

Franklin Elementary School District

EDUCATION TECHNOLOGY PLAN



JULY 1, 2020 – JUNE 30, 2023

Franklin Elementary School District

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1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.

1a. List specific start and end dates (7/1/20 to 6/30/23). Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.

The Franklin Elementary School District is located near the Yuba-Sutter Buttes mountain range, 40 miles north of Sacramento, California. The district School Board consists of five members who represent the Yuba City community. The single-school school district is a K-8 school with approximately 475 students. The school's website is <http://www.franklin.k12.ca.us>.

1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.

The Technology Committee, representing grades K-8, assessed, defined, and prioritized the needs of the District. Input was solicited from teachers, counselors, administrators, classified staff, students, parents, community members, Site Council, Parent's Club, GATE committee, and ELAC (English Language Advisory Committee). These contributions, along with goals and actions from the Local Control and Accountability Plan were discussed at the Technology Committee meetings and the pertinent input has been incorporated into this plan. The committee members worked together to recommend revisions to the previous technology plan to address these needs as well as to be aligned with the California Department of Education's Local Control Accountability Plan. The revised plan was then reviewed by the District's Educational Services Department, Business Services Department, IT Staff, and the Superintendent.

1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. California Department of Education (2013)

Students need the ability to gather, comprehend, evaluate, synthesize, and summarize information and ideas, to conduct original research to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum.

Miles, Janis Jewell. Preparing students with 21st century skills: Educator training and preparedness to integrate into curriculum. (2014)

The purpose of this study was to understand whether educators have knowledge of the 21st Century Skills concepts and if they facilitate student acquisition of these important skills.

P21 Common Core Toolkit: A guide to aligning the common core state standards with the framework for 21st century skills. Partnership for 21st Century Skills. (2011)

The Partnership for 21st Century Skills (P21) Framework for 21st Century Readiness emphasizes life and career skills, learning and innovation skills, information, media and technology skills as well as core subjects and 21st century themes. As education leaders incorporate the CCSS into school systems, P21 urges them to do so in a way that honors the fusion of the 3Rs (core academic content mastery) and 4Cs (critical thinking and problem solving,

collaboration, communication and creativity and innovation).

2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.

2a. Describe teachers' current access to instructional technology and current use of digital tools.

All teachers have access to a desktop computer and a laptop for use in their classroom. Teachers have access to projectors and document cameras in their classrooms for digital displays of lessons. All classrooms have interactive Smartboards for classroom instruction. Both teachers and students have access to networked printers to support instructional applications. All staff has access to two Xerox copy machines, one color and one black and white only.

The school has two hardwired computer labs accessible to teachers and students as needed. All classrooms have Chromebook carts allowing each student their own device to use while on campus. The site has a wireless network installed throughout the campus.

2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.

Each student has access to a Chromebook in their classroom. All students have access to desktop computers in the computer labs as needed. Students learn how to utilize the tools in Google Apps for Education for collaborative assignments, homework, projects and communication. Students have access to

Accelerated Reader, Free Typing, Civics testing practice, Wonders, Illuminate, CPM math, StudySync, GoMath, Kids A-Z, IXL, and Mystery Science. Currently, replacement has been based on availability of funds.

2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.

It is a goal to integrate technology into the curriculum for all students to provide powerful learning opportunities and improve teaching. Some examples of this include:

- Collaboration activities between students and teachers using tools and features of StudySync, and other collaborative technologies.*
- Use of remediation and tutorial software including, but not limited to, Wonders, CPM, Mystery Science, and Khan Academy.*
- All grades utilize Google based applications.*

Future Goal:

Each year staff development opportunities are offered to all staff to help them improve their implementation of technology within their classroom activities.

The Franklin Elementary LCAP plan includes the following goals:

- All students will continue to have access to a device to access relevant technology.*
- All staff will continue to have access to training to properly utilize instructional technology and other resources.*

Individualized grade-level goals for use of computer and applications:

Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards

Digital Literacy Categories	Technology Skills	Grades K -2	Grades 3 -5	Grades 6-8
Demonstrate proficiency in the use of computers & applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.	Basic Operations	<ol style="list-style-type: none"> 1. Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, use a pointing device such as a mouse). 2. Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application. 3. Identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard. 4. Recognize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print). 	<ol style="list-style-type: none"> 1. Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals). 2. Select a printer, use print preview, and print a document with the appropriate page setup and orientation. 3. Use various operating system features (e.g., open more than one application/program, work with menus, use the taskbar). 4. Demonstrate intermediate keyboarding skills and proper keyboarding techniques. 	<ol style="list-style-type: none"> 1. Use features of a computer operating system (e.g., determine available space on local storage devices and remote storage resources, access the size and format of files, and identify the version of an application). 2. Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., "frozen screen"). 3. Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available. 4. Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose. 5. Demonstrate keyboarding skills between 25-30 wpm with fewer than 5 errors. (For students with disabilities, demonstrate alternate input techniques as appropriate.)
	Word Processing & Desktop Publishing	<ol style="list-style-type: none"> 5. Use a word processing application to write, edit, print, and save simple assignments. 6. Insert and size a graphic in a word processing document. 	<ol style="list-style-type: none"> 5. Use menu/tool bar functions in a word processing program (i.e., font size/style, line spacing, margins) to format, edit, and print a document. 6. Copy and paste text and images within a document, as well as from one document to another. 7. Proofread and edit writing using appropriate resources (e.g., dictionary, spell-checker, grammar resources). 	<ol style="list-style-type: none"> 6. Demonstrate use of intermediate features in word processing applications (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables). 7. Create, save, open, and import a word processing document in different file formats (e.g., RTF, HTML).
	Database	<ol style="list-style-type: none"> 7. Explain that computers can store and organize information so that it can be searched. 8. Use a simple computer graphing application to display data. 	<ol style="list-style-type: none"> 8. Define the term "database" and provide examples from everyday life (e.g., library catalogues, school records, telephone directories). 9. Define terms related to databases, such as "record," "field," and "search." 10. Do simple searches of existing databases. 	<ol style="list-style-type: none"> 8. Describe the structure and function of a database, using related terms appropriately. 9. Create a simple database, defining field formats and adding new records. 10. Perform simple operations in a database 11. Plan and develop database reports to organize and display information.
	Spreadsheet (Tables, Charts and Graphs)		<ol style="list-style-type: none"> 11. Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information. 12. Identify and explain terms and concepts related to spreadsheets (i.e., cell, column, row, values, 	<ol style="list-style-type: none"> 12. Describe the use of spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings. 13. Create an original spreadsheet, using formulas. 14. Use various number formats

			<p>labels, chart, graph).</p> <p>13. Enter/edit data in spreadsheets and perform calculations using simple formulas (+, -, *, /), observing the changes that occur.</p>	<p>(e.g., scientific notation, percentages, exponents) as appropriate.</p> <p>15. Produce simple charts and graphs from a spreadsheet.</p> <p>16. Distinguish among different types of charts and graphs, and choose the most appropriate type to represent given data.</p> <p>17. Apply advanced formatting features to customize tables, charts, and graphs.</p>
	<p>Internet, Networking & Online Communication</p>	<p>9. Explain that the Internet links computers around the world, allowing people to access information and communicate.</p> <p>10. Demonstrate the ability to use tools in painting and/or drawing programs.</p>	<p>14. Explain and use age-appropriate online tools and resources (e.g., tutorial, assessment, Web browser).</p> <p>15. Save, retrieve, and delete electronic files on a hard drive or school network.</p> <p>16. Explain terms related to the use of networks (e.g., username, password, network, file server).</p> <p>17. Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p> <p>18. Use age-appropriate Internet-based search engines to locate and extract information, selecting appropriate key words.</p>	<p>18. Use Web browsing to access information (e.g., enter a URL, access links, create bookmarks, favorites, print Web pages).</p> <p>19. Identify probable types and locations of Web sites by examining their domain names, and explain that misleading domain names are sometimes created in order to deceive people (e.g., .edu, .com, .org, .gov, .au).</p> <p>20. Explain and correctly use terms related to networks (e.g., LANs, WANs, servers, and routers) and Internet connectivity (e.g., DSL, T1, T3).</p> <p>21. Explain and correctly use terms related to online learning (e.g., IP address, post, thread, Intranet, discussion forum, drop box, account, password).</p> <p>22. Explain that some Web sites require the use of plugins and specific browser versions to access content.</p> <p>23. Use e-mail functions and features (e.g., replying, forwarding, attachments, subject lines, signature, and address book.) The use of e-mail is at the school district's discretion and may be a class-wide activity if students do not have individual accounts.</p>
	<p>Multimedia & Presentation Tools</p>		<p>19. Create, edit, and format text on a slide.</p> <p>20. Create a series of slides and organize them to present research or convey an idea.</p> <p>21. Copy and paste or import graphics; change their size and position on a slide.</p> <p>22. Use painting and drawing applications to create and edit work.</p>	<p>24. Create a multimedia presentation using various media as appropriate (e.g., audio, video, animations, etc.).</p> <p>25. Use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of work.</p>

2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.

Students are provided instructions that specifically teaches technology and information literacy skills. Curriculum includes instruction in these skills to help meet college and career readiness at their grade level with programs such as StudySync and Accelerated Reader for English, GoMath and CPM for math, and Mystery Science for science.

2e. Describe goals and an implementation plan, with annual activities, to address Internet Safety and the appropriate and ethical use of technology in the classroom.

Franklin School’s Barracuda web filter satisfies the requirements of CIPA (Children’s Internet Protection Act). All students receive grade level internet safety instruction. Internet safety is reinforced by discussions with school staff.

Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards

Digital Literacy Categories	Technology Skills	Grades K -2	Grades 3 -5	Grades 6-8
Demonstrate the responsible use of technology & an understanding of ethics & safety issues in using electronic media at home, in school, and in society.	Ethics	<ol style="list-style-type: none"> 1. Follow classroom rules for the responsible use of computers, peripheral devices, and resources. 2. Explain the importance of giving credit to media creators when using their work in student projects. 	<ol style="list-style-type: none"> 1. Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks. 2. Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use. 3. Explain Fair Use Guidelines for the use of copyrighted materials (e.g., text, images, music, video) in student projects 	<ol style="list-style-type: none"> 1. Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing. 2. Explain how copyright law protects the ownership of intellectual property, and explain possible consequences of violating the law. 3. Explain fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects. 4. Describe appropriate and responsible use of communication tools (e.g., chats, instant messaging, blogs, and wikis).

	Classroom & Society	<p>3. Explain why there are rules for using technology at home and at school.</p> <p>4. Identify the purpose of a media message (to inform, persuade, or entertain).</p> <p>5. Describe how people use many types of technologies in their daily lives.</p>	<p>4. Identify ways in which technology is used in the workplace and in society.</p> <p>5. Work collaboratively online with other students under teacher supervision.</p> <p>6. Analyze media messages and determine if their purpose is to inform, persuade, or entertain.</p> <p>7. Explain that some Web sites and search engines may include sponsored commercial links.</p> <p>8. Explain how hardware and applications can enable people with disabilities to learn.</p>	<p>5. Identify and discuss the technology proficiencies needed in the workplace, as well as ways to prepare to meet these demands.</p> <p>6. Identify and describe the effect technological changes have had on society.</p> <p>7. Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.</p> <p>8. Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.</p> <p>9. Give examples of hardware and applications that enable people with disabilities to use technology.</p>
	Health & Safety	<p>6. Follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.)</p> <p>7. Demonstrate knowledge of ergonomics and electrical safety when using computers.</p> <p>8. Explain that a password helps protect the privacy of information.</p>	<p>9. Recognize and describe the potential risks and dangers associated with various forms of online communications.</p> <p>10. Identify and explain the strategies used for the safe and efficient use of computers (e.g., passwords, virus protection software, spam filters, popup blockers).</p> <p>11. Demonstrate safe e-mail practices, recognition of the potentially public exposure of e-mail and appropriate e-mail etiquette (if the district allows student e-mail use).</p> <p>12. Identify cyber-bullying and describe strategies to deal with such a situation.</p> <p>13. Recognize and demonstrate ergonomically sound and safe use of equipment.</p>	<p>10. Explain the potential risks associated with the use of networked digital information (e.g., Internet, mobile phones, wireless, LANs).</p> <p>11. Provide examples of safe and unsafe practices for sharing personal information via e-mail and the Internet.</p> <p>12. Explain why computers, networks, and information need to be protected from viruses, intrusion, and vandalism.</p> <p>13. Explain terms associated with the safe, effective, and efficient use of telecommunications/Internet (e.g., password, firewalls, spam, security, Acceptable Use Policy).</p> <p>14. Describe how cyber-bullying can be blocked.</p>

3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services:

3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.

The teachers, administrators, and classified staff at Franklin Elementary School are currently able to efficiently manage existing classroom technology equipment

such as computers, Smartboards, document readers, projectors, televisions, and dvd/vcrs. Teachers consider additional and advanced training of current technologies in the classroom as necessary and vital to improving their level of technological skill.

3b. Describe goals and an implementation plan, with annual activities, for providing professional development opportunities based on your LEA needs assessment data and the Curriculum Component of the plan.

Professional development in technology for Franklin Elementary School staff will be planned as part of the overall professional development plan, assuring alignment with this technology plan, the LCAP, and other LEA plans.

Professional development will include workshops where technology is integrated into CCSS (Common Core State Standards) implementation professional learning activities.

4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

Franklin Elementary School currently has 163 desktop computers, 23 teacher laptops, and 660 student classroom Chromebooks. A 1gb fiber optic line from AT&T is provided for high-speed internet access to all rooms on campus. A Ruckus wireless system provides campus-wide internet access for staff, students, parent volunteers, and guests.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Franklin Elementary School has individual servers designated for the Domain Controller, Destiny library program, security cameras, network storage, and backups. A Barracuda NgF280 firewall and web filter is in place to aid in network safety and to comply with CIPA requirements. Extreme brand of network switching is predominant throughout the campus. All classrooms have projectors, Smartboards, and document readers which support the activities of the curriculum and professional development components of the plan.

5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The process for evaluating the effectiveness on teaching and learning will be done through the district's LCAP which includes stakeholders in all areas of the district, school site, and community.

5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.

The Technology Coordinator will gather information on software, online

resources, hardware, infrastructure, and IT support yearly and will report on status of such to the Technology Committee, where a thorough discussion resulting in recommendations for the next year will take place.