DISTRICT TECHNOLOGY PLAN

The district's technology plan shall address, at a minimum, the following components:

1.   Background Information: A guide to the district's use of technology for the next three years, including:

     a.   Specific starting and ending dates of the plan

     b.   An overview of the district's location and demographics

     c.   A description of how stakeholders from the district and community were involved in the planning process

     d.   A description of the relevant research behind the strategies and/or methods in the plan and how the research supports the plan's curricular and professional development goals

2.   Curriculum: Clear goals and realistic strategies for using telecommunications and information technology to improve educational services, including:

     a.   A description of teachers' and students' current access to instructional technology and current use of digital tools, including district policies or practices to ensure equitable technology access for all students

     b.   Goals and an implementation plan, including annual activities, for:

         (1)   How technology will be used to improve teaching and learning, how these goals align with district curricular goals and other plans, how the district budget and local control and accountability plan support these goals, and whether future funding proposals or partnerships may be needed for successful implementation

         (2)   How and when students will acquire the technology skills and information literacy skills needed for college and career readiness

         (3)   Internet safety and the appropriate and ethical use of technology in the classroom

3.   Professional Development: A professional development strategy to ensure that staff understands how to use new technologies to improve education services, including:

     a.   A summary of teachers' and administrators' current technology proficiency and integration skills and needs for professional development

     b.   Goals and an implementation plan, including annual activities, for providing professional development opportunities based on district needs assessment data and the curriculum component of the technology plan

4.   Infrastructure, Hardware, Technical Support, Software, and Asset Management: An assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services, including:

    a.   A description of existing hardware, Internet access, electronic learning resources, technical support, and asset management in the district

    b.   A description of technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by district teachers, students, and administrators to support the activities in the curriculum and professional development components of the plan

5.   Monitoring and Evaluation: An evaluation process that enables the school to monitor progress toward the specific goals and mid-course corrections in response to new developments and opportunities as they arise, including:

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

    b.   The schedule for evaluating the effect of plan implementation and a description of the process and frequency of communicating evaluation results to technology plan stakeholders

6.   Noninstructional Uses of Technology: A description of how technology will be used to improve district governance, district and school site administration, support services, and communications

7.   Cost: An estimate of the cost for each year of the plan and each of its major components

When developing the district's technology plan, the Superintendent or designee shall consider:

1.   The district's existing equipment and its capability for working with new technologies.

2.   Existing facilities and the extent of retrofitting required for various electronic formats.

3.   When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.

4.   When appropriate, the district's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to complete for service.

5.   Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.

6.   The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.

7.   The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/collaboration, and communication with parents/guardians and community agencies.

8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.

9. The feasibility of providing system access to students and staff who have their own computers at home.

10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.

11. Staff development needs of staff who will provide ongoing technical support.

12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.

13. A process for evaluating and updating the district's technology plan and its implementation.

Regulation   **SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**
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