# Norton Science & Language Academy
# Technology Plan


Creating Global Citizens

# June 2020 - June 2023

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# District Technology Plan
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## 1. Technology Plan Duration
*Describe the district and indicate the length of this technology plan*

June 2020 - June 2023

## 2. Stakeholder Description

Norton Science and Language Academy (NSLA) is a Spanish Dual Language Charter School located in a transitioning urban neighborhood of San Bernardino, California. The school is surrounded by business and industry including several new distribution centers such as Amazon. NSLA takes a comprehensive approach to prepare students from Transitional Kindergarten through eighth grade for success in college and life. The school integrates academic rigor, community, family, and wellness to empower students to thrive in a culturally connected and changing world. The mission of NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of the safe and rigorous bilingual, biliterate, and multicultural education.

NSLA's mission and goals reinforce the school's educational philosophy. Students graduating from NSLA will be effective bilingual communicators, with the ability to analyze and use critical thinking skills and be responsible global citizens in the school and community. NSLA maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of NSLA philosophy is maintaining and deepening a connectedness between parents, students and the school.

In order to provide a program with high academic rigor, it is important that NSLA maintain a school culture of excellence. This is achieved through collaboration and teamwork focused on best practices and assessment data analysis to continually guide instruction.

NSLA prepares students to be fully educated, contributing citizens of the 21st century, with the knowledge and skills to pursue higher education and/or their career of choice and to be lifelong learners. To accomplish this with its diverse student population, and to increase learning opportunities for all pupils and provide expanded learning experiences, NSLA has implemented the following:

- A nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the Common Core State Standards (CCSS)
- Opportunities for equal educational access for all students
- A dual language learning model in English and Spanish to become fully bilingual and biliterate
- Science and technology experiences through instructional tools to enable students to succeed in the 21st century
- Additional enrichment educational opportunities through its weekly classes of music, art, P.E., and Mandarin Chinese
- Athletic programs for students in the Middle Grades

The school and its faculty play an essential role to provide a focused, standards-based curriculum and individualized attention to guarantee that each foundational block of knowledge is mastered. Learning best occurs in small group settings where children are immersed in the subject manner using a variety of pedagogical methods to allow children to learn, implement, and use the knowledge gained through practical application.

NSLA verifies its dual language program is researched-based and follows the proven guidelines provided by experts in the field. Dual Immersion guiding principles include the implementation of quality curriculum that is aligned to the CCSS and that provides students with opportunities to access authentic literature in both languages. Instruction and Staff Quality are both guiding principles that are a continuous focus for NSLA. Through Guided Language Acquisition Design (GLAD) strategies, quality instruction is ensured, while maintaining compliance regarding teachers credentialing addresses the need to have quality staff who are native speakers preferably. Encouraging parent participation and continuing to seek resources and

support from the community, all work to maintain a quality dual immersion program. Students at NSLA are motivated to have a strong work ethic as well as a sense of empowerment and structure.

The goals of the academic program:

Bilingualism: High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and a second language.

Biliteracy: High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students, as well as in the target language.

Multicultural Proficiency: All participants will understand different cultures and develop a level of high self-esteem, appreciate the value of their own culture, as well as other cultures in our society, and access to instructional tools to succeed in the 21st Century. Through a variety of educational experiences, including higher levels of collaboration, NSLA students learn how to apply knowledge and develop the tools necessary to be lifelong learners. Along with NSLA emphasis in science, mathematics and technology, students' education is centered on dual language immersion model to provide students with the opportunity to become fully bilingual and biliterate in English and Spanish. The education model is also enhanced with a balance of visual and performing arts and Mandarin Chinese.

# 3. Curriculum

### *3a. Description of technology resources at Norton Science & Language Academy*

Every classroom has a standard technology setup of a projector, audio receiver, DVD player, document camera, ip phone and wireless access point.

Currently the district has a total of 724 computers that are both used for administration and students. These are listed in the table below:

| Room | Number of Computers | Description |
|---|---|---|
| K2 | 10 | 7 Staff Laptops; 2 Desktops; 1 Chromebook |
| Front Office | 3 | 2 Desktops; 1 Desktop in Staff Room |
| Cafeteria | 3 | 1 Laptop; 2 Desktops |
| K4 | 10 | 2 Staff Laptops; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| C1 | 9 | 1 Staff Laptop; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| C2 | 9 | 1 Staff Laptop; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| C3 | 9 | 1 Staff Laptop; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| C4 | 9 | 1 Staff Laptop; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| C5 | 9 | 1 Staff Laptop; 2 Desktops; 1 Staff iPad; 5 Student iPads |
| K5 | 1 | 1 Desktop |
| D1 | 13 | 1 Staff Laptop; 4 Desktops; 1 Staff iPad; 5 Student iPads |
| D2 | 13 | 1 Staff Laptop; 4 Desktops; 1 Staff iPad; 5 Student iPads |
| D3 | 13 | 1 Staff Laptop; 4 Desktops; 1 Staff iPad; 5 Student iPads |
| D4 | 13 | 1 Staff Laptop; 4 Desktops; 1 Staff iPad; 5 Student iPads |
| D5 | 13 | 1 Staff Laptop; 4 Desktops; 1 Staff iPad; 5 Student iPads |
| D8 | 6 | 2 Staff Laptops; 4 Desktops |
| D9 | 9 | 3 Staff Laptops; 6 Desktops |
| E1 | 11 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops; 5 Student iPads |
| E2 | 11 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops; 5 Student iPads |
| E3 | 11 | 5 Staff Laptops; 1 Desktop; 5 Student iPads |
| E4 | 11 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops; 5 Student iPads |
| E5 | 11 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops; 5 Student iPads |
| F1 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| F2 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |

| Room | Number of Computers | Description |
|---|---|---|
| F3 | 2 | 1 Staff Laptop; 1 Staff iPad |
| F4 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| E10 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| E11 - Library | 1 | 1 Desktop |
| E12 | 2 | 1 Staff Laptop; 1 Staff iPad |
| E13 | 2 | 1 Staff Laptop; 1 Staff iPad |
| E14 | 2 | 1 Staff Laptop; 1 Staff iPad |
| G1 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| G2 | 3 | 1 Staff Laptop; 1 Staff iPad; 1 Desktop |
| G3 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| G4 | 4 | 1 Staff Laptop; 1 Staff iPad; 2 Desktops |
| G5 | 7 | 1 Staff Laptop; 1 Staff iPad; 3 Desktops; 2 Loaner Macbook Airs |
| G6 | 6 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops |
| G7 | 5 | 1 Staff Laptop; 1 Staff iPad; 3 Desktops |
| G8 | 5 | 1 Staff Laptop; 1 Staff iPad; 3 Desktops |
| G9 | 5 | 1 Staff Laptop; 1 Staff iPad; 3 Desktops |
| G10 | 6 | 1 Staff Laptop; 1 Staff iPad; 4 Desktops |
| 3rd Grade Students | 101 | OTO Chromebooks |
| 4th Grade Students | 92 | OTO iPads |
| 5th Grade Students | 90 | OTO iPads |
| 6th Grade Students | 63 | OTO iPads |
| 7th Grade Students | 49 | OTO iPads |
| 8th Grade Students | 50 | Loaner Macbook Airs |

### *3b. Description of the district's current use of technology to support teaching and learning*

The NSLA's Internet User Agreement (IUA) and the guidelines of the Children's Internet Protection Act (CIPA) are followed by staff and students schoolwide. The NSLA has, and enforces the use of an Internet protection measure supported by County Schools and WebSense Enterprise technology. All teachers and administrators require and enforce the use of the IUA. The NSLA has a Squid caching proxy server available for monitoring Internet traffic not filtered by the Barracuda Web Filter.

All teachers use technology to assist in the management of the instructional program – producing presentations for class, interactive learning, Google Classroom, recording and reporting grades and attendance, and email contacts with one another, students, and parents. All TK-12 grade classrooms are equipped to facilitate digital-audio presentations. Students in grades 3 – 8 have the ability to research, manage assignments, use online tools and communicate through Internet access. They also create multimedia presentations in the form of movies, slideshows, audio and spreadsheets to present their learning. iPads in grades 3, 4, 5 and 6 have the ability to work interactively within the classroom instruction. All teachers and students have access to the Google Suite for Education allowing for collaboration and classroom organization through Google Classroom and the G Suite apps.

The most common use of technology for teachers who integrate technology includes:

- Communicating with colleagues (daily)
- Communicating with parents (daily, weekly)
- Recording student information including grades and attendance (daily, weekly)
- Monitoring individual student progress (daily, weekly)
- Online course and grade management systems (daily, weekly)
- Enhancing classroom instruction with technology resources (daily)

- Google Classroom (daily)
- Google Suite for Education (daily)
- Assessment (weekly)

The most common uses of technology for students includes:

- Word processing (weekly)
- Research (weekly)
- Creating reports, presentations and projects (monthly)
- Value added supplemental academic activities (weekly)
- Communication (daily)
- Assessment (weekly)
- Google Classroom (daily)
- Other supplemental online learning sites (daily)

NSLA uses the following software in core curriculum areas and in school management:

Elementary Grades TK-5:

- Accelerated Reader
- Internet research
- iWorks for students and teachers
- iLife for students and teachers
- Email
- Google Classroom
- Google Suite for Education
- Infinite Campus (Student data, assessment, & communication)
- IXL Math & ELA
- Twig Science
- Newsela
- SWUN Math
- Benchmark Advanced and Adelante

Middle School Grades 6-8:

- iWorks for students and teachers
- iLife for students and teachers
- Email
- Google Classroom
- Google Suite for Education
- Infinite Campus (Student data, assessment, & communication)
- IXL Math & ELA
- Amplify Science & ELA
- Newsela
- SWUN Math
- Benchmark Advanced
- Internet research

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

Norton Science and Language Academy will use instructional strategies based on the Common Core State Standards while continuing to follow the charter approved by the County of San Bernardino Schools and WASC action plan. Adherence to these primary documents will assist students to meet or exceed state content performance standards.

Areas of growth as outlined by the NSLA's WASC action plan are as follows:

WASC Area of Growth: Increase the percentage of students meeting Math and ELA Achievement Standards.

Rationale: While recent state and site-based assessment data shows significant growth, results are still below the county and state averages.

WASC Area of Growth: Increase STEAM implementation across all grade levels.
Rationale: Students need integration of science in all areas to meet the NGSS and make improvements in the areas of ELA and Math.

WASC Area of Growth: Increase the percentage of students who meet the biliteracy achievement criteria by the end of 8th grade.
Rationale: Dual Immersion research indicates that students should demonstrate proficiency in both languages after being continuously enrolled in a Dual Immersion program for 5-7 years. NSLA assessment data indicates that students in grades fifth and up are not proficient in either Spanish and English.

WASC Area of Growth: Clearly define programs for student populations, specifically English learners and special education.
Rationale: While the school has a plan for both student groups within its Charter, further refinement is needed to clearly identify specific program components.

WASC Area of Growth: Expand school to TK-12.
Rationale: The organization needs to provide its timeline for the build-out of high school, 9-12, that includes the plan to ensure financial sustainability.

Students who attend NSLA will be college and career ready as a result of our safe and rigorous bilingual, biliterate, and multicultural education through the following Expected Schoolwide Learner Results:

CLASE
Community

- Demonstrate an internalized set of three personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and biliterate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community and global causes

NSLA believes that the effective use of properly configured technology by staff who have been trained, will increase student learning and help close the performance gap for all learners. Technology will be aligned to these over-riding curricular goals, and the specific objectives and academic standards for student achievement will be based on the Common Core State Standards.

NSLA is writing and revising scope and sequence for each of the core subject areas. The scope and sequences are a logical sequential way of teaching the Common Core State Standards in math and language arts, and California Content Standards in social studies and the Next Generation Science Standards in grades K-8. This provides a consistent way of addressing the defined list of skills and content material mandated by the State and is designed to be used to develop units of instruction that clearly define what will be taught. Corresponding benchmark exams are based upon the logical sequence of skills developed by teachers. These common assessments will be given each trimester throughout the year and will be used by teachers to measure student understanding. The scope and sequence and benchmark exams will provide consistency of curriculum across grades K-8 and ensure that all

students have equal access to the same curriculum.

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

**Goal:**
**NSLA students will show an increase in proficiency in the areas of Math and English Language Arts using technology for instruction, curriculum, and monitoring.**

**Number of Objectives: 6**

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| 1. Increase the percentage of students proficient on the CAASPP SBA Math assessment. | **1:** | Met Standard: 24%<br>Exceeds Standard: 13% | Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system and trimester benchmarks. | CAASPP Math Achievement Standards reported annually | Annually at end of year. | Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students. |
| 2. Increase the points as determined by the California Accountability Dashboard for Math proficiency subgroups | **1:** | English Learners: Close the gap by 4.9 points<br>Socioeconomically Disadvantaged: Close the gap by 5.1<br>Students with Disabilities: Close the gap by 11.9 points<br>Hispanic Students: Close the gap by 4.5 points<br>African American Students: Close the gap by 5.1 points | Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system and trimester benchmarks. | CAASPP Math Achievement Standards reported annually | Annually at end of year. | Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students. |

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| 3. Math benchmark % of Met Standard and Exceeds Standard will increase | **1:** | Grades 1-8<br>Meeting and exceeding standard: 40% | Trimester benchmarks for Math will be given and analyzed after each administration. | SWUN Math trimester benchmarks. | Benchmarks are given each trimester before CAASPP testing in May | Benchmarks will be analyzed after each administration to identify student learning needs to facilitate changes in instruction and curriculum. |
| 4. Increase the percentage of students proficient on the CAASPP SBA ELA assessment. | **1:** | Grades 3-8<br>Met Standard: 28%<br>Exceeded Standard: 10% | Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system and trimester benchmarks. | CAASPP ELA Achievement Standards reported annually | Annually at end of year. | Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students. |
| 5. Increase ELA indicator points as determined by the California Accountability Dashboard. | **1:** | Grades 3-8<br>Close the gap by 10 points | Assessments are given in May and supported by the IT Department. Students will also show progress monitoring through the use of Interim Assessments in the CAASPP system and trimester benchmarks. | CAASPP ELA Achievement Standards reported annually | Annually at end of year. | Data to be analyzed annually by leadership team. Annual results will be used to modify Instruction and curriculum to meet the needs of all students. |

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| 6. ELA benchmark % of Met Standard and Exceeds Standard will increase. | **1:** | Grades 5-8<br>Meeting and exceeding Standard: 20% | Trimester benchmarks for ELA will be given and analyzed after each administration. | Benchmark Advance ELA trimester benchmarks. | Benchmarks are given each trimester before CAASPP testing in May | Benchmarks will be analyzed after each administration to identify student learning needs to facilitate changes in instruction and curriculum. |

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

**Goal:**
**Students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace**

**Number of Objectives: 4**

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| 1. Students will become an active member in choosing, achieving and demonstrating competency in their learning goals. Students will increase their use of technology to improve learning outcomes by 3% annually. | **1:** | Students will use data generated from Illuminate assessments to inform and improve their practice. | Begin 2020-21 school year | Illuminate<br>Device for access | Continue annually | Teacher observation<br>Meeting goals<br>Improvement in assessment data |
| | **2:** | Students will articulate and set personal learning goals reflected from current data. | | | | |
| 2. Students will use digital resources effectively to produce, articulate, and learn. Students will increase their competent use of digital resources to improve learning outcomes by 3% annually | **1:** | Students will glean credible digital information that promotes learning. | Begin 2020-21 school year | Internet access<br>Media devices<br>Training on deciphering & evaluating credible resources<br>Storage device for information such as Google Drive or Hard Drive<br>Knowledge of note taking, annotating, apps., etc. to use for gathering information | Continue annually | Teacher observation<br>Student production of work<br>Assessment of tools used<br>Assessment of knowledge gained |
| | **2:** | Students will be able to effectively gather and store digital information for application use. | | | | |
| 3. Students will use digital resources effectively to communicate for a variety of purposes based on learning goals. Students will increase | **1:** | Students will understand and be able to use a variety of communication platforms for learning. | Begin 2020-21 school year | Internet access<br>Media devices<br>Multiple communication platforms such as | Continue annually | Teacher observation<br>Student production of work<br>Assessment of platform use |

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| their competency for using digital platforms to communicate by 3% annually. | **2:** | Students will create original digital works to communicate knowledge. | | iLife Suite, Google Drive, other available software<br>Training on each platform<br>Storage device for information such as Google Drive or Hard Drive<br>Hardware to deliver communication product | | Assessment of knowledge gained<br>Assessment of understanding from those receiving information |
| 4. Students will use digital resources collaboratively for a variety of purposes to meet learning goals. Students will increase their effectiveness for collaboration by 3% annually. | **1:** | Students will effectively use technology collaboratively to produce work. | Begin 2020-21 school year | Internet access<br>Media devices<br>Multiple communication platforms such as iLife Suite, Google Drive, other available software<br>Training on each platform<br>Training on collaboration protocols<br>Training on how to summarize multiple viewpoints towards a common goal. | Continue annually | Teacher observation<br>Group production of work<br>Assessment of produced work based on objectives<br>Check for understanding from those receiving information<br>Evaluation of working with others |
| | **2:** | Students will collaborate in teams with specific roles to meet a common learning goal. | | | | |

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

**Goal:**
**Both teachers and students will be educated on the ethical use of information technology.**

| **Objective 1 of 2:**<br>**Educators will be able to effectively teach students about the ethical use of information technology in and out of the classroom setting.** | |
|---|---|
| **End of year 1:** | All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing |
| **End of year 2:** | All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing |
| **End of year 3:** | All Teachers will receive training during the school year on the ethical use of technology including plagiarism, copyright, fair use, and unlawful downloading, and file sharing |

| **Evaluation Instrument(s)** | **Schedule for Evaluation** | **Program Analysis and Modification Process** |
|---|---|---|
| Administrator observations<br>Student use and production of work<br>Behavior incident log of unethical uses of technology | Continue annually | IT Administrative Staff, Principal, Vice Principal, and Coordinator of Assessments and Programs will meet annually to plan trainings and review evidence before the start of the new school year. |

*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.*

**Goal:**
**Both teachers and students will be educated on the appropriate use of information technology.**

| **Objective 1 of 1:**<br>**Educators will be able to effectively teach students about Internet safety in and out of the classroom setting. 100% of educators will be trained annually and produce evidence of student lessons.** | |
|---|---|
| **End of year 1:** | All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students. |
| **End of year 2:** | All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students. |
| **End of year 3:** | All teachers will be exposed to the IUA and develop an understanding for each element and will work together to develop Internet safety lessons applicable to their grade level/age of students. |

| Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|
| Administrator observations<br>Meeting agenda<br>Assessment of elements of IUA<br>Lessons plan along with date for implementation<br>Administrator observation<br>Assessment of student knowledge<br>Behavior incident log of IUA infractions | Continue annually | IT Administrative Staff, Principal, Vice Principal, and Coordinator of Assessments and Programs will meet annually to plan trainings and review evidence before the start of the new school year. |

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

**Goal:**
**Technology use will be accessible to all students.**

| **Objective 1 of 1:**<br>**100% of students will have access to technology.** | | |
|---|---|---|
| **End of year 1:** | Technology is accessible for 100% of the student population. | |
| **End of year 2:** | Technology is accessible for 100% of the student population. | |
| **End of year 3:** | Technology is accessible for 100% of the student population. | |
| **Evaluation Instrument(s)** | **Schedule for Evaluation** | **Program Analysis and Modification Process** |
| Internet Usage data<br>IT department catalog of devices<br>Software usage reports<br>Student work | Continue annually | IT Administrative Staff, Principal, Vice Principal, and Coordinator of Assessments and Programs will meet annually to review technology needs annually to make purchasing and modification decisions. |

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

**Goal:**
**Technology will be used to ensure efficient record keeping that supports teachers' efforts to meet individual student academic needs.**

| **Objective 1 of 1:**<br>**Teachers and school staff will analyze data to drive instruction decisions to meet individual student's academic needs.** | |
|---|---|
| **End of year 1:** | 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making. |
| **End of year 2:** | 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making. |
| **End of year 3:** | 100% of teachers and school staff will use data to drive instruction to meet students' needs and inform decision making. |

| Implementation Plan | | |
|---|---|---|
| Professional development will continue to be provided annually on Illuminate and assessment creation. Teachers will meet continually with Coordinator of Assessments and Programs to evaluate data and provide instructional planning support. | | |
| **Evaluation Instrument(s)** | **Schedule for Evaluation** | **Program Analysis and Modification Process** |
| School climate survey<br>Illuminate assessment data<br>Data driven team discussion<br>Administrative observations | Ongoing | IT Administrative Staff, Principal, Vice Principal, and Coordinator of Assessments and Programs will meet every two months to review evidence and make informed program decisions. |

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

**Goal:**
**Communication between home and school will continue to in a variety of ways to ensure all families have access.**

| **Objective 1 of 1:**<br>**Ensure 100% of families have access to school information.** |
|---|
| **End of year 1:** 100% of families will have access to school information. |
| **End of year 2:** 100% of families will have access to school information. |
| **End of year 3:** 100% of families will have access to school information. |
| **Implementation Plan** |

Continue providing a multitude of ways to ensure parents have access to school information:

Website: http://nsla.lewiscenter.org/
NSLA's website provides up-to-date information for families. Some of the most used features are the calendar of events, Infinite Campus Home Connect link, and counseling.

Infinite Campus
Infinite Campus provides and all in one solution to sending mass communication to parents including email, text messages, and phone calls. Class schedule, current grades, assignments, assessment results, behavior, and attendance are also all accessible through this platform.

Facebook: Norton Science & Language Academy
Facebook is an online forum the NSLA uses to keep parents informed of events at the NSLA and any immediate announcements. One example is video communication to live stream stakeholder meetings so those who cannot make it to the meetings will have access from their device.

Instagram: NSLA_Rockets
Instagram provides the school community with snapshots of student activities and events.

Twitter: NSLA_Rockets
Twitter provides the school community with information about activities and events students are involved in and local tweets regarding education or community events.

My Mentor/Google Classroom
Both learning management systems provide students and parents with classroom tools such as a syllabus, assignments, online links, communication, and other teacher materials. This also allows students to communicate with each other.

Cafecito
This forum is attended monthly by parents. The principal facilitates the meeting with agenda items parents have brought attention to and discuss topics parents bring up during the meeting. This is also a time the principal to discuss upcoming events and receive input from parents. These meetings are on the school calendar and are reminded in Infinite Campus emails.

Classroom Newsletters
Elementary classrooms continue to use newsletters to inform parents of classroom/grade level activities and school news on a weekly basis.

| **Evaluation Instrument(s)** | **Schedule for Evaluation** | **Program Analysis and Modification Process** |
|---|---|---|
| Usage Logs of communication from:<br>• Email<br>• Infinite Campus messaging<br>• Number of visitors on school website<br>• Frequency of social media<br>• Sign-in sheets from Cafecito | Annually analyze usage | IT Administrative Staff, Principal, Vice Principal, and Coordinator of Assessments and Programs will meet annually to review usage to determine if another communication avenue needs to be added. |

***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.***

The Data Governance Team comprised of IT (Information Technology) administrators, Principals, Vice Principals, Coordinator of Assessments & Programs, and teachers will analyze the following data to inform schoolwide decisions both in instruction and programs:

- Student performance on quarterly benchmarks including Math, English language arts, Science, Writing, and Social Studies
- Student performance on annual CAASPP assessments for Math, English language arts, and Science
- Staff and student climate survey

- Lesson Plans
- Sign-in rosters for professional development
- Outside professional development attendance
- Usage logs
- Administrator observations
- Student work
- IT helpdesk tickets
- IT catalog of devices

Team will meet every two months to review data received and plan for any technology needs to be achieved.

# 4. Professional Development

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

To determine the current technology skills and needs for professional development, the NSLA staff and administration uses an online climate survey detailing the level of technology integration based on the SAMR (Substitution, Augmentation, Modification, Redefinition) Model. The most recent results reported substitution as most often used. Email, note-taking, pdfs are all examples of substitution students are using on a daily basis. Modification was the next reported strategy often used in the production of student work. From presentations with Keynote or Google Slides to online learning, students can implement academic instruction into final products demonstrating learning. Augmentation is often used, but less than modification. Using Google Docs, online research and videos are some of the augmentation used in instruction. The ideal integration of technology is redefinition. 58% of teachers surveyed use redefinition with technology. Writing collaboration with Google Docs and iMovie collaborative presentations are a couple of examples for redefinition.

A sampling—as reported by teachers—of student work produced for each level is below:
Substitution:
Email - Google Classroom, My Mentor, Outlook
PDF - Replace paper documents
Online text reading

Augmentation:
Google, Safari - Search engine used for research
Online subscriptions - Skills practice, research documents, writing
Forums - Discussions with students

Modification:
Keynote, Google Slides - Online presentations of research acquired
iMovie - Multimedia presentation of information using video and audio
Interactive notebooks

Redefinition:
Differentiating Instruction - Use of technology to meet learning needs
Collaborative Essay - Students working together online creating one product

Based on IT (Information Technology) Help Desk Tickets, both classified and certificated staff have general technical needs ranging from printing, to managing software, to basic computer functions. An analysis of these needs will allow the Data Governance Team to determine general technology PD to benefit all staff.

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

**Goal:**
**The school will develop and implement specific professional development based on the needs of the staff, according to data gathered from the climate survey and IT Helpdesk tickets.**

**Number of Objectives: 2**

| Objective | End of Year | | Implementation Plan | Evaluation Instrument(s) | Schedule for Evaluation | Program Analysis and Modification Process |
|---|---|---|---|---|---|---|
| 1. Staff will receive professional development on all new software/hardware needed to facilitate appropriate use. | **1:** | 100% of staff will receive appropriate training on all new software/hardware. | Training as needed based on new purchases. | Usage data<br>Student work<br>IT Helpdesk tickets<br>Sign-in rosters | Continue annually | IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to review professional development needs. |
| 2. Staff will receive professional development on the use of technology integration in standards-based instruction incorporating the SAMR Model. | **1:** | 100% of certificated staff will receive training on building lessons to integrate technology intentionally and appropriately. | The Data Governance Team will review data to determine appropriate professional development to meet staff needs. | Administrative Walk-through observations<br>Staff climate survey<br>Lesson plans<br>Sign-in rosters | Continue annually | IT Administrative Staff, Principal, Vice Principals, and Coordinator of Assessments and Programs will meet annually to review professional development needs. |

***4c. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented.***

The monitoring process is included in the Professional Development Goals Form used in section 4b which describes who is responsible and what will be done to make program modifications. Annually, the Data Governance Team will review data including progress on goals and climate survey to determine needs for the following school year including modification of future goals. This information will then be presented to all stakeholders.

# 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 could be used to support the Curriculum and Professional Development Components of the plan.***

| Hardware | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Classroom** | **Age of Computer Systems** | | | | | | | |
| | **# Less 1 Yr.** | **% Less 1 Yr.** | **# 1-3 Yrs.** | **% 1-3 Yrs.** | **# 3+ Yrs.** | **% 3+ Yrs.** | **Total** | **# Connected to Internet** |
| **Kindergarten** | | | 35 | 78% | 10 | 22% | 45 | 45 |
| **1st Grade** | | | 45 | 82% | 10 | 18% | 55 | 55 |
| **2rd and 3th Grade** | 101 | 64% | 44 | 28% | 14 | 8% | 159 | 159 |
| **3rd and 4th Grade** | | | 194 | 97% | 5 | 3% | 199 | 199 |
| **5th and 6th Grade** | | | 128 | 90% | 14 | 10% | 142 | 142 |
| **7th and 8th Grade** | | | 7 | 12% | 53 | 88% | 60 | 60 |
| **Old Mobile Cart** | | | | | | | | |
| **New Mobile Cart** | | | | | | | | |
| **Main Office** | | | 8 | 62% | 5 | 38% | 13 | 13 |
| **Library** | | | | | 1 | 100% | 1 | 1 |
| **Multi-Purpose Room** | | | | | 3 | 100% | 3 | 3 |
| **Total** | **101** | **15%** | **461** | **68%** | **115** | **17%** | **677** | **677** |

***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.***

**Year 1 – 2020/2021**

All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, audio receiver, DVD player and document camera. Grades K-2 have a class set of 5 student iPads in each room to allow students access to digital learning resources such as Renaissance Learning and IXL. Grades 3-8 are on a One to One device program for students. The students utilize their devices to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. K-8th grade teachers are issued devices along with their students and can monitor student activity during class with the Apple Classroom app to keep students on track. All students and teachers also have access to Google Classroom for assignment creation and submission. All state testing is taken on the issued One to One student devices. Norton Science & Language Academy uses the Infinite Campus student information system for housing student data, monitoring and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and devices are managed through the Casper Suite JAMF mobile device management system.

All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus still have their web traffic filtered by the Barracuda web filter and firewall. Staff email is managed by a locally hosted Microsoft Exchange server. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.

**Year 2 – 2021/2022**

All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, audio receiver, DVD player and document camera. Grades K-2 have a class set of 5 student iPads in each room to allow students access to digital learning resources such as Renaissance Learning and IXL. Grades 3-8 are on a One to One device program for students. The students utilize their devices to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. K-8th grade teachers are issued devices along with their students and can monitor student activity during class with the Apple Classroom app to keep students on track. All students and teachers also have access to Google Classroom for assignment creation and submission. All state testing is taken on the issued One to One student devices. Norton Science & Language Academy uses the Infinite Campus student information system for housing student data, monitoring and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and devices are managed through the Casper Suite JAMF mobile device management system.

All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus still have their web traffic filtered by the Barracuda web filter and firewall. Staff email is managed by a locally hosted Microsoft Exchange server. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.

**Year 3 – 2022/2023**

All teachers are issued a 13" MacBook air that integrates with a classroom audio/visual system. Classroom A/V setups include a projector, audio receiver, DVD player and document camera. Grades K-2 have a class set of 5 student iPads in each room to allow students access to digital learning resources such as Renaissance Learning and IXL. Grades 3-8 are on a One to One device program for students. The students utilize their devices to reach digital learning resources and use the Google Suite for Education to create and submit assignments through Google Classroom. K-8th grade teachers are issued devices along with their students and can monitor student activity during class with the Apple Classroom app to keep students on track. All students and teachers also have access to Google Classroom for assignment creation and submission. All state testing is taken on the issued One to One student devices. Norton Science & Language Academy uses the Infinite Campus student information system for housing student data, monitoring and issuing assessments, creating and housing grade books, submitting grades and printing report cards. Staff and student accounts are managed through a locally hosted Active Directory system and devices are managed through the Casper Suite JAMF mobile device management system.

All students and staff have district managed Google accounts for access to the Google Suite for Education resources. Each classroom and office building has a wireless access point to allow for campus wide wireless connection to the internet for all devices. Wireless traffic if filtered and monitored by the Barracuda web filter and firewall. One to one devices that leave campus still have their web traffic filtered by the Barracuda web filter and firewall. Staff email is managed by a locally hosted Microsoft Exchange server. Every classroom and office is connected with a ShoreTel IP phone with the ability to dial out and receive all calls and alerts. Each classroom and office is equipped with a campus an announcements and alert speaker. There are several IT staff members on campus to assist with staff and student technological issues, maintain systems, implement new technologies, and provide professional development.

### *5c. Benchmarks and timeline for obtaining the needed hardware, infrastructure, learning resources and technical support*

| Year 1 – 2020/2021 | | | |
|---|---|---|---|
| Benchmark | Start Date (M/Y) | Completion Date (M/Y) | Person Responsible |
| Purchase Chromebooks for upcoming 3rd Grade | 5/20 | 7/20 | Ryan Dorcey |
| Replace classroom equipment | As Needed | As Needed | Michael Allen |
| Replace server equipment | As Needed | As Needed | Michael Allen |
| Replace network equipment | As Needed | As Needed | Thomas Atkisson |

| Year 2 – 2021/2022 | | | |
|---|---|---|---|
| Benchmark | Start Date (M/Y) | Completion Date (M/Y) | Person Responsible |
| Purchase Chromebooks for upcoming 3rd Grade | 5/21 | 7/21 | Ryan Dorcey |
| Replace classroom equipment | As Needed | As Needed | Michael Allen |
| Replace server equipment | As Needed | As Needed | Michael Allen |
| Replace network equipment | As Needed | As Needed | Thomas Atkisson |

| Year 3 – 2022/2023 | | | |
|---|---|---|---|
| Benchmark | Start Date (M/Y) | Completion Date (M/Y) | Person Responsible |
| Purchase Chromebooks for upcoming 3rd Grade | 5/22 | 7/22 | Ryan Dorcey |
| Replace classroom equipment | As Needed | As Needed | Michael Allen |
| Replace server equipment | As Needed | As Needed | Michael Allen |
| Replace network equipment | As Needed | As Needed | Thomas Atkisson |

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

The Information Technology department will be responsible for monitoring, purchasing and implementation of items in Section 5b. Most systems are in place and monitored daily by the IT department. New purchases for student technology are budgeted and purchased by the Director of Technology. All systems maintenance and user support are handled by the Help Desk.

# 6. Funding and Budget

### *6a. List of established and potential funding sources.*

The funding sources for information technology are through the unrestricted general fund budget for the school site.

***6b. Estimate annual implementation costs for the term of the plan. (3-5 years)***

| Year 1 – 2020/2021 | | | |
|---|---|---|---|
| Expense | Initial Cost | Setup Cost | Recurring Costs (per year) |
| **Year End Costs** | | | |

| Year 2 – 2021/2022 | | | |
|---|---|---|---|
| Expense | Initial Cost | Setup Cost | Recurring Costs (per year) |
| **Year End Costs** | | | |

| Year 3 – 2022/2023 | | | |
|---|---|---|---|
| Expense | Initial Cost | Setup Cost | Recurring Costs (per year) |
| **Year End Costs** | | | |

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

1. Replacement of Equipment:
The Information Technology department deems equipment as non-supported when repair costs exceed about 75% of the equipment value, or when the equipment can no longer do it's required purpose, or the equipment is 6 years old or older. Understanding that equipment should be replaced and/or upgraded on a regular and consistent basis, computer and/or network equipment will follow these stated guidelines:

- Student computers will be replaced on a 3-5 year cycle as funds allow. Older computers that are still operable will be made available as web stations where basic Internet searches and word processing can be done.
- Servers will be replaced on a minimum 5-year cycle as funds allow. Older servers will be used as image servers, backup servers, or development (beta testing) servers.
- Network hardware such as switches and routers will be replaced and/or upgraded as bandwidth needs expand. Technology staff will monitor local area network and/or wide area network utilization and make appropriate recommendations to the Technology Manager.
- Where feasible, core network equipment will be used as edge switches or classroom switches when appropriate.
- Equipment will be replaced and/or upgraded following the customary purchasing procedures for the purchase of technology equipment.

2. Obsolete Equipment:
When computer and/or network equipment no longer meets the needs of its originally planned purchase, it will be evaluated to see it if is usable in another capacity. For example, if a large core network switch is no longer large enough it meet the needs of its original purchase requirements, it may be utilized as a classroom or computer lab switch. If the equipment is no longer suitable anywhere within the NSLA, or is no longer a functional unit, it will be declared surplus by the Board, and offered to other districts or sold to appropriate bidders. Monitors and computers deemed as obsolete will be sent to an authorized hazardous waste disposal site. All obsolete equipment will be disposed of according to Federal, State, and Local laws and regulations and AAE board policy.

3. Monitoring
The Technology Manager will monitor and evaluate the replacement policy and guidelines and make modifications as deemed necessary.

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

The IT Manager is responsible for the planning and utilization of grant funds. Budget management and monitoring is part of an ongoing process performed by the Director of Technology of the Lewis Center for Educational Research. As grant funds are received, a combination of NSLA administrative staff, the Information Technology staff, and Lewis Center for Educational Research administrative staff as appropriate to the grant will monitor them. The Information Technology manager will reportto the CEO, NSLA's Data Governance Team and Board when appropriate.

# 7. Monitoring and Evaluation

***7a1. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. Summarize the process for monitoring the overall implementation of the plan.***

Throughout the academic year, teachers will collect and review student produced documents. This information will be used to determine the impact of technology on student learning and on the attainment of the school's curricular goals, as well as classroom and school management. The administrative team, grade level chairs, school site council, as well as individual departments will monitor and assess the details in the plan to determine if formative adjustments are needed to accomplish the goals. Evaluation instruments will include, but are not limited to, the following:

- Grade level benchmark and assessments
- Student produced samples
- Teacher observations
- California Assessment of Student Performance and Progress results

***7a2. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. Determine how to evaluate the plan's impact on teaching and learning.***

The process for evaluating AAE's technology plan success will be based on student achievement in all areas of learning. Student data will include academic achievement both on local and state assessments, attendance, and behavior. The academic leadership team, administrative team, and executive team will assess annually the plan's impact on teaching and learning through the following methods:
? CAASPP achievement data in all areas (ELA, Math, Science, Physical Education, and English Language Proficiency)
? Analysis of the California School Dashboard
? Graduation rate
? Suspension/Behavior Data
? Attendance Rate
? Usage and analysis logs of online academic software
? Teacher Instruction Survey
? Student Climate Survey

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

Timelines indicated within the goals and objectives form, as outlined in Section 3d, show the curricular goals and benchmarks for each year of this three-year plan and the benchmarks and persons responsible for the data collection. These will be used in evaluating the effectiveness of the implementation of this technology plan. A technology evaluation will be made available annually to school staff, students, parents, and other stakeholders in the school community. In addition, all certificated staff members will complete a school climate survey that includes evaluation of technology use in the classroom based on the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model. These results will be shared with stakeholders to guide further decision-making and funding for future technology

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

The data from this evaluation piece will give direction and guidance to the administrative team, grade level chairs, school site council, as well as individual departments in making recommendations for annual program modifications in the coming years. A member of the Academic Team or the IT department will make formal reports to the Foundation Board. Comments and feedback will be solicited from business and community contacts as needed. Recommendations for changes may include but are not limited to the following:

- Modifying the technology plan and timelines
- Modifying the use of technology in supporting curriculum and standards
- Modifying the infrastructure (hardware, software, peripherals, etc.)
- Modifying staff training and professional development
- Modifying the budget support of the technology plan
- Modifying the monitoring and evaluation procedures

# 8. Collaborative Strategies with Adult Literacy Providers

**8a. Description of how the program will be developed in collaboration with those providers.**

As a direct funded charter school, the Norton Science & Language Academy does not have an adult literacy program. Adults who might inquire about opportunities for such programs will be referred to San Bernardino County Superintendent of Schools for appropriate services.

# 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.***

Bitner, N. & Bitner, J. (2002). Integrating Technology into the Classroom: Eight Keys to Success. Journal of Technology and Teacher Education, 10(1), 95-100. Norfolk, VA: Society for Information Technology & Teacher Education. Retrieved March 15, 2019 from https://www.learntechlib.org/primary/p/9304/.
This report describes the process by which teachers can successfully integrate technology into the classroom for blended learning.

Some of the key points are:
-Ensure support for teachers in using technology
-Student engagement
-Professional development for using technology to support learning
-Real world application
-Career and College Readiness
-Inclusion of teachers in the decision making process

***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***

Norton Science & Language Academy will use online resources to supplement adopted standards-aligned curriculum to facilitate extended student learning of state standards. Students who are deficient in graduation credits will have the opportunity to learn online through an accredited extended learning platform to receive credit. Online resources will also increase the types of professional development opportunities available to teachers, administrators, and support staff.

# Appendix A: Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

| 1. PLAN DURATION CRITERION | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **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) | 2 | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable).<br>Plan duration is 2020-2023. | The plan is less than three years or more than five years in length. |

| 2. STAKEHOLDERS CRITERION<br>Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **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. | 2 | 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<br>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | 4 | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| b. Description of the district's current use of hardware and software to support teaching and learning. | 5 | 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. | 6 | 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 to improve teaching and learning by supporting the district curricular goals. | 9 | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace. | 12 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |

| 3. CURRICULUM COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after) | 14 | 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 to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after) | 14 | 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. | 15 | 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 meet individual student academic needs. | 15 | 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. |

| 3. CURRICULUM COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| 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. | 16 | 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. | 17 | 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<br>Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. | 19 | 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 proficiencies. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades 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 through 3j) of the plan. | 20 | 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. | 21 | 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<br>Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan. | 22 | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan. | | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b. | | 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. | | 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<br>Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| a. List established and potential funding sources. | | 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. | | 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. | | 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. | | 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<br>Corresponding EETT Requirement(s): 11 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **Not Adequately Addressed** |
| a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. | | 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. | | 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. | | 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). | | | |
|---|---|---|---|
| **Requirement** | **Page in District Plan** | **Example of...** | |
| | | **Adequately Addressed** | **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.) | | 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<br>Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | | | |
|---|---|---|---|
| **Requirement** | **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. | | 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. | | 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 B – Technology Plan Contact Information (Required)

Education Technology Plan Review Systems (ETPRS)
Contact Information

| | |
|---|---|
| County & District Code: | 36 10363 |
| School Code (Direct-funded charters only): | 36103630115808 |
| LEA Name: | Norton Science and Language Academy |
| Salutation: | Ms. |
| First Name: | Heather |
| Last Name: | Juarez |
| Job Title: | Coordinator of Assessments and Programs |
| Address: | 17500 Mana Rd. |
| City: | San Bernardino, CA 92408 |
| Zip code: | 92307 |
| Telephone: | (909) 386-2300 Ext: 352 |
| Email: | fbarragan@lcer.org |

Please provide backup contact information:

| | |
|---|---|
| 1st Backup Name: | Michael Allen |
| Email: | mallen@lcer.org |
| 2nd Backup Name: | Ryan Dorcey |
| Email: | rdorcey@lcer.org |

*Required information in the ETPRS