic. (Non-User) | Beginning | Interme-diate | Proficient |
|---|---|---|---|---|---|
| 9h | Use and evaluation of electronic research tools | 24% | 46% | 22% | 8% |
| 9i | Knowledge of law, policy, and safety issues | 14% | 45% | 28% | 13% |
| 16d | Development of student information literacy & problem-solving skills for lifelong learning | 17% | 50% | 25% | 9% |
| 16e(1) | Creation of opportunities to engage students in planning, locating, evaluating, selecting and using technology resources for problem-solving | 18% | 48% | 25% | 9% |

Out of 258 teachers responding to Staff Development Needs section of the Technology Assessment Profile, 26% said they need opportunities to participate in educational technology staff development focused on basic computer/technology skills; 82% said they need opportunities for training on integrating technology into the curriculum. Among administrators, two said they needed basic computer/ technology skills training; 15 said they needed technology integration training. These figures are borne out by the preceding charts, and will be addressed in professional development opportunities offered by the district.
As expressed on the TAP, teacher preferences for technology training at their schools were one-on-one informal training (21% of respondents), small group training (84%), and online web-based training (24%). Preferences for when technology training should be offered were during the school day (74%), after school (26%), in the evening (4%), on weekends (5%), and off-track or during the summer (31%). Administrator preferences for training format were one-on-one informal (5), small group (14), and online (7).

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

District-level training has been provided on StandardsScore, Riverdeep Rosetta Stone, textbook technology, Renaissance Place, Data Director, ABI, OdysseyWare, Voyager Passport and V-Math, and SEIS. Sites have offered training on LCD projectors, document cameras, interactive boards, utilizing data to drive instruction, and uses of productivity software such as Power Point

and Inspiration. Classified staff have received training on Aeries (office staff), Outlook, office applications (office and instructional staff), and advanced technologies (CIS staff). Several site administrators are in the process of completing the three modules of AB430 training.

BUSD recognizes the need for increased support in the areas of curriculum and instruction if technology is to become fully integrated, especially as recent textbook adoptions require extensive use of technology. Both district-level leadership and site-based support are required. Currently some schools have a Site Technology Coordinator, either certificated or classified. Duties, hours, and compensation vary widely by site decision, ranging from no compensation through a small stipend with work done in spare time to .6 FTE. Instructional technology at the sites is supported by a full-time Project Specialist and three part time support staff in Educational Services. Additionally, CIS offers support through three full-time general technicians and two full-time network technicians. Some support is also done directly by the Directors of Curriculum and Assessment and Computer Information Services.

**GOAL 4b.1:** All staff will have the opportunity to participate in sustained, ongoing professional development in the use of technology to support teaching and learning.

Curriculum Link: LEA Plan Goal 3; Focus Areas: Staffing, Staff Development

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 4b.1.1 | 85% of teachers will score Intermediate or Proficient in Computer Knowledge and Skills on the Technology Assessment Profile. | 75% | 80% | 85% |
| 4b.1.2 | 50% of teachers will score Intermediate or Proficient on Standard 16, Using Technology to Support Student Learning, on the Technology Assessment Profile. | 40% | 45% | 50% |

| Action Plan | | Timeline |
|---|---|---|
| a | All schools will have at least one Site Technology Coordinator; district and schools will investigate ways to support this position, such as release time, stipends, hourly pay, technology tools, and training. | By 2013 at all schools |
| b | Staff Development Dept. and school administrators and Leadership Teams will examine Technology Assessment Profile results, expressed teacher needs, and assessment data in order to determine site and district training offerings. | May of each year |
| c | Develop and publish an online Staff Development calendar that is updated before each major staff development event | Fall, Winter, Spring each year |

| | | |
|---|---|---|
| d | A district priority will be training all affected teachers on using the technology components of each new textbook adoption, including shifts in instructional styles required by this new technology. Initial training will be in the summer, provided by the publisher. Follow-up training by BUSD staff with sharing of implementation ideas between teachers will continue on compact days. | New adoption implementation schedule: E/LA 11-12, Social Studies, 12-13 |
| e | All administrators and teachers will receive ongoing training on the district data management/assessment system (Data Director), including types of data and reports available, collaboration strategies , development of local common assessments, and use of data to drive instruction according to the new district standard data analysis protocol. Principals will receive information/training at Principals' Meetings and will provide training for teachers at staff and grade level meetings. | Annually as needed |
| f | Sites will continue to provide training (both how to operate and how to apply to educational uses) in specific technologies available at each school, such as LCD projectors, interactive whiteboards, tablets, document cameras, sound systems, streaming video, interactive response systems, Inspiration, online file storage, classroom voice amplification systems, and curriculum-related software (such as Riverdeep and Renaissance Learning programs). | As new technol-ogies are pur-chased; for new teachers as they are hired |
| g | Basic technology skills, including basic troubleshooting, will be worked into training provided on other subjects. | On as-needed basis; unique content for each program |
| h | Administrators and teachers will be informed and will receive training on the new Technology and Information Literacy Skills Key Standards, including expectations for students, suggestions for teaching students technology skills, information on how the Standards relate to software already in use, and evaluation methods/measures. Staff will develop a common vocabulary, and as necessary will be given training to increase their own information literacy skills. The new Standards will be tied into all other technology training as much as possible. | All training complete by 2013 |
| i | Training will be provided as needed in personal productivity skills, Office applications for the classroom, the Curriculum Support Program, SEIS, new phone systems, and any new instructional or assessment software (including virtual experiences) acquired or recommended by the schools or the district. | As per staff development calendar, as needed |
| j | Site teachers will be supported and trained, as needed, in the use of district web-based gradebook software (StandardsScore K-8, ABI Gradebook, 9-12) | Ongoing and with new hires |
| k | New administrators will take AB430 training as needed. Continuing training for all principals will be provided in short sessions as needed during district Principals' Meetings. | Ongoing, complete by 2011 |
| l | Computer Information Services Dept. will provide one-on-one basic training on district systems and protocols as needed to new administrators and office staff. | As needed for new hires |

| | | |
|---|---|---|
| m | Office staff will be provided training on administrative programs. "How-to" instructions will be developed and sent out as needed. | As needed |
| n | Instructional support classified staff will have the opportunity to participate in technology training on Staff Development days. | Annually |
| o | Sites will offer training to parents/volunteers in such subjects as the use of Accelerated Reader and Internet safety issues. Some of this information/training will be offered during Literacy Nights. | Ongoing as needed |
| p | Provide training via recorded lessons delivered through broadcast carts | Beginning 2010 |
| q | BUSD will provide flexible training options, such as before/after school, district and site staff development days, short workshops initiated by teachers with an expertise in a particular use of technology, Saturdays, summer, modeling and demonstrations, small group, one-on-one, just-in-time, and sub release. | Ongoing |
| r | The district will provide stipends/compensation/incentives to staff who attend training, such as release time/sub coverage, hourly stipend, certificate of completion, or professional growth hours, depending on the situation. | Ongoing |

### 4c. Monitoring Process for Professional Development Component

The Program Specialist, Staff Development, in collaboration with the Senior Director, Curriculum and Assessment, is in overall charge of coordinating the Bonita Unified School District technology-related professional development program.

| Person Responsible | Monitoring, Evaluation, and Program Modification Process |
|---|---|
| Teachers | • Take the Technology Assessment Profile by June, annually (used to determine technology skills and needs for training)<br>• Fill out a survey on needs/requests for technology professional development<br>• Fill out evaluation forms after training sessions |
| Site administrators | • Fill out the Technology Assessment Profile by June<br>• Analyze results of TAP, teacher surveys, student assessment data; develop site training schedule for the year (with site Leadership Teams)<br>• Informally observe/look for specific uses of technology after teachers have attended training |
| Staff Development Coordinator | • Develop training plan<br>• Collect/maintain agendas, sign-ins, and participant evaluations after training sessions<br>• Analyze evaluations; decide on training modifications as needed |

| | |
|---|---|
| Site Tech Coordinators | • Collect anecdotal evidence of teacher use of technology; pass on observations to the ITSC |
| ITSC | • Evaluate TAP reports, training evaluations in order to prioritize training needs<br>• Evaluate overall district plan for providing technology integration support to schools/teachers |
| Director, Curriculum and Assessment | • Organize and oversee Technology Assessment Profile annually (Feb./March)<br>• Analyze results of TAP, teacher surveys, State Technology Survey, student assessment data; develop district training schedule for the year<br>• Work with trainers to develop Training Plans<br>• Develop and disseminate district-wide Professional Development schedule<br>• Monitor sign-ups for courses; maintain professional development records<br>• Analyze participant evaluations; share out responses and decide on training modifications as needed<br>• Evaluate work of district technology-integration support TOSAs and continued need for the program<br>• Analyze success/appropriateness of training offered, share information with principals, and consider improvements for following year (at end of year) |

## 5. Infrastructure, Hardware, Technical Support, and Software

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

**Hardware:**

The goals and activities of the Curriculum and Professional Development Components of this Technology Plan require the following technology hardware and infrastructure if they are to be implemented.

• Up-to-date computers for student and teacher use: a district-wide ratio of 7:1 students per instructional computer 48 months old or newer by June 2013

• A dedicated teacher workstation in each classroom

• The district recommends that each school have a shared computer lab (fixed or mobile) for approximately every 500 students

• Each school will establish one classroom per year that will be used to pilot more cutting-edge technology

• Sufficient printing capacity for staff and students

• A mounted LCD or DLP projector in each classroom by June 2013

• TWAIN-compliant scanners for assessment/data management system

• Other presentation devices for teachers (such as interactive whiteboards, tablets, document cameras)—need and purchases determined by sites

• Classroom interactive response —need and purchases determined by sites

• Classroom voice amplification—need and purchases determined by sites

• Analog and digital recording equipment for the development of staff and student presentations and projects (broadcast carts)

• Adaptive technologies as needed

• Reliable, safe Internet service of sufficient bandwidth

• Site-based and centralized district servers to support networked file storage for staff and students

• Up-to-date phone systems (all VoIP by June 2011), including voicemail

**Computers :**

**Need:** District-wide ratio of 7:1, students to up-to-date computers, by June 2013

**Have:** The following chart shows per-school ratios of students to instructional computers and students to "up-to-date" computers (those 48 months old or less) in March 2010, as per 2009 CBEDS and in house technology survey. It also shows the number and type of computer labs in each school by March 2010.

| School | Student Enrollment | Total Computers | Student: Comp. Ratio | Up-to-date Comp. <4 yrs | Student: up-to-date Comp. Ratio | # in libraries | # of labs (by 9/07) |
|---|---|---|---|---|---|---|---|
| Allen Avenue | 424 | 90 | 4.7 | 70 | 6.0 | 3 | 1 open |
| Ekstrand | 458 | 177 | 2.5 | 95 | 4.8 | 5 | 1 open |
| Gladstone | 506 | 199 | 2.5 | 75 | 6.7 | 7 | 1 open |
| Grace Miller | 440 | 175 | 2.5 | 75 | 5.8 | 3 | 1 open |
| La Verne Hgts | 464 | 102 | 4.5 | 73 | 6.3 | 4 | 1 open |
| Oak Mesa | 519 | 233 | 2.2 | 95 | 5.4 | 3 | 1 open, 1 class |
| Roynon | 727 | 111 | 6.5 | 76 | 9.5 | 3 | 2 open |
| Shull | 542 | 132 | 4.1 | 65 | 8.3 | 2 | 1 open + 1 laptop cart |
| Elem. Totals | 4080 | 1219 | 3.6 | 624 | 6.6 | 30 | |
| Lone Hill MS | 904 | 256 | 3.5 | 121 | 7.4 | 7 | 2 open |
| Ramona MS | 1396 | 289 | 4.8 | 150 | 9.3 | 24 | 2 open + laptop cart |
| MS Totals | 2300 | 545 | 4.1 | 223 | 8.3 | 31 | |
| Bonita HS | 1984 | 419 | 4.7 | 145 | 13.6 | 32 | 2 open, 3 class |
| San Dimas HS | 1328 | 437 | 3.0 | 123 | 10.7 | 37 | 1 open, 4 class + 1 mobile |
| Chaparral HS | 104 | 145 | 0.7 | 45 | 2.3 | --- | 1 open, 1 class, 1 cart of 17 |
| HS Totals | 3416 | 1001 | 2.8 | 313 | 8.8 | 69 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Vista (Alt.) | 44 | 15 | 2.9 | 3 | 14.6 | --- | 0 |
| K-12 Totals | 9840 | 2780 | 3.3 | 1163 | 9.5 | 130 | |

The following chart shows the age and type of computers at each school as determined by the 2010 in house technology survey.

| School | # of comp | <1 yr old | >1 and <2 | >2 and <3 | >3 and <4 | >4 years | To be added in 10/11 | To be retired in 10/11 |
|---|---|---|---|---|---|---|---|---|
| Allen Avenue | 90 | 0 | 0 | 6 | 2 | 8 | 15 | 8 |
| Ekstrand | 177 | 8 | 18 | 6 | 1 | 35 | 10 | 35 |
| Gladstone | 199 | 0 | 3 | 25 | 37 | 27 | 20 | 27 |
| Grace Miller | 175 | 1 | 25 | 7 | 0 | 36 | 10 | 36 |
| La Verne Hgts | 102 | 0 | 0 | 20 | 36 | 6 | 10 | 6 |
| Oak Mesa | 233 | 0 | 44 | 2 | 8 | 48 | 20 | 48 |
| Roynon | 111 | 11 | 0 | 27 | 2 | 8 | 20 | 8 |
| Shull | 132 | 0 | 1 | 11 | 22 | 12 | 25 | 12 |
| Elem. Total | 1219 | 20 | 91 | 104 | 108 | 180 | 110 | 180 |
| Lone Hill MS | 256 | 3 | 28 | 31 | 3 | 74 | 35 | 74 |
| Ramona MS | 289 | 7 | 59 | 6 | 7 | 20 | 50 | 20 |
| Middle S Total | 545 | 10 | 87 | 37 | 10 | 94 | 85 | 94 |
| Bonita HS | 419 | 18 | 31 | 41 | 100 | 10 | 75 | 10 |
| San Dimas HS | 437 | 17 | 0 | 54 | 40 | 70 | 50 | 70 |
| Chaparral HS | 145 | 21 | 7 | 10 | 0 | 28 | 10 | 28 |
| HS / Alt Total | 1001 | 56 | 38 | 105 | 140 | 108 | 135 | 108 |
| Vista (Alt.) | 15 | 3 | 0 | 3 | 0 | 0 | 5 | 0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| District Total | 2780 | 89 | 216 | 249 | 258 | 382 | 350 | 382 |

**To be Acquired**: The following chart shows the numbers of new computers that will need to be purchased in order to meet the district objectives in reducing the student to up-to-date computer ratio. "Carryover number of computers" in 10/11 includes all computers currently less than four years old and computers planned for purchase in spring 2010.

| | 10/11 | 11/12 | 12/13 |
|---|---|---|---|
| Carryover number of computers | 1405 | 1113 | 1245 |
| Less computers becoming >48 mos. | 642 | 218 | 211 |
| New computers to be purchased | 350 | 350 | 350 |
| Total of up-to-date computers | 1113 | 1245 | 1384 |
| Projected Enrollment | 9638 | 9630 | 9630 |
| Student : up-to-date computer ratio | 8.7 | 7.7 | 7.0 |

**Need** : A dedicated up-to-date (less than 2 years old) teacher workstation in each classroom

**Have** : All classrooms have a dedicated work station, but not all are up-to-date

**To be Acquired:** Upgrades will be needed; need will be determined annually, per a planned replacement cycle at each school site. (Potential purchases are included as part of the student : computer ratio purchases described above).

**Need** : A computer lab (fixed or mobile) for every 500 students per school, for shared use

**Have** : See chart at the top of the previous page. By August 2012, all schools will have the recommended number of shared labs.

**To be Acquired** (district recommendation): The comprehensive high school will consider acquiring two fixed or mobile labs. Other schools will maintain their labs and purchase replacement computers as needed.

**Printers:**

**Need:** A networked laser printer in every classroom for student and teacher use, including printing out answer documents for the new assessment/data management system, by June 2013

**Have:** Currently, all classrooms have a printer, either ink jet or laser. Approximately 80% of classrooms have a networked laser printer.

**To be Acquired:** Black and white laser printers need to be purchased for 20% of classrooms. 453 classrooms x .2 = 90 printers. Assuming that 5 older printers a year will need to be replaced (15 total), 105 printers will need to be purchased over the next three years to meet the stated need.

Schools will develop policies and procedures to ensure that adequate supplies of paper and toner are provided for teacher and student use of classroom printers.

**Projectors:**

**Need:** A mounted LCD or DLP projector with sound in each classroom by June 2013

**Have:** The following chart shows numbers of classrooms in each school, numbers of projectors currently owned or to be acquired by spring 2013, and numbers of projectors that need to be purchased in order to have one projector in each classroom. Ceiling mounts are installed during modernization; so far, only Oak Mesa and Ed Jones centers are the only two sites still under modernization

| School | # of classrooms (including libraries) | LCD/DLP Projectors owned (by 3/10) | # of projectors to purchase to have one per classroom |
|---|---|---|---|
| Allen Avenue | 27 | 9 | 18 |
| Ekstrand | 24 | 6 | 18 |
| Gladstone | 28 | 22 | 6 |
| Grace Miller | 23 | 20 | 3 |
| La Verne Hgts | 22 | 19 | 3 |
| Oak Mesa | 23 | 22 | 1 |
| Roynon | 35 | 11 | 24 |
| Shull | 28 | 21 | 7 |
| Lone Hill MS | 40 | 34 | 6 |
| Ramona MS | 47 | 44 | 3 |
| Bonita HS | 70 | 43 | 27 |
| San Dimas HS | 68 | 63 | 5 |
| Chaparral HS | 15 | 5 | 10 |
| Vista (Alt.) | 3 | 0 | 3 |
| Totals | 453 | 319 | 134 |

**To be Acquired** : It is estimated that 10% of existing projectors (32 total) will need to be replaced over the course of this Plan. Therefore, 166 projectors will need to be purchased in the next three years. For mounting, see the district modernization schedule, under Physical Plant, below. Choice and purchase of sound options will be a site decision.

Technology Pilot Classrooms:

**Need** : The district recommends that each school equip at least one technology pilot classroom per year with new cutting-edge technology hardware or software.

**Have:** Multiple classrooms (but not at all sites) are currently operating as pilot classrooms

**To be Acquired** : The district will support all sites and individual teachers with the pilot of cutting-edge technologies in the classrooms

Scanners:

**Need** : TWAIN-compliant plain-paper scanners with document feeders for use with Data Director. By September 2013, at least one per school for centralized scanning; ultimate goal is one per department at the middle and high schools and one per grade 3-5 classroom at the elementary schools.

**Have:** At least one per school for centralized use, and two for centralized/department use at San Dimas High and Lone Hill Middle.

**To be Acquired** : The district will develop a replacement cycle for centralized use scanners and computers for use with Data Director. Sites will be encouraged to purchase additional scanners for department/grade level use.

Other Equipment:

School sites will determine need and purchases for presentation devices (interactive whiteboards, tablets, and document cameras), classroom interactive response systems, classroom voice amplification systems, and analog and digital recording equipment. Equipment currently owned varies widely by site.

Policies and procedures:

BUSD Computer Information Services (CIS) has standardized on Dell systems. Minimum standards for computers and printers are reviewed regularly and updated as needed to reflect new Dell models or improved versions of operating systems. If schools wish to deviate from the standard, they must document in their site technology plans why the nonstandard equipment is needed. All deviations must work within the network environment. Computers and printers are purchased with three-year warranties but can extend to a five-year warranty.

**Hardware :**

Minimum standards for computers and printers as of February 2010:

Dell Optiplex 780

Windows 7 Professional

Office 2003/2007

Intel Duo Core

2 GB RAM

USB multimedia keyboard

19” Flat panel monitor

Intel integrated video card

250 GB hard drive

USB optical mouse

Integrated Intel Gigabit Nic

16x DVD+/-/RW

Integrated sound card

Teacher computers have an additional video card to accommodate dual monitors.

The Dell Latitude line is chosen for laptops. Dell black and white and color laser printers are the standard.

Schools are encouraged to purchase according to the above specifications for student workstations, but the following is also acceptable.

Dell Optiplex 780

Windows 7 Professional

Office 2003/2007

Pentium D processor

1 GB RAM

USB keyboard

17” flat panel

Integrated video card

160 GB hard drive

USB optical mouse

Integrated Intel Gigabit Nic

8x DVD+/-/RW

Integrated sound card

Each school will develop a site technology plan that is integrated into the Site Single Plan for Student Achievement, updated annually. The Director of Curriculum and Assessment reviews site plans and provides feedback.

**Physical Plant:**

The district is in the midst of a modernization program.

All sites have been completed with the exception of Oak Mesa and Ed Jones Center which are in the midst of their construction.

Standard modernization in classrooms includes electrical upgrades, raceway for electrical and data lines that runs down the wall and around the room, and a ceiling mount for a projector. Six data drops per classroom that accommodate teacher computer, phone, 2 student computers, printer and wireless access point. Wireless is also available for all classrooms so that more than two student computers can add to the network. Also a clock/speaker system is added as well.

**Physical Plant:**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.28 | Modernization will proceed as per schedule. Oak Mesa and Ed Jones Center are the last two to be completed | Complete Oak Mesa and Ed Jones Center | Projects Complete | Projects Complete |

**5d. Monitoring Process**

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|

| | | |
|---|---|---|
| Purchase of classroom, lab, and library equipment carried out; inventory kept up to date; numbers and placement of computers reported on State Technology Survey | Site principals (with input from teachers) | Purchase and inventory throughout the year; State Technology Survey in March |
| Software/online services investigated, piloted, decided upon, purchased, implemented | Senior Director, Curriculum & Assessment; Senior Director, Special Education; Program Specialist Curr & Assessment, Asst. Supt., Human Resources Development; Principals; Teacher Focus Groups | Purchase throughout the year; ordering by July of each year |
| Network and telecommunications upgrades planned and carried out | Director, CIS | Ongoing |
| Modernization carried out | Director, Facilities | As per plan |
| Technical support performance monitored for consistent and timely response; additional support staff hired as necessary | Director, CIS Lead Technician | Ongoing; staff hired as equipment inventory increases |

**E**

**Existing Internet Access: Telecommunications and Networking Infrastructure:**

**District Data Network:**

**Need**: Reliable, safe Internet service of sufficient bandwidth. Site-based servers to support networked file storage for staff and students

**Have**: The district network includes eight elementary schools, two middle schools, two comprehensive high schools, and the Ed Jones Center/District Office.

| Description of Data Network | | |
|---|---|---|
| | Current | To be Acquired |
| Speed of connection of District Office to Internet provider | 2 bonded T-1s = 30 Mpbs Fiber = 100 mbps | Increase as needed as funding allows |
| Physical and virtual locations on the district network | District Office is the central location. 12 WAN connections to schools. 9 VLANs per site. | New hardware as modernization progresses |

| | | |
|---|---|---|
| Type and speed of connection(s) of schools to each other and/or to District Office | 12 schools: T-1, 1.5 Mbps 2 sites (BHS &SDHS) Verizon Transparent LAN Service (TLS) 100 mps DO/Star Center: 1GB | None |
| Type and speed of backbone within sites; speed of connection at the desktop | 1 Gb fiber backbone 100 Mbps desktop fast Ethernet | None |
| Number of network drops per room; Internet connections. | 4 – 6 drops per room. All rooms and libraries connected to the Internet. | Upgrade to 6 drops per room as buildings are modernized. |
| Description of wireless equipment, access, coverage if available | Cisco 1231 G 54 Mb 802.11g Available in all administrative offices. Classroom access to wireless networking as follows: Allen: 100% Ekstrand: 100% Glad: 100% Grace Mil: 100% LV Ht: 100% Oak Mesa:100% Roy: 100% Shull: 100% LH: 100% Ramona: 100% SDHS: 100% BHS: 100% ED JONES: 100% | Ed Jones Center is 100 % wireless in their temporary housing as of Feb 2010 and will be 100% wireless when they move back to their permanent classrooms. |
| Servers (central and at sites) & services they perform eligible | 9 domain controllers, 43 application servers, 20 file servers. All sites have a separate Library server. GL, LVHTS, OM, SH, RMS, LHMS, BHS, SDHS, ED JONES have file servers that can provide storage for student and teacher files. | Continual upgrades as systems age beyond support contracts. New server may be needed for new assessment/data management system. Elementary sites determine purchase of file servers for student and teacher file storage; it is estimated that one school a year may choose to add this capability. |

**Phone Systems:**

**Need:** Up-to-date phone systems (VoIP at all schools by June 2011), including voicemail

**Have:** Cisco AVVID IP base phone system. Voicemail. Cellular phones are provided for selected personnel.

**To Do**: Upgrades to current classroom phones according to modernization schedule.

**Telecommunications and Networking Infrastructure:**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.21 | All schools will have Transparent LAN Service (TLS) 100 or 10 Mbps connections to the district network. | 3 at 100 Mbps, 3 at 10 Mbps (add 3) | 3 at 100 Mbps, 6 at 10 Mbps (add 3) | 3 at 100 Mbps, 9 at 10 Mbps (add 3) |
| 5.22 | District will upgrade District Office to 100mb fiber connection to the Internet provider. | Upgrade | Complete | Complete |
| 5.23 | Network hardware upgrades are completed as schools go through modernization. | Upgrade 2 schools | All upgraded | All upgraded |
| 5.24 | Classrooms are upgraded to 6 network drops as schools go through modernization | Complete Oak Mesa and Ed Jones Center | 100% | 100% |
| 5.25 | Schools will receive wireless network coverage in all classrooms as they complete modernization. | Complete Oak Mesa and Ed Jones Center | 100% | 100% |
| 5.26 | Network servers (including centralized file servers for schools to hold student and staff files) will be purchased as needed. | Install centralized file server | Estimated 1 file server added | Estimated 1 file server to added |
| 5.27 | The district will upgrade classroom phones to VoIP during modernization. (Others already have VoIP phone systems) | Ed Jones Center | 100% | 100% |

**Existing Electronic Learning Resources: Electronic Learning Resources:**

**Need:** The goals and activities of the Curriculum and Professional Development Components of this Technology Plan require the following electronic learning resources if they are to be completely implemented.

**Have** : The district already owns or uses many of the resources listed. Please see Section 3b for a more detailed description of software currently being used in the district.

**To be Acquired** :

• Upgrade to Microsoft 2007/2010

• Upgrade to Windows 7

• Upgrade ESCAPE software to online version

• Upgrade Curriculum Support Program to SharePoint based version

• Purchase Camtasia software to develop digital training videos

**Electronic Learning Resources:**

**Please note that the following software/service purchase objectives or recommendations may be dependent on the acquisition of additional funding, including grants and state one-time moneys.**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.12 | By June of each year, district/sites will purchase upgrades and additional licenses for existing software and services as needed. | 100% | 100% | 100% |
| 5.13 | Teachers and students will have access to technology resources accompanying adopted text series. | New social studies materials | New science materials | New math materials |
| 5.14 | District will investigate and acquire subject-specific software and online resources (such as virtual simulations, manipulatives, field trips). | TBD (many are free) | TBD (many are free) | TBD (many are free) |
| 5.16 | Annually, district/sites will investigate and consider using an online writing practice and assessment program. | TBD | TBD | TBD |
| 5.17 | Students will have access to online courses. | Access for 10 students | Access for 10 students | Access for 10 students |
| 5.18 | District will, if desired, choose and acquire a professional development management/tracking program. | Decision by July 2011 | Purchase by fall 2012 | ------ |
| 5.19 | District will choose and acquire a new data management system. | In place by Sept. 2011 | Implement | Implement |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process | Target Obj. # |
|---|---|---|---|---|
| a | At the end of each school year, examine current software and online services for needed upgrades or additional licenses. Make purchases as needed. | May/June of each year | Continuous evaluation process. Cur. & Assess., School sites track their own licenses; CIS keeps track of licenses CIS purchases. | 5.12 |

**Existing Technical Support: <u>Technical Support:</u>**

**Current**: The Computer Information Services (CIS) Department is responsible for providing hardware and software support throughout the district. CIS staff consists of the Director, a secretary, the Systems Analyst, the Network Administrator, a Network Support Technician, a Lead Computer Technician, and two Computer Technicians.

The Systems Analyst is responsible for supporting administrative staff on Aeries, for supporting site staff on using ABI, for overseeing the data integrity of CALPADS and for updating and maintaining database integrity for every school's Aeries database and the district database. The Network Administrator and Network Technician handle the district network, servers, switches, routers, wireless devices, infrastructure, user names, passwords, and phones.

On the Technology Assessment Profile, teachers were asked to indicate the typical response time when they report a technical problem (hardware, software, network connection); as reported in March 2007, their answers were as follows: two hours or less, 6%; more than two hours but by the end of the day, 9%; within two to five weekdays, 63%; more than a week but less than a month, 19%; a month or more, 3%.

When a staff member or student experiences a technical problem (computer, phone, network, or log-in), staff inform the site representative (usually someone in the office) of the problem, using email or a form developed by the site. The representative enters the work order into the district-wide Escape financial management program. The technicians have divided the sites amongst the three technicians so that each site is visited once per week and allowing themselves a day that there is not a dedicated site. This allows for each technician to evaluate their workload and visit busier sites if needed. Each day, the CIS secretary assigns all new work orders to the appropriate technician or network personnel based on type of work and site. Each morning, the technicians receive their new work orders for the day and proceed to the assigned site for the day. The Lead Technician oversees the complete of work orders so that they are completed in a timely manner. During the summer the technician team re-evaluates the work order process for any adjustments or site changes that need to be made. The Network Team receives work orders in the same manner but they visit sites as needed.

The technicians do the majority of equipment repairs in-house, including Dell warranty repairs. (Equipment is purchased from Dell with three or five year warranties.) Technicians are required to be certified on laptops, desktops, and printers; in addition, Technicians can be certified on

servers. The district maintains a stock of salvaged parts from old computers that have been declared obsolete; these can be used to fix out-of-warranty computers. If an item is not a Dell product and a technician cannot fix it, an outside source is contacted for repair.

Totals of work orders completed are: 6,429 in 2006-2007; 6,090 in 2007-2008; 4,821 in 2008-2009; and 3,221 as of March 2010.

As of March 2010, support personnel to equipment ratio is as follows: 5 FTE (Full Time Equivalent) support personnel (counting the Network Administrator, Network Technician, Lead Technician, two Computer Technicians) support 3900 items of equipment (networked and standalone computers and printers, servers, LCD projectors, routers, switches, and wireless access points), for a ratio of 780:1. Unfortunately due to budget constraint, in the 2010-2011 school years there will only be 4 FTE support personnel which will make the ratio 975:1.

Currently, support for integrating technology into the curriculum is provided at sites by Site Tech Coordinators (compensation, hours, and duties vary widely by site) and by the Curriculum and Assessment Program Specialist.

The district would like to lower the ratio of equipment to technical support personnel to approximately 780:1, which will require hiring an additional Computer Technicians by June 2013. The following chart shows the approximate numbers of items of equipment to be supported in each year, the number of support staff needed, and the resulting ratio.

| Year | # of computers | # of printers | # of projectors | # of network items | Total to be supported | # of techni-cal support staff | Items : support staff ratio |
|---|---|---|---|---|---|---|---|
| 10-11 | 3378 | 575 | 328 | 454 | 4735 | 4 | 1183:1 |
| 11-12 | 3602 | 590 | 354 | 469 | 5015 | 4 | 1253:1 |
| 12-13 | 3827 | 605 | 375 | 484 | 5291 | 5 | 1058:1 |

Increased technology integration support will, if funding allows, be provided by a full time district Curriculum and Assessment Program Specialist, two TOSAs to assist staff at the sites and provide professional development, and Site Technology Coordinators who will receive increased support/incentives.

**Technical Support:**

**Please note that the following technical support objectives or recommendations may be dependent on the acquisition of additional funding.**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 5.29 | The district will reduce the equipment to technical support personnel ratio to approximately 780:1. | 950:1 | 850:1 | 780:1 add additional Computer Technician |

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

**Hardware Needed:** Hardware needs integrated into section 5a

**Electronic Learning Resources Needed:** Electronic learning resource needs integrated into section 5a

**Networking and Telecommunications Infrastructure Needed:** Networking and telecommunications needs integrated into section 5a

**Physical Plant Modifications Needed:** Physical plant needs integrated into section 5a

**Technical Support Needed:** Technical support needs integrated into section 5a

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

**Hardware:**

**Benchmarks and timeline for obtaining the needed resources.**

**The following equipment-purchase objectives or recommendations are dependent on the acquisition of additional funding, including grants and state one-time moneys.**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.1 | By June 2013, the district-wide ratio of students to up-to-date (48 months old or less) computers will be 7:1 or better. | 8.7:1 Buy 350 computers | 7.7:1 Buy 350 computers | 7:1 Buy 350 computers |

| | | | | |
|---|---|---|---|---|
| 5.2 | In each year, each classroom will have a dedicated teacher computer. | 100% (inc. in 5.1 purchases) | 100% (inc. in 5.1 purchases) | 100% (inc. in 5.1 purchases) |
| 5.3 | Schools will have one shared-use computer lab per every 500 students. | All but 2 (add 2 labs if BHS & SDHS choose) | All | All |
| 5.4 | By June 2013, all classrooms will have a networked black and white laser printer. | 87% of rooms Buy 30 | 93% of rooms Buy 30 | 100% Buy 30 |
| 5.5 | By June 2013, each classroom will have a mounted LCD or DLP projector, with sound. | 82% of rooms Buy 55 projectors (mounting as per modernization schedule) | 91% of rooms Buy 55 projectors (mounting as per modernization schedule) | 100% Buy 55 projectors (mounting as per modernization schedule) |
| 5.6 | As per site choice, schools will equip at least one technology pilot classroom. | 2 schools (add 1) | 3 schools (add 1) | 4 schools (add 1) |
| 5.7 | Schools will have sufficient scanners for use with the new assessment/data management system. | Buy 29 | Buy 28 | Buy 28 |
| 5.8 | Sites will determine needs and purchase other presentation devices for teachers (interactive whiteboards, tablets, document cameras). | TBD | TBD | TBD |
| 5.9 | Sites will determine needs and purchase classroom interactive response systems. | TBD | TBD | TBD |
| 5.10 | Sites will determine needs and purchase classroom voice amplification systems. | TBD | TBD | TBD |
| 5.11 | Sites will determine needs and purchase recording equipment (digital video, audio, still cameras). | TBD | TBD | TBD |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process | Target Obj. # |
|---|---|---|---|---|
| a | Priorities for purchase of equipment determined by Site Councils and school Leadership Teams. | At monthly meetings, ongoing | Principals supervise process, determine deployment of new equipment. | 5.1-5.11 |

| | | | | |
|---|---|---|---|---|
| b | Each school will develop a Site Technology Plan (standalone or part of Site Single Plan) aligned with the District Technology Plan. | Site plans developed by June 2011 | Director of CIS and/or Coordinator, Categorical and Special Programs will discuss at Principals' Meetings. Director, CIS will review for compatibility with district systems. | 5.1-5.11 |
| c | The District Technology Survey will be filled out for/by each school accurately reflecting the number, age, and locations of computers, within the required window. | Jan. – March, annually | Program Specialist will oversee survey. | 5.1, 5.3, 5.9 |

**Electronic Learning Resources:**

**Please note that the following software/service purchase objectives or recommendations may be dependent on the acquisition of additional funding, including grants and state one-time moneys.**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.12 | By June of each year, district/sites will purchase upgrades and additional licenses for existing software and services as needed. | 100% | 100% | 100% |
| 5.13 | Annually, district/sites will consider licensing online reference databases. | TBD | TBD | TBD |
| 5.14 | Teachers and students will have access to technology resources accompanying adopted text series in the core subject areas. | N/A | New E/LA materials | New Social Studies materials |
| 5.15 | District will investigate and acquire subject-specific software and online resources. | TBD | TBD | TBD |
| 5.16 | Annually, district/sites will investigate and consider using an online writing practice and assessment program. | TBD | TBD | TBD |
| 5.17 | Students will have access to online courses through OdysseyWare. | Access for 20 students | Access for 30 students | Access for 40 students |

**Action Plan:**

| | Implementation Plan, Data to be Collected, and/or Evaluation Instruments | Timeline or Schedule for Evaluation | Program Monitoring, Evaluation, and Modification Process | Target Obj. # |
|---|---|---|---|---|
| a | At the end of each school year, examine current software and online services for needed upgrades or additional licenses. Make purchases as needed. | May/June of each year | Continuous evaluation process. Cur. & Assess., school sites track their own licenses; CIS keeps track of licenses CIS purchases. | 5.12 |

**Telecommunications and Networking Infrastructure:**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.18 | All schools will have Transparent LAN Service (TLS) 100 or 10 Mbps connections to the district network. | 3 at 100 Mbps, 3 at 10 Mbps (add 3) | 3 at 100 Mbps, 6 at 10 Mbps (add 3) | 3 at 100 Mbps, 9 at 10 Mbps (add 3) |
| 5.19 | District will upgrade District Office to TLS 1 Gbps connection to the Internet provider. | Upgrade | Complete | Complete |
| 5.20 | Network hardware upgrades are completed as schools go through modernization. (Three have already been upgraded.) | Complete | Complete | Complete |
| 5.21 | Classrooms are upgraded to 6 network drops as schools go through modernization. | Complete | Complete | Complete |
| 5.22 | Schools will receive wireless network coverage in all classrooms as they complete modernization. | Complete | Complete | Complete |
| 5.23 | Network servers (including file servers for schools to hold student and staff files) will be purchased as needed. | TBD (estimate 1 file server added); may need file server for new assessment system | TBD (estimate 1 file server added) | TBD (estimate 1 file server added) |
| 5.24 | The district will upgrade classroom phones to VoIP during modernization. | All Sites Complete | All Sites Complete | All Sites Complete |

**Physical Plant:**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.25 | Modernization will proceed as per schedule. | All Sites Complete | All Sites Complete | All Sites Complete |

**Technical Support:**

**Please note that the following technical support objectives or recommendations may be dependent on the acquisition of additional funding.**

| | OBJECTIVES & BENCHMARKS: | 2011 | 2012 | 2013 |
|---|---|---|---|---|
| 5.26 | The district will reduce the equipment to technical support personnel ratio to approximately 550:1. | 617:1 Fill Network Support Technician position | 588:1 Add 1 Computer Technician Intern | 566:1 Add 1 Computer Technician Intern |

**5d. Monitoring Process**

| Monitoring Activity | Person Responsible | Schedule |
|---|---|---|
| Purchase of classroom, lab, and library equipment carried out; inventory kept up to date; numbers and placement of computers reported on State Technology Survey | Site principals (with input from teachers) | Purchase and inventory throughout the year; State Technology Survey in March |
| Software/online services investigated, piloted, decided upon, purchased, implemented | Senior Director, Curriculum & Assessment; Senior Director, Special Education; Asst. Supt., Human Resources Development; Principals | Purchase throughout the year; ordering by July of each year |
| Network and telecommunications upgrades planned and carried out | Director, CIS | Ongoing |
| Modernization carried out | Director, Facilities | As per plan |
| Technical support performance monitored for consistent and timely response; additional support staff hired as necessary | Director, CIS Lead Technician | Ongoing; staff hired as equipment inventory increases |

## 6. Funding and Budget

### 6a. Established and potential funding sources and cost savings.

All technology objectives will be obtained through current and potential funding resources at Bonita Unified School District and sites. These include, but are not limited to:

| District Level | Site Level |
|---|---|
| General Fund Categorical: Title I Title II D Title III Lottery Information Technology Budget Instructional Materials Fund Targeted Instructional Improvement One-time block grants One-time unrestricted program enhancement & facilities technology money SLIBG State construction funds Local G.O. bond Developer fees Facilities Budget: Community Facilities Districts Redevelopment Revenue Routine Restricted Maintenance Education Foundation Special Education Restricted E-Rate discounts and rebates Donations Community Based English Tutoring Perkins (high school only) ROP | GATE Title I Economic Impact Aid All other categorical funds SLIBG Visual & Performing Arts Instruction General Fund (Site budgets) PTA Local fund-raising efforts Donations Grants K-12 Ed Tech Voucher CAHSEE Intensive Instruction Instructional Materials/Library Block Grant Perkins (high school only) ROP |

Options for reducing costs include maintaining standards for hardware and software, hardware and software purchasing agreements, state contracts/master purchasing agreements, leasing, and coordination of network and telecommunications upgrades with the E-Rate cycle. CTAP Region 11 may provide professional development opportunities and consultant services. Hardware warranties will be extended when possible to cover potential technical support needs. Appropriate grant and partnership opportunities will be pursued as they become available.

**Potential Funding Sources:** Integrated into established funding sources section

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

| Item Description | Year 1 | Year 2 | Year 3 | Funding Source Including E-Rate |
|---|---|---|---|---|
| **1000-1999 Certificated Salaries** | | | | |
| Staff (subs, extra duty, incentives) | $7,000 | $7,000 | $7,000 | Prov Dev Block Grant |
| **2000-2999 Classified Salaries** | | | | |
| Site Technology Coordinators | $30,000 | $30,000 | $30,000 | Site budgets |
| Curriculum & Assessment Program Specialist | $70,000 | $70,000 | $70,000 | General funds |
| Technology support (CIS) salaries and benefits | $665,000 | $592,000 | $592,000 | General fund |
| Additional Computer Technician | $0 | $50,000 | $50,000 | General fund |
| **5000-5999 Other Services and Operating Expenses** | | | | |
| Aeries Student Information System | $12,000 | $12,000 | $12,000 | CIS Budget (General fund) |
| Data Director | $38,000 | $38,000 | $38,000 | General Fund |
| Escape Technology Financial Management System | $48,000 | $48,000 | $48,000 | General Fund |
| Laserfiche Document Imaging | $7,500 | $7,500 | $7,500 | General Fund |
| Standards Score | $14,000 | $14,000 | $14,000 | General Fund |
| SEIS IEP System | $41,000 | $41,000 | $41,000 | Special Ed Budget |
| Follett Library Automation | $6,000 | $6,000 | $6,000 | Site Budgets |
| Streaming Video Services | $2,000 | $2,000 | $2,000 | Site Budget |
| Odysseyware - Online Credit Recovery | $22,400 | $22,400 | $22,400 | General Fund |
| Renaissance Place | $29,000 | $29,000 | $29,000 | General Fund |
| Killer Tracks | $1,000 | $1,000 | $1,000 | Perkins |
| Online writing practice and assessment programs | $1,200 | $1,200 | $1,200 | Site budget |
| Other curriculum-oriented software and services | $50,000 | $50,000 | $50,000 | Site budget, General Fund |
| Training Costs (programs, outside vendors, speakers, conferences) | $10,000 | $10,000 | $10,000 | Prof Dev Block Grant, EETT |

| | | | | |
|---|---|---|---|---|
| Maintenance Contracts | $40,000 | $40,000 | $40,000 | CIS |
| Network Support | $20,000 | $20,000 | $20,000 | General Fund |
| Network Operating System | $17,000 | $17,000 | $17,000 | CIS |
| Telecommunication/WAN Services | $370,000 | $390,000 | $410,000 | General Fund, E-rate |
| Internet Access | $73,100 | $73,100 | $73,100 | General fund, E-rate |
| **6000-6999 Equipment** | | | | |
| Computers for teachers and students | $350,000 | $400,000 | $450,000 | Site budget, Gen Categorical, Site decision |
| Laser printer | $10,500 | $10,500 | $10,500 | Site Budget |
| Projectors | $60,000 | $60,000 | $6,000 | Site budgets |
| Equipment for pilot classroom | $75,000 | $75,000 | $75,000 | Site budget, General fund |
| Interactive whiteboards | $3,900 | $3,900 | $3,900 | Site budgets |
| Tablets | $1,000 | $1,000 | $1,000 | Site budges |
| Document cameras | $1,500 | $1,500 | $1,500 | Site budgets |
| Classroom voice amplification system | $12,000 | $12,000 | $12,000 | Site budgets |
| Recording equipment (digital cameras, video cameras, etc) | $1,500 | $1,500 | $1,500 | Site budgets |
| Supplies (bulbs, toner) | $85,000 | $90,000 | $95,000 | Site budges |
| Adaptive technologies (Special Ed) | $15,000 | $15,000 | $15,000 | Special Ed budget |
| Servers | $5,000 | $5,000 | $5,000 | Site budget |
| **Other** | | | | |
| Modernization Cost - Oak Mesa | $2,014,797 | $0 | $0 | Modernization Bond |
| Modernization Cost - Ed Jones Center | $3,537,671 | $0 | $0 | Modernization Bond |
| Microsoft Licenses - Office and Windows CAL | $12,500 | $12,500 | $12,500 | CIS Budget |
| Sophos Antivirus | $0 | $40,000 | $40,000 | General fund |
| Content filtering - Websense | $40,000 | $40,000 | $40,000 | General Fund |
| Firewall | $2,700 | $2,700 | $2,700 | General Fund |

| | | | | |
|---|---|---|---|---|
| Totals: | $7,802,268 | $2,341,800 | $2,362,800 | |

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

Currently, computers are in use until they no longer work. New equipment tends to be first placed in labs or assigned to teachers. Older computers then become classroom student workstations; if they cannot be networked, they are used as standalones. The Computer Information Services Dept. aims to purchase 50 new computers a year for offices; replaced computers are then repurposed to classrooms or other administrators.

Computers and printers that would cost more than $250 to repair are considered "non-repairable." Non-repairable and obsolete computers are disposed of according to Board policy. After the Board has approved removal, Maintenance will pick up the computers, which are then disposed of by an outside contractor.

Over the first two years of this Technology Plan, the district expects to purchase 700 instructional computers, which could be used to replace nearly all of the computers currently more than four years old, should schools choose to do so.

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

Technology procurement and inventory are done as follows: Schools send requests for quotes to CIS through the work order system. Requisitions are entered into the Escape financial system, which checks for funding availability. The principal approves requisitions. Escape routes requisitions to the proper person for approval. The Director of CIS reviews and approves all technology requisitions. The Coordinator, Categorical and Special Programs, the Senior Director, Curriculum and Assessment, or the Assistant Supt., Educational Services may provide approvals, depending on the funding source and amount of the requisition. Purchasing places the order.

Materials are delivered to the warehouse, where equipment is inventoried and asset-tagged. The district contracts with a third party company to perform an annual (June) inventory sweep at schools and district facilities; this data is then uploaded into the Escape asset management system. In addition, at some schools, teachers are required to annually report the serial numbers of all equipment located in their classrooms.

| Individual(s) Responsible | Responsibilities | Feedback Loop |
|---|---|---|
| School Site Councils | • Develop plans and budget for categorical expenditures | • Consult with stakeholders |

| | | |
|---|---|---|
| Site Administrators | • Develop and monitor site budgets<br>• Work with site-based planning teams to determine site technology needs and priorities, as shown in site Tech Plans<br>• Budget to meet those needs and priorities as appropriate<br>• Approve purchase requests<br>• Complete required surveys & reports | • Report progress and needs as assessed<br>•Submit recommended plan changes |
| Director of CIS | •Approve all Tech PO's (hardware and software) based on Tech Plan specifications | •Ask principals for justification if requisitions do not follow Tech Plans |
| Asst. Supt. of Ed. Services Directors & Coordinators | • Review for program compliance and for alignment to site and district plans | • Report to other stakeholders as appropriate |
| Asst. Supt., Business<br>Senior Director, Fiscal Services | •Perform budget check<br>•Prepare interim reports<br>•Review budget and expenses | • Send approval to Purchasing<br>• Send alerts to site principals |

## 7. Monitoring and Evaluation

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

Oversight of progress on all components of the Technology Plan will come through several communication structures, as listed below:

- A core planning team consisting of Computer Information Services Director, Lead Computer Technician, Network Technician, Curriculum and Assessment Director, and Curriculum and Assessment Lead Project Specialist will meet monthly to review progress on the plan and make adjustments and follow-up as needed.

- The Curriculum and Assessment Department will collect data on student performance at least monthly and share data with school site administrators in formal principal meetings and informally, school by school, as needed.

- The Curriculum and Assessment Department will regularly collect data on the components of the plan, both in terms of process (the planned steps of the plan) and product (the student and teacher technology competencies), and report and discuss this data with other district departments (during monthly Cabinet meetings) and school site administrators (during monthly principals meetings).

- The Assistant Superintendent of Educational Services will meet place updates and discussion on the district Technology plan on principals meetings no less than three times annually. Principals will report on site progress and have opportunity to provide input into adjustments of the plan.

- The Instructional Technology Steering Committee (ITSC) core planning group will meet at least five times each school year to plan work for the full ITSC and to evaluate progress on the Technology Plan

- The full ITSC will meet three times annually to work on technology related projects, report on progress in classrooms, brainstorm ideas, and to evaluate the progress on the Technology Plan.

The goal of the collaboration described above will be to review and assess progress on goals, identify barriers to success and possible solutions to overcome the barriers, consider if new needs have emerged that should be addressed with modified or new goals, and make changes to the Technology Plan as needed.

Technology Plan updates will be coordinated with E-rate cycles and EETT applications.

A budgetary analysis will be completed annually.

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

This information is described in the Monitoring, Evaluation, and Program Modification Process charts of each goal in Sections 3d-3j; in Section 4d, monitoring of the Professional Development Component; in Section 5d, monitoring of the Technology Component; and in the Action Plans (including timelines) of Section 5.

The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of Technology Plan implementation.

| Forum | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| District Technology Committee | | | X | | X | | | X | | | | |
| Technology Assessment Profile | | | | | | | | | | | X | X |
| California Standards Tests | | report | | | | | | | | | X | |
| Credit-deficiency rates of high school students | | | | | | | | X | | | | X |
| EdTechProfile Student Survey (begin 2011) | | | | | | | | | | | X | X |
| Access/usage records of data management system | | | | | | | | | | | | X |
| Access/usage records of online grading system | | | | | | | | | | | | X |
| Professional development records | | | | | | | | | | | | X |

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

The District Instructional Technology Steering Committee is in charge of monitoring and evaluating this Technology Plan. The Committee will consist of a representative from each site, including teachers, administrators, classified staff, Site Technology Coordinators, and personnel

from the District Office. It will meet at least three times a year. Leadership will be shared by two departments (Curriculum and Assessment and Computer Information Services) in the persons of the Senior Director, Curriculum and Assessment; the Program Specialist, Instructional Technology Support, the Director, Computer Information Services, the Lead Computer Technician, and the Network Technician. These leaders will get together to plan each agenda. The three meetings will be "hosted" in turn by each of the departments, which will present particular programs specific to them but of interest to all.

At its September meeting, the District Technology Committee will examine data that has been collected and compare results with the objectives and benchmarks of this Technology Plan. If the district is meeting objectives, no changes will be required. If not, the Committee will discuss barriers to success and to what extent the implementation of technology is responsible and to what extent it can help. The Committee will then update the Plan as required. In the second year of the Plan, stakeholder input (via surveys and discussions) will be sought as needs dictate. The Committee leaders will make an annual report of Technology Plan progress to the BUSD Management Team.

Plan updates will be coordinated with the CIS Department for ERate purposes. A supplemental budgetary analysis will be completed annually as needed.
The District Instructional Technology Steering Committee will also serve as a clearing house and source of ideas for new uses of technology that might be implemented to improve instruction.

Members of the committee will take field trips to see how technology works in other districts, industry, and institutions. Meetings will allow for sharing of ideas between school sites, demonstrations of interesting educational uses of technology, and input from all schools regarding district-wide technology decisions.

## 8. Collaborative Strategies with Adult Literacy Providers

The BUSD Adult Education evening and Saturday program provides classes for adults in English as a Second Language (no fee) and, for increasing technology literacy, Introduction to Computers, Microsoft Word, and Microsoft Excel (all fee-based). These classes are all held at Chaparral High School and use district technology.

The Technology Committee consulted with the administrators in charge of the Adult Education and CBET programs during the development of this Technology Plan, and will again consult with them when the Plan is evaluated and updated.

Adults may also take classes through Pomona ROP, or can be referred to nearby Mt. San Antonio College or Citrus Community College. ROP classes include auto, nursing, law enforcement, child care, video media, animation, cosmetology, computers 2+2, fabric, hospitality, photography, athletic trainer, sports, and journalism.

The La Verne Library houses a Literacy Center of the County of Los Angeles Public Library system, which provides free adult literacy services to improve reading and writing skills and may include self-help instruction on audiocassettes or videocassettes or computer-based training. Several BUSD schools offer parents and students Family Literacy Nights and/or access to computer labs one or two evenings a month. In addition, partnerships are currently under development with the Literacy Center at the University of La Verne and with the Youth and Family Action Committees of both La Verne and San Dimas.

## 9. Effective, Researched-Based Methods and Strategies

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

**Research and Models/Strategies Literature:**

**CEO Forum (2001).** The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century . http:// www.ceoforum.org/downloads/ report4.pdf.

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology transforms the learning environment so that it is student-centered, problem and project centered, collaborative, communicative, customized, and productive. Students must acquire 21st century skills in order to thrive in the new knowledgebase economy, including technological and information literacy, inventive thinking, effective communication and high productivity skills.
The Bonita Unified School District and each school maintain alignment of instruction with state content standards through long-range planning, "Must" Standards, and curriculum pacing guides. Software is chosen to align with state standards. Student achievement is monitored through standards-based common assessments. Through ongoing data collection and analysis, the district will continuously monitor its attainment of the goals and objectives of the Technology Plan, and will report results annually to the superintendent, the school board, and the public through the school board meetings. Throughout the plan, attention is paid to providing equitable access to all students in the community, including students in special populations. The district will implement a plan for staff training and instruction of students in information literacy.

**CEO Forum (2000).** The CEO Forum School Technology and Readiness Report. The Power of Digital Learning: Integrating Digital Content . http://www.ericit.org/fulltext/IR020402.pdf

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st Century skills. The power of digital learning is discussed, including the need for digital learning, reasons why digital content is essential, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.
Consistent with this research, in the development of this plan, BUSD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, the district has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of

technological resources; and determined a process for measurement and evaluation of the outcomes and modification of the plan accordingly.
Renaissance Learning (2002). How Scientific Research Supports the School Renaissance School Improvement Process . Renaissance Learning Educational Research Department. http://research.renlearn.com/research/pdfs/128.pdf

This summary of 110 research reports demonstrates that Reading Renaissance and Math Renaissance are research-based programs according to the NCLB definition: grounded in theory, demonstrating evidence of effectiveness, evaluated by third parties, published in peer-reviewed journals, sustainable, and replicable in schools with diverse settings. Research-based principles include: more time for personalized instruction and practice, practice of skills focused at each student's appropriate ability level, information feedback to enhance the learning process, establishing personalized goals as an effective motivational strategy, and use of technology to provide formative and diagnostic information feedback on learning to inform instruction.
Consistent with this research, BUSD uses Renaissance Place programs throughout the district.
Wenglinsky, Harold (1998).

"Does It Compute? The Relationship Between Education Technology and Student Achievement in Mathematics." Educational Testing Service. http://ftp.ets.org/pub/res/technolog.pdf.

This article reports the findings from a national study of the relationship between different uses of educational technology and various educational outcomes. Data was drawn from the 1996 NAEP test in mathematics. The study concluded that, when they are properly used, computers may serve as important tools for improving student proficiency in mathematics, as well as the overall learning environment in the school. For eighth graders, teachers' professional development in technology and the use of computers to teach higher-order thinking skills were both positively related to student achievement in math.
Consistent with this research, BUSD holds improving student work in mathematics as a major goal of its Technology Plan. Teacher professional development includes the use of productivity tools to encourage higher order thinking skills.

Designs for learning: An introduction to high quality professional development for teachers.

The California Department of Education. http://www.cde.ca.gov/pd/pdf/designsintro.pdf
This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.
BUSD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the Plan.

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/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.
Consistent with this research, BUSD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.
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.

There is a continuing need for the school site presence of a technology coordinator 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.

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

Bonita Unified School District utilizes a number of innovative strategies for using technology to deliver rigorous or specialized courses and curricula and will actively investigate developing additional strategies.

District web-based programs such as Renaissance Place components and Destination Success focus on individualized instruction, including advanced/enrichment levels. Students of all ages can access full-text databases for high school and college age students via the public library. Some schools license streaming video services which provide material at various age and interest levels. Some elementary schools use BrainPOP, which offers rigorous online learning resources in the core areas.

The high schools offer a variety of specialized or advanced courses in or including the use of technology, including AP Statistics, AP Calculus, Video Production, Internet Web Design, Computer Animation, Automotive Technology, and Visual Communications. Bonita High School and Mt. San Antonio College collaborate on the 2 + 2 Articulation Program, in which BHS students can take certain technology-related courses from either school and earn credit from both.

BUSD plans to develop Board policy and administrative regulations regarding distance learning. Possible uses currently being considered include University of California College Prep Online, for enrichment/advanced classes; credit recovery; CAHSEE intervention; home and hospital; and independent study programs.

# Appendix C – Criteria for EETT Technology Plans

| 1. **PLAN DURATION CRITERION** | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)** | **5** | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable).<br>Specific start and end dates are recorded (7/1/10 to 6/30/13). | The plan is less than three years or more than five years in length.<br><br>Plan duration is 2010-13. |
| 2. **STAKEHOLDERS CRITERION**<br>Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Not Adequately Addressed** |
| **Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.** | **6-7** | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |

| 3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.** | **8-11** | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| **b. Description of the district's current use of hardware and software to support teaching and learning.** | **11-16** | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| **c. Summary of the district's curricular goals that are supported by this tech plan.** | **16-17** | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
| **d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology** | **18-23** | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support | The plan suggests how technology will be used, but is not specific enough to |

| | | | |
|---|---|---|---|
| **to improve teaching and learning by supporting the district curricular goals.** | | the district's curriculum goals and academic content standards to improve learning. | know what action needs to be taken to accomplish the goals. |
| **e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.** | **23-27** | 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. |
| **f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism** | **27-29** | The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading. | The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| **g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.** | **29-30** | The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety. | The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety. |
| **h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.** | **30** | The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals. | 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. |
| **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** | **31-33** | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | 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. |

| | | | |
|---|---|---|---|
| **meet individual student academic needs.** | | | |
| **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.** | **33-37** | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school. | 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.** | **37** | 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 . |
| 4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| **a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**. | **38-42** | The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 | 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 |

| | | | |
|---|---|---|---|
| | | proficiencies. | not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight 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 (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.** | **43-45** | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |
| **c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | **46-47** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. 48-63** | **47-66** | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| **b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum** | ***embedded*** **47-66** | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the |

| | | | |
|---|---|---|---|
| **and Professional Development components of the plan.** | | | Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| **c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.** | ***embedded* 47-66** | 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.** | **67-68** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. List established and potential funding sources.** | **69** | The plan clearly describes resources that are available or could be obtained to implement the plan. | Resources to implement the plan are not clearly identified or are so general as to be useless. |
| **b. Estimate annual implementation costs for the term of the plan.** | **70-72** | 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.** | **72** | 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.** | **72-73** | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| 7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.** | **74** | 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.** | **75** | 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.** | **75-76** | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |

| 8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)** | **77** | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |
| 9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Not Adequately Addressed** |
| **a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.** | **78-80** | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or |

| | | | |
|---|---|---|---|
| | | | missing. |
| **b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.** | **80-81** | The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources). | There is no plan to use technology to extend or supplement the district's curriculum offerings. |

## Appendix J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 19 - 64329

School Code (Direct-funded charters only):

LEA Name: Bonita Unified

*Salutation: Mr.

*First Name: Mark

*Last Name: Rodgers

*Job Title: Senior Director, Curriculum and Assessment

*Address: 115 West Allen Ave.

*City: San Dimas

*Zip Code: 91773

*Telephone: 909-971-8330 Ext: 5310

Fax: (909) 971-8339

*E-mail: rodgers@bonita.k12.ca.us

Please provide backup contact information.

1st Backup Name: Kathleen Thurman

E-mail: thurman@bonita.k12.ca.us

2nd Backup Name: Kris Boneman

E-mail: boneman@bonita.k12.ca.us

* Required information in the ETPRS