Comprehensive

Stockton Unified

July 1, 2024 - June 30, 2027

1. Plan Background

1.a. District Profile & Plan Duration

Stockton Unified School District is a public school district that serves approximately 37,000 students in grades TK-12 at fifty five sites, and one adult-ed site. Stockton Unified School District (SUSD) began providing services to students in 1852 and is located in the heart of California's Central Valley near the banks of the San Joaquin River. SUSD is the 18th largest school district in California, whereby 37,000 PK-12th grade students come to us to experience an academic journey that leads to high school graduation and success in college, careers, and as actively-engaged community members. The District also serves a number of adults through our Stockton School For Adults. SUSD is made up of thirty-seven Head Start classes, fifty-three state preschool classes, three First 5 preschool classes, forty-three K-8 schools, four comprehensive high schools, four small high schools, an alternative high school, a special education school, a school for adults, and five dependent charter schools.

District Vision and Beliefs

The students of Stockton Unified School District are our most valuable resource and together with our community, we have an obligation to provide them with a world-class education. It is our solemn responsibility to provide every student with high quality instruction, a well rounded educational experience, and the support necessary to succeed. The Stockton Unified School District is committed to a Whole Child, Whole Family, and Whole Community needs approach to ensure that all students learn.

(District Mission Statement & Goals)

Mission
Our Mission is to graduate every student college, career, and community ready. In doing so we lift all youth out of circumstances of poverty and scarcity.

Goals for Students

1. Every child by the end of the 3rd grade will read and comprehend at the proficient level.
2. Every child by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.
3. Every child by the end of the 12th grade will graduate and be college or career ready.

Instructional Technology Mission Statement

To foster digital aged learners in a digital environment by integrating instructional technology into all curriculum/subjects. Students should leave Stockton Unified School District digitally literate, able to critically examine online content, spot potential dangers and mis- or dis-information and understand that their online behaviors have consequences just as actions in real life.

Goals: One of the goals of instructional technology in the classroom is to create digital aged learners in a digital age environment. Instructional technology should be integrated into all curriculum/subjects and should not be taught in isolation. Students should have a variety of tools to choose and select from in order to demonstrate mastery of the content standards.

To achieve this goal: Teachers and leaders must be knowledgeable of the standards and models below, use them to guide their instruction, and provide equitable access for students.

- The National Technology Standards provided by ISTE.
  Links to standards: students, educators, coaches, educational leaders
- The SAMR model (Substitution, Augmentation, Modification, Redefinition)
- The 4 C's (Critical Thinking, Collaboration, Creativity, Communication).
- The 6 C's (Critical Thinking, Collaboration, Creativity, Communication, Character, Citizenship).

Another goal of instructional technology is digital literacy. It is paramount that students become digitally literate, are able to critically examine online content, spot potential dangers and mis- or dis-information and understand that their online behaviors have consequences just as actions in real life.

To achieve this goal:

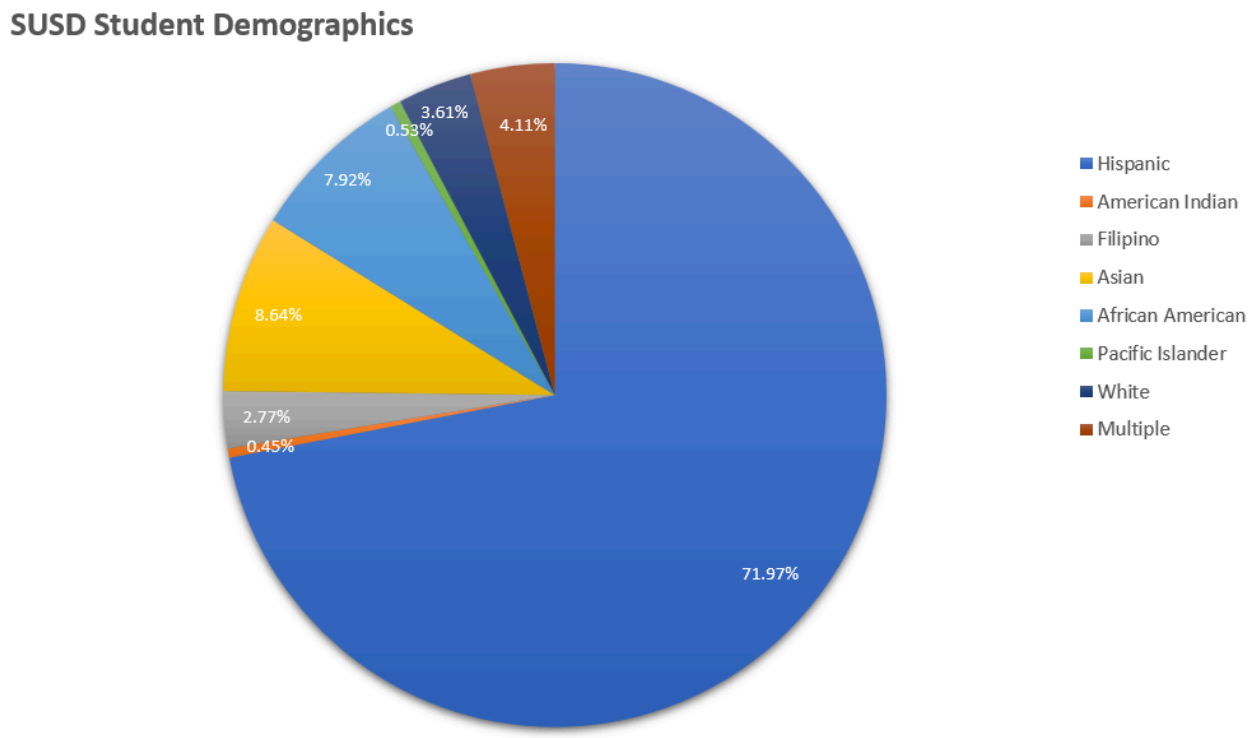
- Teachers must be knowledgeable of the Common Sense Media Digital Citizenship Curriculum. Teachers should plan and lead digital citizenship lessons at the beginning of the school year and reference the content throughout the year.

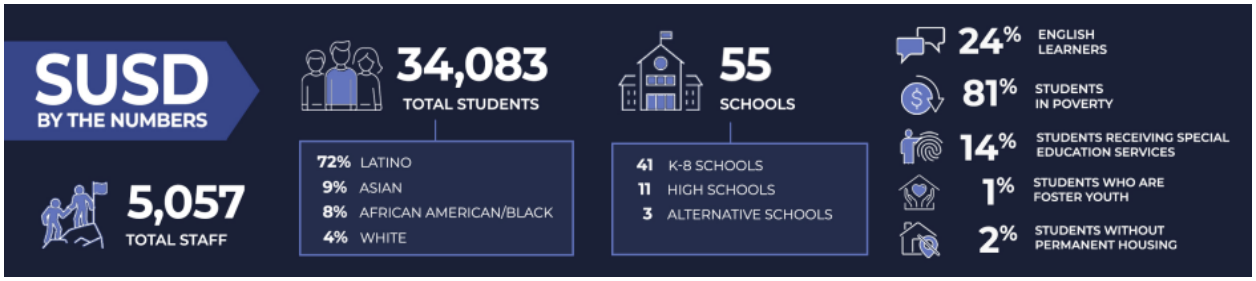
SUSD Stakeholder Group

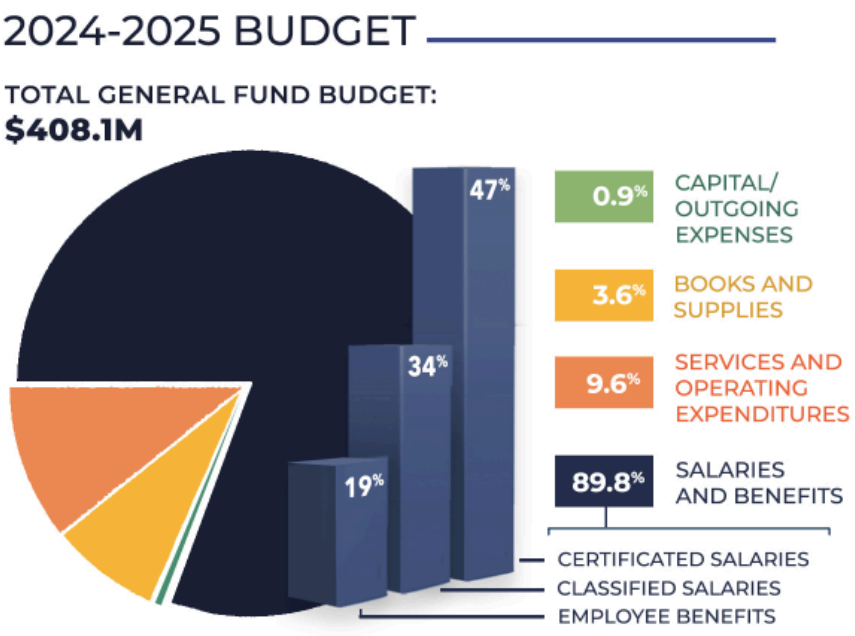
- Students
- Teachers
- Coaches
- Site Admin
- District Admin
- Board
- Parents

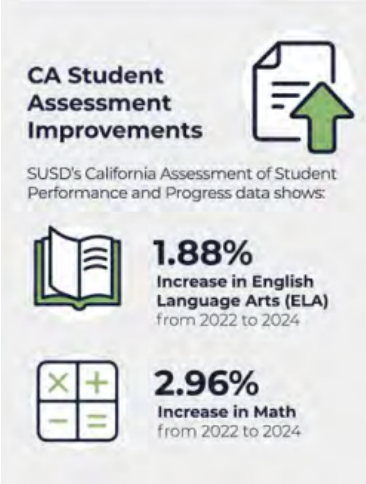
Demographics

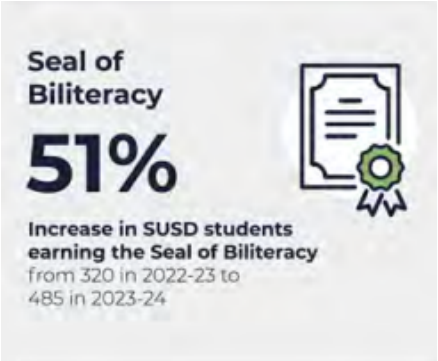
The student population is fairly diverse, with Hispanic, African-American, Asian students making up the largest groupings. For the beginning of the 2024-2025 school year 8,140 (24.11%) students were designated English Learners.











1.b. Stakeholders

SUSD Technology Committee consists of a diverse group of educators, parents, and district staff that collaborated to craft the draft Technology Plan. The process was overseen by the Executive Director of Technology and Innovation. The Administrator of Instructional Technology will oversee the implementation of the plan, with input from stakeholders.

Name	Role	Site/Department
Dr. Michelle Rodriguez	Superintendent of Schools	Superintendent's Office
Joann Juarez	Interim Chief Business Officer	Business Services
Dr. Paoze Lee	Executive Director	Innovation and Technology
Melissa Sigars	Director	Curriculum/Professional Development
Lindsay Kumar	Administrator of Instructional Technology	Technology and Innovation
Tim Costello	Curriculum Specialist	Technology and Innovation
Vacant	Curriculum Specialist	Technology and Innovation
Jaime Aguilar	Technology Manager	Technology and Innovation
Cesar Gamez	IS Support Supervisor	Technology and Innovation
Andrew Brooks	Site Tech Cadre	Taft Elementary
Tim Costello	Site Tech Cadre	Hazelton Elementary
Allen Emmett	Site Tech Cadre	Stockton High
Ren Foshee	Site Tech Cadre	Stagg High School
Toua Her	Site Tech Cadre	Commodore Skills K8
Jessica Hulsey	Site Tech Cadre	Merlo Institute
Tori Marinelli	Site Tech Cadre	Stagg High School
Shawn McCarty	Site Tech Cadre	Hoover Elementary
Josh Montero	Site Tech Cadre	Van Buren Elementary
Rhea Nelson	Site Tech Cadre	Health Careers Academy
Terri Richter	Site Tech Cadre	Primary Years Academy
Lisa Roldan	Site Tech Cadre	Pittman Elementary
Jennifer Ryan	Site Tech Cadre	Roosevelt Elementary
Jennifer Serpa-Brewster	Site Tech Cadre	Monroe Elementary
John White	Site Tech Cadre	Flora Arca Mata Elementary

1c. Research to Support the Technology Plan

Battista, L. (2013). Cyberbullying—What schools can do about it. Kaplan University. Retrieved from http://www.kaplanuniversity.edu/arts-sciences/articles/cyberbullying-schools.aspx dead link

Common Sense Media Digital Citizenship Curriculum.
Links to Lessons:
Grades K-2, Grades 3-5, Grades 6-8, Grades 9-12

Education technology post-COVID-19: A missed opportunity? Emiliana, Vegas. (2022). Brookings. Retrieved from https://www.brookings.edu/articles/education-technology-post-covid-19-a-missed-opportunity/

Grunwald and Associates. (2010). Educators, technology and 21st century skills: Dispelling five myths. Walden University, Richard W. Riley College of Education. Retrieved from www.WaldenU.edu/fivemyths dead link

How Tech-Driven Teaching Strategies Have Changed During the Pandemic. Herold, B. (2022). EducationWeek. Retrieved from https://www.edweek.org/technology/how-tech-driven-teaching-strategies-have-changed-during-the-pandemic/2022/04#:~:text=The%20biggest%20growth%20areas%20include,least%20basic%20classroom%20management%20tasks

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., & Ludgate, H. (2013). *NMC Horizon Report: 2013 K-12 Edition*. Austin, TX: The New Media Consortium

Project Tomorrow. (2011). The new 3 E's of education: enabled, engaged, empowered how today's educators are advancing a new vision for teaching and learning. Retrieved from http://www.tomorrow.org/speakup/speakup_reports.html.

Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). *How teachers are using technology at home and in their classrooms*. Pew Research Center. Retrieved from http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/

Ribble, M. (2011). Digital citizenship in schools. Eugene, OR: International Society for Technology in Education.

The National Technology Standards provided by ISTE. (2025). Retrieved from https://iste.org/standards

Wang, S., Hsu, H., & Green, S. (2013). Using social networking sites to facilitate teaching and learning in the science classroom. *Science Scope, 36*(7), 74-80.

2. Curriculum

2.a. Teacher Access to Technology

All teachers at SUSD have access to a laptop computer that is less than one year old. All district owned computers intended for teacher use are Windows based machines that utilize either Windows 10 or newer operating systems. These machines all have Microsoft Office 2016 or newer. These machines also have the Google Chrome browser as all teachers have a Google Workspace account. Teachers may also choose to use their personally owned equipment, such as tablets or phones, on the district network utilizing the 'guest' wireless network. District policy encourages teachers to take their district issued computers home and to do Professional Learning as the teachers choose. Most classrooms have LCD projectors and document cameras. The number of LCD projectors and document cameras in place that are serviceable or in need of replacement should be determined annually and these projectors need to be replaced. Some sites have purchased interactive short throw projectors and interactive panels. The district is evaluated the move to Viewsonic interactive panels as a standard for all classrooms based on the premise of higher performance quality over the life of the device.The district approved the purchase of 535 ViewSonic interactive panels and EDLA Slot-ins to distribute to highschool classrooms that did not already have ViewSonic interactive panels.

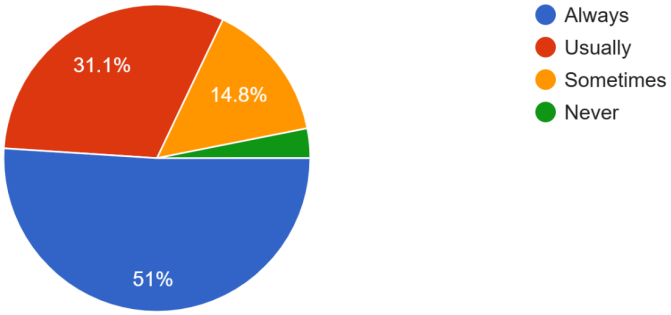
All teachers and staff have access to Google Workspace and more recently, Microsoft Office 365 accounts. Teachers also have access to a district provided classroom web page (Blackboard), and a district provided online grade book (Synergy or Illuminate, depending on grade level). In combination, these tools allow teachers to create a blended learning environment that is accessible to students and parents.

2.b. Student Access to Technology

At the start of the 2024-25 school year the district is at a 2:1 ratio of Chromebooks-to-students. Students have one Chromebook at home and one in the carts in their classrooms. There will be enough Chromebooks available that every student should have access to a Chromebook every day for 24-7 learning.

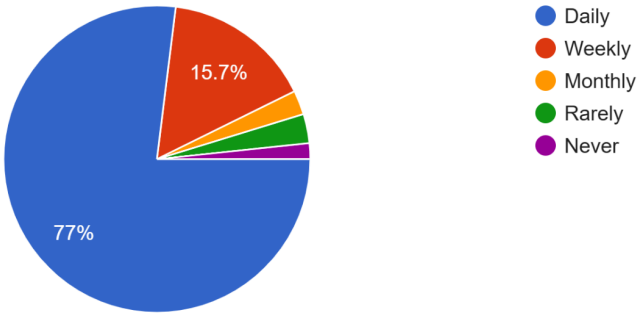
How often is the following true for you? I have enough access to a device to accomplish my work.

11,753 responses



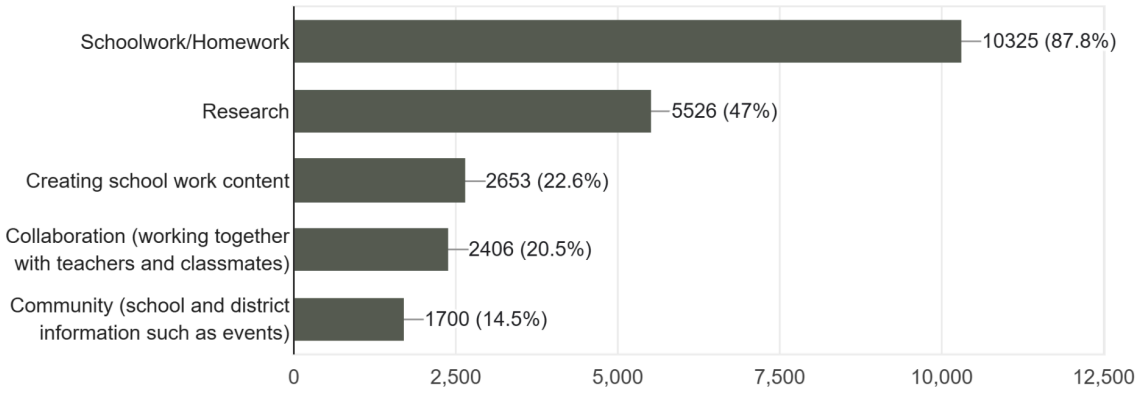
How often are Chromebooks used in classroom activities to support your learning?

11,753 responses



What do you see as some benefits of having a Chromebook at home?

11,753 responses



The data from the Tech plan survey shows 81% of students have access always or usually to a Chromebook to accomplish their work. 77% of students reported that Chromebooks are used daily in class to support their learning.10,325 out of 11,753 students responded being able to do schoolwork at home on Chromebook would be beneficial. All students have a Google Workspace account, with access to a number of different apps and permissions, depending on grade level.

Some classes, primarily high school Career Technical Education (CTE) classes and middle school Project Lead The Way (PLTW) classes, have access to labs of Windows based machines that are configured with software specific to the particular career pathway. Students in PLTW classes have access to iPad carts. iPads are also available to some Special Ed students depending on need. High school students shall have access to district provided Chromebooks both in the classroom and at home. Sites shall have additional Chromebooks available for use in the event that students leave their Chromebooks at home.

Hardware Inventory

Current Chromebook Inventory (to include site ordered Chromebooks

Site	SY 23-24	SY 24-25 Inventory	SY 24-25 Distributed	SY 24-25 Already Check Out	SY-24-25 Total
Adams	1043	543	640	19	1202
August	1267	431	490	250	1171
Bush	1374	929	450	235	1614
Chavez	2541	25	210	1864	2099
Cleveland	1389	797	300	190	1287
Edison	2741	1366	0	2120	3486
El Dorado	1211	667	180	90	937
Elmwood	1478	821	320	269	1410
Fillmore	1483	786	270	246	1302
Flora Arca Mata	1098	584	220	243	1047
Franklin	2313	15	200	1880	2095
Fremont	1614	614	810	313	1737
Grunsky	1009	642	240	164	1046

Hamilton	1597	718	320	217	1255
Harrison	1364	699	240	505	1444
Hazelton	1274	603	380	246	1229
Health Careers Academy	573	0	60	373	433
Henry	1781	1067	270	572	1909
Hong-Kingston/Valenzuela	1696	973	280	298	1551
Hoover	1168	808	420	214	1442
Huerta	1084	526	210	213	949
Jane Frederick	518	352	0	132	484
Kennedy	1045	678	220	208	1106
King	2153	1185	230	609	2024
Kohl	447	292	90	157	539
Madison	1392	903	380	286	1569
Marshall	1195	438	410	87	935
McKinley	1733	745	260	495	1500
Merlo Institute of Environmental Tech	544	299	0	88	387
Monroe	1131	365	220	244	829
Montezuma	1679	926	240	331	1497
Nightingale	1122	418	350	199	967
Pacific Law Academy	324	35	0	183	218
Peyton	1716	942	380	412	1734
Pittman	1477	1137	0	237	1374
Primary Years Academy	975	482	0	253	735
Pulliam	1228	859	330	94	1283
Rio Calaveras	1591	720	560	422	1702

Roosevelt	983	309	220	139	668
San Joaquin	1564	728	250	497	1475
School for Adults	574		0		0
Skills	2059	1158	0	458	1616
Spanos	844	543	320	157	1020
Stagg	1900	48	0	1524	1572
Stockton Early College Academy	616	415	0	408	823
Stockton High	353	145	0	136	281
Taft	1117	350	390	226	966
Taylor	1309	504	290	156	950
Van Buren	1134	634	200	221	1055
Victory	1097	797	220	115	1132
Walton	10	5	0		5
Washington	642	273	60	103	436
Weber Tech	480	399	0	298	697
Wilson	582	405	350	13	768
YAP	156	114	0	31	145
	66788	**31217**	**12480**	**19440**	**31920**

Teacher Laptops by site count

Laptop make and model: Dell Latitude 5440 & 5450

Site	SY 23-24	SY 24-25 Assigned	SY 24-25 Inventory	SY-24-25 Total
ADAMS K-8	32	35	1	36
AUGUST K-8	32	29	4	33
BUSH K-8	37	36	1	37

CESAR CHAVEZ HIGH SCHOOL	112	99	12	111
CLEVELAND K-8	36	38	3	41
EDISON HIGH SCHOOL	106	105	12	117
EL DORADO K-8	32	33	2	35
ELMWOOD K-8	33	36	1	37
FILLMORE K-8	29	26	6	32
FRANKLIN HIGH SCHOOL	92	110	3	113
FREMONT K-8	42	50	3	53
GRUNSKY K-8	30	26	5	31
HAMILTON K-8	37	33	3	36
HARRISON K-8	34	36	0	36
HAZELTON K-8	25	28	4	32
HCA	25	24	1	25
HENRY K-8	36	42	1	43
HONG-KINGSTON K-8	42	40	4	44
HOOVER K-8	40	40	1	41
HUERTA	21	18	4	22

K-8				
JANE FREDERICK HIGH SCHOOL	16	16	0	16
KENNEDY K-8	29	33	2	35
KING K-8	41	48	2	50
KOHL K-8	10	9	1	10
MADISON K-8	39	40	0	40
MARSHALL K-8	17	16	12	28
MATA	24	29	2	31
MCKINLEY K-8	38	37	2	39
MERLO ENVIRONMENTAL INST	16	15	4	19
MONROE K-8	22	24	1	25
MONTEZUMA K-8	41	41	0	41
NIGHTINGALE K-8	28	29	1	30
PEYTON K-8	43	41	3	44
PITTMAN K-8	34	32	2	34
PLA	9	14	0	14
PULLIAM K-8	35	36	1	37
PYA	16	16	2	18
RIO CALAVERAS K-8	40	39	1	40

ROOSEVELT K-8	20	18	4	22
SAN JOAQUIN K-8	36	33	3	36
SECA	12	13	2	15
SKILLS	48	48	1	49
SPANOS K-8	19	22	1	23
STAGG HIGH SCHOOL	96	93	5	98
STOCKTON HIGH SCHOOL	8	8	1	9
TAFT K-8	31	29	3	32
TAYLOR K-8	27	29	0	29
VAN BUREN K-8	31	30	1	31
VICTORY K-8	28	32	2	34
WALTON SPECIAL CENTER				0
WASHINGTON K-8	14	13	2	15
WEBER INSTITUTE	3	2	28	30
WILSON K-8	19	17	3	20
TOTAL	**1760**	1786	163	1949
				0

ViewSonic Interactive Panels:

Site	SY 23-24 & Before	SY 24-25		Total
ADAMS K-8				0
AUGUST K-8				0
BUSH K-8				0
CESAR CHAVEZ HIGH SCHOOL	3	84		87
CLEVELAND K-8	2			2
EDISON HIGH SCHOOL		102		102
EL DORADO K-8				0
ELMWOOD K-8				0
FILLMORE K-8	3			3
FRANKLIN HIGH SCHOOL	7	110		117
FREMONT K-8	26			26
GRUNSKY K-8	11			11
HAMILTON K-8	18			18
HARRISON K-8				0
HAZELTON K-8	22			22
HCA	21	24		45
HENRY K-8				0
HONG-KINGSTON K-8	2			2
HOOVER K-8				0
HUERTA K-8	2			2

JANE FREDERICK HIGH SCHOOL		17		17
KENNEDY K-8				0
KING K-8	4			4
KOHL K-8				0
MADISON K-8	8			8
MARSHALL K-8	18			18
MATA				0
MCKINLEY K-8	3			3
MERLO ENVIRONMENTAL INST	15	23		38
MONROE K-8	2			2
MONTEZUMA K-8	3			3
NIGHTINGALE K-8				0
PEYTON K-8	10			10
PITTMAN K-8	25	6		31
PLA	9			9
PULLIAM K-8	27			27
PYA	1			1
RIO CALAVERAS K-8				0
ROOSEVELT K-8				0
SAN JOAQUIN K-8				0
SECA	16	18		34
SKILLS				0

SPANOS K-8	4			4
STAGG HIGH SCHOOL		85		85
STOCKTON HIGH SCHOOL	2	12		14
TAFT K-8	8	6		14
TAYLOR K-8	14	1		15
VAN BUREN K-8	22			22
VICTORY K-8	5			5
YAP		11		11
WALTON SPECIAL CENTER	7	1		8
WASHINGTON K-8	2			2
WEBER INSTITUTE	5	25		30
WILSON K-8	15			15
TOTAL	**342**	**525**		**867**

Hardware & Software to Support Student Learning

Students in high school have access to a variety of technology, including Chromebooks that are checked out. There should be sufficient Chromebooks that each high school student has access to a Chromebook, laptop, or desktop Windows machine every day.

No public-facing access is permitted by students in these grade levels. Many other software titles are available depending on the particular course.

All high school sites offer 3-year Career and Technical Education pathways (CTE). Students in these pathways have access to industry-standard technology necessary for the curriculum. The district is committed to providing industry-standard tools for these courses such as Chrome, Windows, or Apple operating systems.

All SUSD teachers are encouraged to integrate technology into teaching and learning in interesting and engaging ways. All teachers have access to email and Google Workspace as do all students. The district adopted ELA and Math curricula are both consumable and web based for grades TK-12. The Illuminate software supports student learning by providing teachers with the data tools and current language proficiency levels based on assessments like ELPAC, such

as listening, speaking, reading and writing for their students. Curriculum programs provide data from online assessments for data analysis. By providing this information for teachers they are able to craft lesson plans based on student's unique language needs and differentiate their instruction accordingly.

All teachers are provided an online grade book in either Illuminate (Gen Ed-TK-6/Sped K-8) or Synergy (7-12) that supports the posting of class documents (like syllabi, class procedures, etc), assignments, and grades. Students and parents can log in and review and/or download these items when posted. Some sites chose to provide their own online grade book. Teacher participation in these tools is voluntary.

In addition to resources for curriculum, English learners have access to Rosetta Stone in English during the Extended Learning Opportunities Program (ELOP) after-school program. This program is facilitated by the Language Development Office.

Furthermore, to enrich the learning for English learners, the students interact with, use, and learn with multimedia to meet the 2012 English Language Development standards.

For the 2022-2023 school year, Stockton Unified rolled out ClassLink, a one-click single sign-on solution that gives students access to everything they need to learn, anywhere, with just one password.

TK-12

District-Wide Software and Applications	
• Adobe Express • Brainfuse • Britannica School • Canva • ClassLink • Desmos • Destiny Discover • Discovery Education • Ellevation • Gale • GoGuardian	• Google Workspace • Kami • Padlet • PearDeck • Rosetta Stone • ProQuest • Special Education Information System (SEIS) • Screencastify • Sora • TeachingBooks • Xello

TK-8

District-Wide Software and Applications	
• Benchmark *(TK-6th)* • Gizmos *(6th-8th)* • Heggerty *(TK-2nd)* • Houghton Mifflin Harcourt • Project Lead the Way (PLTW) • Ready Mathematics • Studies Weekly *(K-5th)* • Seesaw • SIPPS *(K-8th)* • Sown To Grow *(3rd-8th)*	• phET *(6th-8th)* • McGraw Hill *(6th-8th)* • Read 180 *(6th-8th SPED)* • Savvas *(7th-8th)* •

High School

District-Wide Software and Applications	
• i-Ready Diagnostics • Math Diagnostic Testing Project (MDTP) • Savvas • DreamBox • Reading Plus • Houghton Mifflin Harcourt • McGraw Hill • Ethnic Studies In-District Curriculum	• Discovery Science • High School Biology In-District Curriculum • Read180 *(9th-12th SPED)* • Gizmos • Vista Higher Learning • Ramsey Classroom • Get More Math • Helper Helper • APEX Learning • Cyber High • Sown To Grow

School for Adults

School for Adult (SFA) students can access lab computers using the Windows 10 operating system or newer. SFA also has access to Chromebooks to access Google Workspace. In addition, SFA students are allowed access to the SFA WiFi network through BYOD (i.e. personal tablets or smartphones).

SPED

All students benefit from universally embedded assistive technology tools via district provided technology (Chromebook) as it aligns with MTSS/UDL tiered model of supports. All students have access to a Chromebook. All accommodations are universally embedded in all district provided technology via the chromebook.

Chromebooks are provided to SPED teachers. The student's IEP dictates the accommodations of technology and media. SPED teachers receive technology from the district and the site technology is available for SPED students, i.e., Chromebooks.

Credit Recovery High Schools

- Jane Frederick - Continuation program
- Stockton High School - Independent Study
- School for Adults - Diplomas and Certificate

Google Workspace

Students K-8 have access to Chromebooks at a 2:1 ratio. Students have one Chromebook at home (shall they request one) and one in the carts in their classrooms.

All primary students in SUSD have their own Google Workspace account that includes Docs, Slides, and Sheets. Students in these grades do not have access to email.

All intermediate students in SUSD have their own Google Workspace account that includes Docs, Slides, Sheets, and Gmail. These students' Gmail accounts are restricted to sending and receiving email within the Stocktonusd.org and Stocktonusd.net domains only. Student work in other Google apps can be shared within the stocktonusd.org domain only.

All middle school students in SUSD have their own Google Workspace account that includes Docs, Slides, Sheets, and Gmail. These students' Gmail accounts are restricted to send and receive email within the stocktonusd.org and Stocktonusd.net domains only. Student work in other Google apps can be shared within the stocktonusd.org domain only. No public facing sharing is permitted by students in these grade levels.

All high school students in SUSD have their own Google Workspace account that includes Docs, Slides, Sheets, Sites, and Gmail. These students' Gmail accounts are not restricted to the Stocktonusd.org and Stocktonusd.net domains, but they are filtered for content. Students work with other Google apps and these can be shared within the stocktonusd.org domain only.

Hardware Replacement Policy

- *Network Equipment* - In general network equipment is a part of the technology infrastructure. As such, wireless access points, network switches, network access

control (NAC), firewalls, IP Speakers and routers are the responsibility of the Technology & Innovation (T&I) Department to maintain. In general, every five (years), if funding is available, network equipment is replaced with state of the art versions designed to help ensure network capacity is always ahead of network demand

- *Network Cabling & Repairs:* New cable installs are as per needed basis requested from sites used for iOT devices, modernizations, printers and phones. Cabling repairs are requested from sites to T&I. Both new cabling and repairs are conducted by a cabling contractor solicited by T&I or M&O for modernizations based on T&I recommended specifications.

.

- *Student Use Computers* - The majority of desktop and high powered laptop computers are CTE machines, purchased with Perkins and CTEIG funding. CTE funded machines are purchased with the intention of replacing them every 3-4 years.

- *Chromebooks* - When purchased, these devices come with a 1-year warranty for manufacturer defects. In addition, these devices have a life expectancy of at least 3 years due to their batteries' constant daily charge-discharge cycle. That is, at around 3 years, the Chromebook will no longer hold a charge long enough to last the entire school day. The current plan is to refresh Chromebooks at about the 3-year anniversary or if Google decides to end support for a particular make and model of Chromebook. The refresh analysis shall be done annually to maintain a valuable inventory of Chromebooks at close to the 2:1 student-to-device ratio.

- *iPads* - iPads purchased for the CTE curriculum (The vast majority of iPads in the district) were purchased with the intention of replacing them in five years, contingent on finances.

- *Peripheral Technology Hardware* - Are generally purchased by the school sites or ELOP. Such as headphones with built in mic, standalone mic, external speakers, special keyboards & webcams for E-Sports,

- *Teacher/Admin Use Computers*- Computing devices for Teachers/Admins are expected to have a 3 to 5 years refresh cycle. The District will begin analyzing the need for a refresh periodically to ensure devices are current and more than sufficient for the supported operating system and applications.

2. c. Summary of Curriculum Goals Supported by the Tech Plan

Local Control and Accountability Plan Goals

Stockton Unified School District has, through the Local Control and Accountability Plan (LCAP) process, identified these specific goals:

  - Goal #1 – Student Achievement:

        - Increase student achievement by providing high quality first instruction.

    - Goal #2 – Equitable Learning Environments:
        - Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students.

    - Goal #3 – Meaningful Partnerships:
        - Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships.

    - Goal #4, #5, #6 – Differentiated Systems of Support
        - (Student Groups: Special Education, African American/Black Students, Foster Youth and Homeless Students)

In addition to these three LCAP goals, the district has identified 4 specific achievement outcomes:

Student Achievement and Outcomes

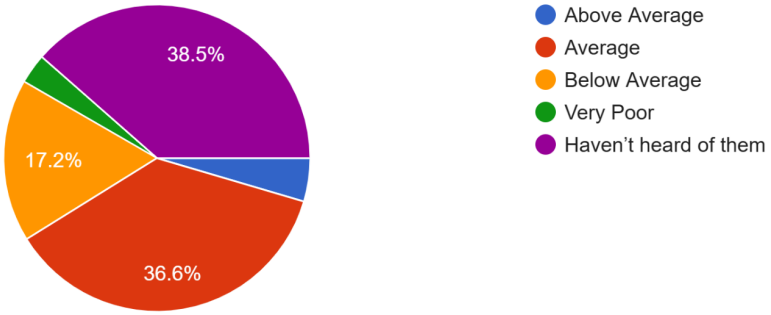
- Every child will read and comprehend proficiently by the end of 3rd grade.
- Every English Learner child will be redesignated Fluent English Proficient by the end of 8th grade.
- Every child will demonstrate mastery of Algebra concepts and application by the end of 9th grade.
- Every child will graduate and be college or career ready at the end of 12th grade. This technology plan was created with these goals and outcomes as a strategic area of focus.

SUSD Technology Plan 2024-2027

The creation of the Stockton Unified School District 2024-2027 Technology Plan came about after a thorough review of the last SUSD tech plan, a study of the existing infrastructure, an analysis of the skill set being utilized by the instructional staff, and a review of other tech plans in place at other school districts. Various stakeholders participated in the process, resulting in a plan that the district will follow to improve student achievement.

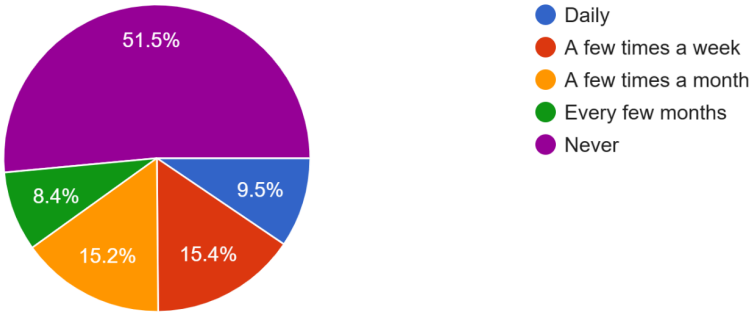
How comfortable are you with implementing the ISTE standards?

571 responses



Do you use the ISTE standards when deciding how to integrate technology into teaching and learning in the classroom?

571 responses



As a result of the Tech Plan survey only 36.6% reported being comfortable with the ISTE standards. Also, 38.5% of teachers reported they never heard of them.

2.d. Technology Plan Goals, Implementation, and Annual Activities

Goal 2.d.1 Effective and engaging integration of instructional technology in meaningful activities and projects will increase with the adoption and implementation of current ISTE Standards for Teachers, Coaches, Administrators, and Students as well as the SAMR technology integration scale.

Objective 2.d.1.1: By 2027, school and district staff will explore and apply the National Tech Standards from ISTE for Teachers, Coaches, Administrators, and Students. Teachers will design effective and engaging lessons and activities to incorporate these standards into instruction and for students to demonstrate mastery of the Common Core, NGSS, ELD, and the various content standards.
Year 1 Benchmark: At least 25% of teachers will be trained on the ISTE Tech Standards, know how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.
Year 2 Benchmark: At least 50% of teachers will be trained on the ISTE Tech Standards, know how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.
Year 3 Benchmark: At least 75% of teachers will be trained on the ISTE Tech Standards, know how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Hire vacancy of Curriculum Specialist Instructional Technology	Year 1	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire

Develop training and collaborate with Curriculum Specialist Instructional Technology, Curriculum Specialists EdTech Cadre members and ISTE-certified trainers to design training sessions tailored to ISTE Standards and SAMR integration. Develop a repository of resources (guides, videos, examples) for teachers to access the ISTE Standards and SAMR model.	Year 1	Administrator Instructional Technology Curriculum Specialist Instructional Technology Curriculum Specialist EdTech Cadre	
Conduct training sessions for EdTech Cadre members on the ISTE to train at least 90% of EdTech Cadre members. Introduce ISTE Standards and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade level expectations for students. Be aware of standards for coaches, teachers, and administrators.	Year 1 -3		Collect attendance and feedback from training sessions
Conduct training sessions for teachers on the ISTE to train at least 25% of teachers. Introduce ISTE Standards for Teachers and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.	Year 1	Instructional Technology Administrators Curriculum Specialists Instructional Technology Ed Tech Cadre Members	Collect attendance and feedback from training sessions Conduct teacher surveys to assess understanding and application of ISTE Standards.
Expand Instructional	Year 2	Executive Director	Advertised on edjoin by

Technology Curriculum Specialist to adding another position and hiring.		Technology & Innovation Administrator Instructional Technology	HR Conduct interviews Hire
Conduct training sessions for teachers on the ISTE to train at least 50% of teachers. Introduce ISTE Standards for Teachers and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.	Year 2	Instructional Technology Administrators Curriculum Specialists Instructional Technology Ed Tech Cadre Members	Collect attendance and feedback from training sessions Conduct teacher surveys to assess understanding and application of ISTE Standards.
Conduct training sessions for teachers on the ISTE to train at least 75% of teachers. Introduce ISTE Standards for Teachers and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.	Year 3	Instructional Technology Administrators Curriculum Specialists Instructional Technology Ed Tech Cadre Members	Collect attendance and feedback from training sessions Conduct teacher surveys to assess understanding and application of ISTE Standards.

Evaluation Instrument(s) - Data to be Collected:

Review progress against benchmarks and adjust strategies as needed.

Feedback Collection: Regular teacher and student surveys to assess implementation challenges and successes.

Compile data on teacher training, lesson implementation, and student outcomes to evaluate yearly goals and benchmarks.

2e. Internet Safety and Ethical Use of Technology

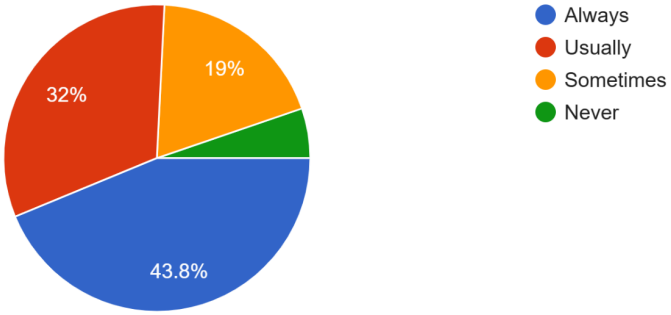
Stockton Unified School District recognizes the need to provide instruction to students regarding internet safety, online privacy protection, the ethical use of technology, and avoiding the many hazards found on the modern Internet. The district has selected Common Sense Media Digital Citizenship and Literacy curriculum to assist teachers in providing this instruction to students. All self-contained classroom teachers, English Language Arts teachers, and technology teachers use specific lessons from the Common Sense Media curriculum at appropriate times in the year and reinforce the concepts when students are using technology and online tools. Additionally, when teachers and school administrators identify specific digital citizenship problems on campus they work with the Technology & Innovation Department to host additional workshops for students and parents. All teachers regularly look for additional methods to incorporate ongoing Internet safety and digital citizenship lessons into the core curriculum where appropriate.

Stockton Unified School District believes it is important to take steps to prevent cyberbullying. We intend to create a culture of inclusion and equity and respect with all stakeholders. Research has found it is important that schools develop this culture, and accompany it with a code of conduct related to the use of technology.[1] SUSD continually works to improve this culture, and enforces a relevant code of conduct.

[1] Battista, L. (2013). Cyberbullying—What schools can do about it. Kaplan University. Retrieved from http://www.kaplanuniversity.edu/arts-sciences/articles/cyberbullying-schools.aspx

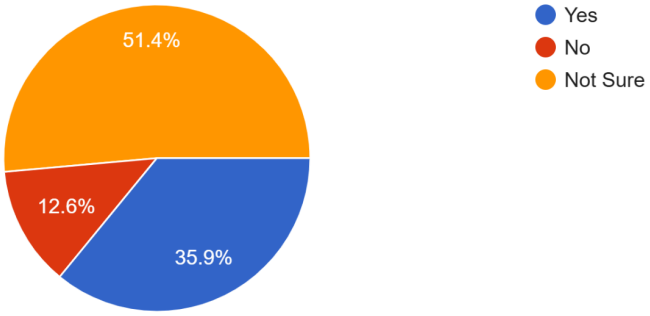
Do you feel safe participating in online class activites?

11,753 responses



Do you think learning about digital citizenship impacts your online behavior and interactions?

11,753 responses

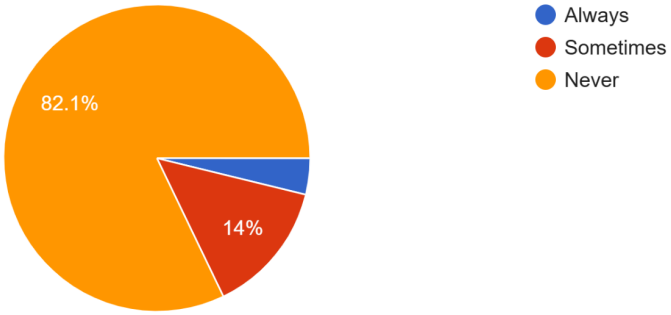


Our most recent survey conducted found that 43.8% of Stockton Unified School District students report that they do not feel safe participating in online class activities. 51.4% of students reported they are not sure if learning about digital citizenship impacts online behavior and interactions. By comparison, sixty two percent of students report they rarely if ever receive instruction on how to respond to online bullying. This is clearly an area to improve. More students need to report having received instruction in these areas. SUSD believes it important to prepare students to participate in the digital world ethically, responsibly, and safely.[2]

[2] Wang, S., Hsu, H., & Green, S. (2013). Using social networking sites to facilitate teaching and learning in the science classroom. *Science Scope, 36*(7), 74-80.

Should you share your username and password?

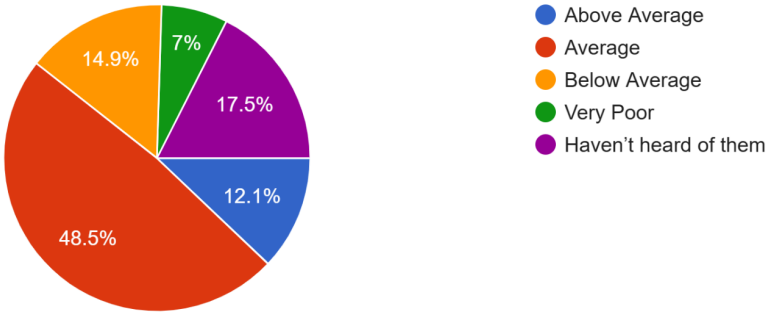
11,753 responses



82.1% of students recognize they should share their usernames and passwords.

How comfortable are you with teaching the Digital Citizenship Common Sense Media

571 responses



60.6% of teachers reported they are average or above average teaching Digital Citizenship Common Sense Media.

Goal 2.e.1
By June 2027, all students in grades K-12 will receive grade level appropriate digital citizenship and cybersafety instruction. This instruction will include identifying and preventing cyber bully instances, avoiding Internet based hazards, and protecting privacy. Instruction will also include copyright and fair use.

Objective 2.e.1.1: By 2027 95% of students in grades k-12 will report they are regularly taught how to act respectfully online.
Year 1 Benchmark: 70% of students in grades k-12 will report they are regularly taught how to act respectfully online.
Year 2 Benchmark: 85% of students in grades k-12 will report they are regularly taught how to act respectfully online.
Year 3 Benchmark: 95% of students in grades k-12 will report they are regularly taught how to act respectfully online.

Objective 2.e.1.2: By 2027 95% of students in grades k-12 will report they are regularly taught how to respond to online bullying.
Year 1 Benchmark: 70% of students in grades k-12 will report they are regularly taught how to respond to online bullying.
Year 2 Benchmark: 85% of students in grades k-12 will report they are regularly taught how to respond to online bullying.
Year 3 Benchmark: 95% of students in grades k-12 will report they are regularly taught how to respond to online bullying.

Goal 2.e.2
By June 2027 all SUSD instructional and administrative staff will be prepared to adequately, legally, and ethically oversee student use of electronic devices during instructional time to ensure focused and appropriate use. Preparation will include software to monitor student activity as well as training to efficiently monitor the classroom.

The district will provide teachers with monitoring software that allows them the ability to monitor student online activity in real time and teachers will be provided training in best practices in this area.

Objective 2.e.2.1: By 2027 100% of classroom teachers will be provided training in best practices for monitoring student online activity.
Year 1 Benchmark: The district will identify best practices in this area and develop training opportunities in both face-to-face and online formats.
Year 2 Benchmark: 50% of teachers will have received training in this area.
Year 3 Benchmark: 100% of teachers will have received training in this area.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Hire vacancy of Curriculum Specialist Instructional Technology	Year 1	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire
Provide digital citizenship curriculum, Common Sense Media, on the instructional guides for teachers as a requirement and include the Google form that must be completed once taught and used for E-Rate	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology	E-Rate Google form
Train the trainer EdTech Cadre on digital citizenship requirements and curriculum. Ed Tech Cadre members will train teachers.	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology Ed Tech Cadre	Collect attendance and feedback from the trainer training sessions. EdTech Cadre members complete the form of training offered.
Host parent workshops and provide digital	Year 1-3	Executive Director Technology &	

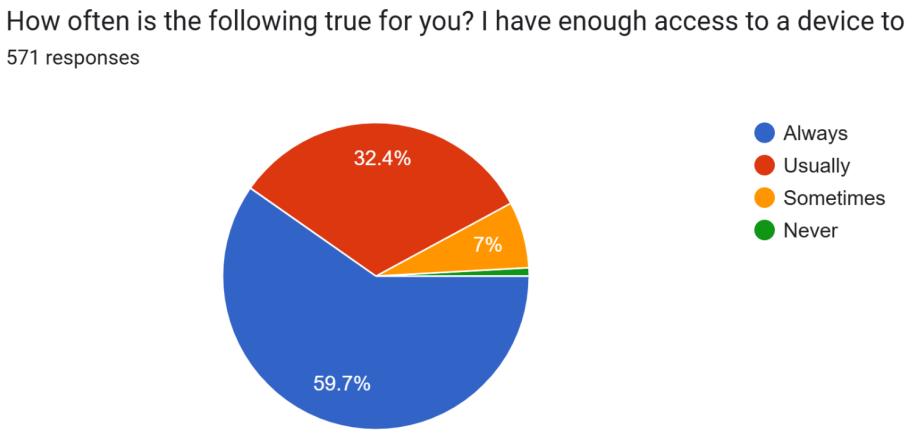
citizenship resources to families.		Innovation Administrator of Instructional Technology	
Train teachers on the curriculum and instructional strategies for delivering digital citizenship lessons. Utilize STA PD days	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology	Collect attendance and feedback from the trainer training sessions.
Train administrators in training to support program implementation and monitoring.	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology	Collect attendance and feedback from the trainer training sessions.
Expand Instructional Technology Curriculum Specialist to adding another position and hiring.	Year 2	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire
Train new teachers entering the district during new teacher orientation	Year 2	Administrator Instructional Technology Curriculum Specialist Instructional Technology Administrator of Induction Program Specialist Induction	Collect attendance and feedback.
Curriculum Specialist Instructional Technology	Year 2-3	Administrator Instructional	Coaching cycle notes.

Demo Common Sense media digital citizenship lessons in classrooms the first 2 months of school.		Technology Curriculum Specialist Instructional Technology	Collect attendance and feedback.
Host a district-wide Digital Citizenship Week with student showcases, presentations, and awards for model behavior. Highlight student projects addressing cyberbullying and online safety.	Year 3	Administrator Instructional Technology Curriculum Specialist Instructional Technology Site Administrators Teachers	Artifacts from showcase
Train the trainer EdTech Cadre on Gogaurdian monitoring software	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology Ed Tech Cadre	Collect attendance and feedback from the trainer training sessions. EdTech Cadre members complete the form of trainings offered.
Train teachers on Gogaurdian monitoring software Utilize STA PD days	Year 1-3	Administrator of Instructional Technology Curriculum Specialist Instructional Technology	Collect attendance and feedback from the trainer training sessions.
Evaluation Instrument(s) - Data to be Collected: Attendance data, feedback data from professional developments, site walkthroughs, artifacts coaching cycle notes.			

Professional Learning

3a. Summary of Teachers' and Administrators' Current Technology Skills & Needs for Professional Learning

In preparing for this plan, SUSD has conducted surveys seeking input from teachers concerning areas teachers would like to see Professional Learning, and areas we should focus on in developing this technology plan.
Having a pre and post survey of knowledge of district purchased software given the availability of training by carefully analyzing the resultant data, we have identified areas of both strength and weakness in the use of technology amongst the different stakeholders.



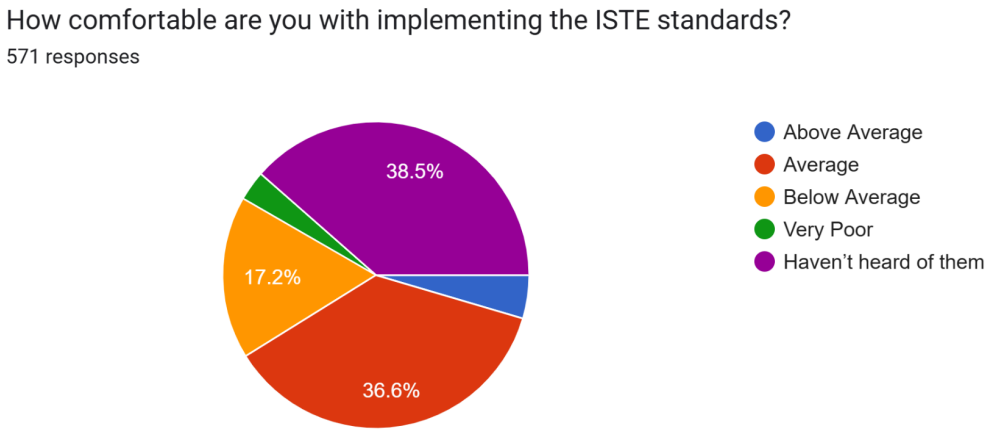
The survey demonstrated more than 90% of the teachers in Stockton Unified claim to have access to a device at work always or usually. Almost 60% of teachers report having access to a computer all of the time at school. This access is important because teachers cannot design and deliver high quality lessons unless they have access to these devices.[3] While it is significant that such a large percentage of teachers are connected in the classroom, there is still room for improvement. During the 23-24 school year new DELL laptop computers were purchased for all teachers.

Some teachers are still using desktop computers in the classroom, usually because of curricular reasons. C.T.E. Teachers, for example, often require machines with more processing power for their career specific software than the typical classroom teachers. These teachers have also

[3] Grunwald and Associates. (2010). Educators, technology and 21st century skills: Dispelling five myths. Walden University, Richard W. Riley College of Education. Retrieved from www.WaldenU.edu/fivemyths

been provided with a laptop computer. The district policy is that all teachers may take their laptop machines home. In past surveys conducted we found that ninety seven percent of teachers have Internet access at home. Research has found that most teachers use the Internet to create curriculum related resources as well as for self directed Professional Learning.[4]

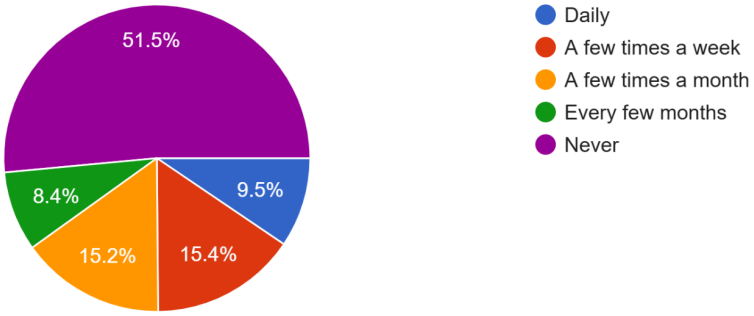
While the evidence shows that most teachers have access to mobile technology and the Internet, there is little evidence that teachers are widely using these devices in research supported ways that are likely to support students in the four C's of Critical Thinking, Communication, Collaboration, and Creativity. Nor is there compelling evidence that teachers are using these tools to develop the skills and abilities outlined in the ISTE Standards for Teachers and the ISTE Standards for Students.



[4] Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013). *How teachers are using technology at home and in their classrooms*. Pew Research Center. Retrieved from http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/

Do you use the ISTE standards when deciding how to integrate technology into teaching and learning in the classroom?

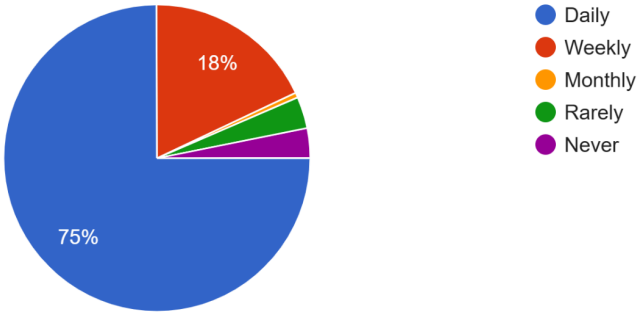
571 responses



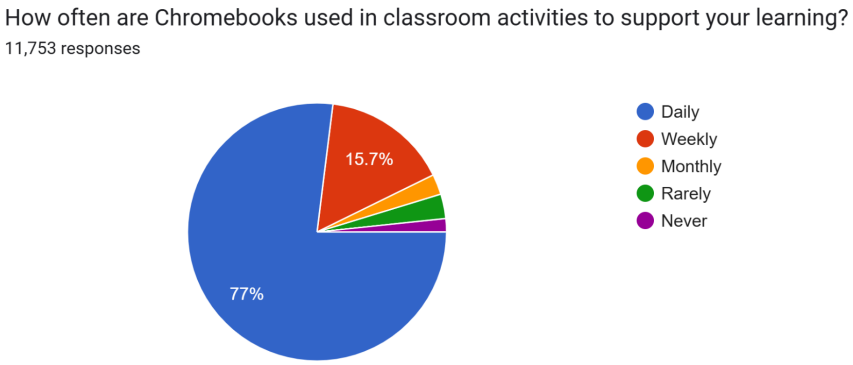
For example, in our survey 51.5% of teachers reported that they never use ISTE standards when deciding how to integrate technology into learning and only 9.5% reported they do daily.

How frequently do you integrate Chromebooks into classroom activities to support student learning?

571 responses



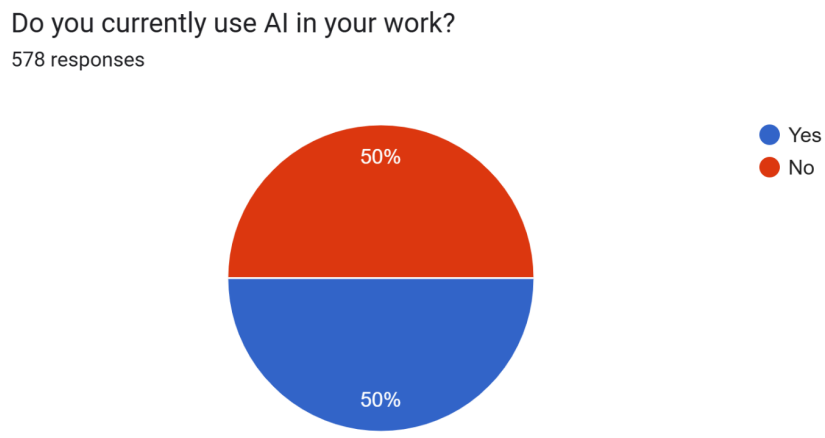
It is encouraging to note that 75% of teachers now report daily integration of Chromebooks into classroom activities, reflecting a substantial increase from the previous survey, where less than two-thirds of SUSD students used computers daily at school.



The student reported data is consistent with this. An important first step towards providing a connected transformative learning experience for students is to make certain that students have daily access to the Internet.[5]

In looking at our survey of what S.U.S.D. teachers would like to see and need to know in the way of Professional Learning. The following Professional Learning portion of the SUSD Technology Plan was developed to build on the strengths identified in the surveys while simultaneously addressing the identified weaknesses.

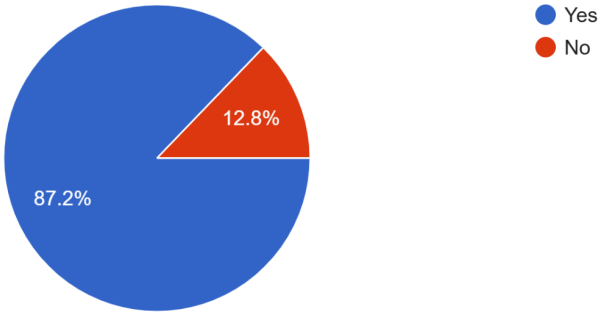
It is encouraging to see that 50% of teachers are currently using artificial intelligence (AI) in their work and almost 90% of teachers find it beneficial to receive training on (AI). The overall perception of how teachers feel about AI varies with over 60% of teachers feeling comfortable or very comfortable and approximately 40% of teachers feeling uncomfortable or very uncomfortable.



[5] Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., & Ludgate, H. (2013). *NMC Horizon Report: 2013 K-12 Edition*. Austin, TX: The New Media Consortium

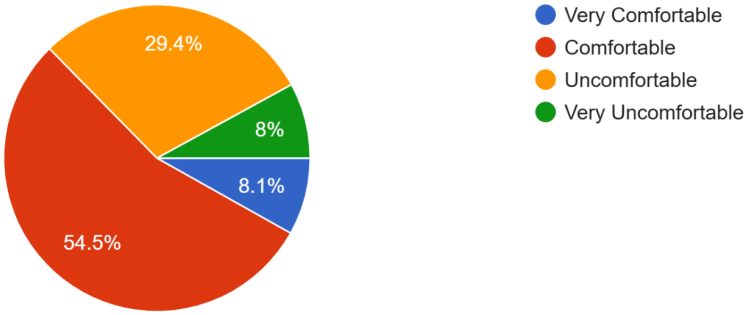
Would it be beneficial to receive training on AI?

578 responses



What is your overall perception(s) of AI?

578 responses



3b. Professional Learning Goals

Goal 3b.1 SUSD-Teachers and administrative staff will improve their knowledge of ISTE Standards and implement the 6 Cs (Communication, Critical Thinking, Collaboration, Creativity, Character and Citizenship) into the classroom.

Objective 3.b.1.1: By 2027 75% of all SUSD instructional and administrative staff will report a working knowledge of ISTE (International Society for Technology in Education) Standards and proficiency implementing the 6 Cs (Communication, Critical Thinking, Collaboration, Creativity, Character and Citizenship) into the classroom measured through an annual end of year teacher survey and tech visit walkthroughs. as reported by an annual staff survey.
Year 1 Benchmark: 25% of all SUSD instructional and administrative staff will report a proficient working knowledge of ISTE Standards the 6 Cs
Year 2 Benchmark: 50% of all SUSD instructional and administrative staff will report a proficient working knowledge of ISTE Standards the 6 Cs
Year 3 Benchmark: 75% of all SUSD instructional and administrative staff will report a proficient working knowledge of ISTE Standards the 6 Cs

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Hire vacancy of Curriculum Specialist Instructional Technology	Year 1	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire
Provide training sessions for teachers on the ISTE to train teachers. Introduce ISTE Standards for Teachers and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade	Year 1	Instructional Technology Administrators Curriculum Specialists Instructional Technology	Collect attendance and feedback from training sessions Conduct teacher surveys to assess understanding

level expectations for students, and design lessons and activities to integrate effective and engaging activities into instruction and student work.		Ed Tech Cadre Members	and application of ISTE Standards.
Conduct training sessions for EdTech Cadre members on the ISTE to train at least 90% of EdTech Cadre members. Introduce ISTE Standards and SAMR basics in Professional Development (PD) sessions.Including how to access the standards, be aware of the grade level expectations for students. Be aware of standards for coaches, teachers, and administrators.	Year 1 -3		Collect attendance and feedback from training sessions
Provide Professional Learning for all SUSD instructional and administrative staff on best practices and ISTE Standards for using technology; including classroom assignments, benchmarks, and formative assessment tools to assess student progress. This training is to be integrated into all other district provided curricular training.	Year 1-3	Administrator of Instructional, Technology Curriculum Specialists EdTech Cadre	Professional Learning registration statistics. Session evaluations.
Expand Instructional Technology Curriculum Specialist to adding another position and hiring.	Year 2	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire
Develop and disseminate online materials;Newsletter, Instructional Technology website, blog posts, videos, and related materials that support the use of ISTE standards in lesson design.	Year 1-3	Instructional Technology Administrator, Curriculum Specialists	View counts, discussion comments

Develop and disseminate online materials; blog posts, videos, and related materials that support teachers' use of online tools to communicate and collaborate with their site peers, students, parents, and other stakeholders. Instructional technology website to be updated and organized by application and level of application.	Year 1-3	Instructional Technology Administrator, Curriculum Specialists	View counts, discussion comments
Provide Professional Learning for families to support at home and ISTE Standards for using technology; including classroom assignments tools to assess student progress and communicate with teachers	Twice a year-Fall & Spring	Instructional Technology Administrator, Curriculum Specialists Tech Cadre	Registration statistics, session evaluations.
Coaching cycles by curriculum specialists to integrate technology in classroom lessons to support student learning using the ISTE standards.	Year 1-3	Instructional Technology Administrator, Curriculum Specialists	Coaching Cycle notes
Evaluation Instrument(s) - Data to be Collected: **Evaluation Instrument(s) -** Data to be Collected: Data will be collected in a variety of forms, both quantitative and subjective.Attendance data, feedback data from professional developments, site walkthroughs, coaching cycle notes .			

Goal 3b.2 Instructional staff will be trained to instruct the Common Sense Media Digital Citizenship curriculum.

Objective 3.b.2.1: By 2027 95% of all SUSD instructional staff will be able to complete the Common Sense Media Digital Citizenship Curriculum's lesson each school year.
Year 1 Benchmark: 70% of all SUSD instructional staff will be able to complete the Common Sense Media Digital Citizenship Curriculum's lesson each school year.
Year 2 Benchmark: 85% of all SUSD instructional staff will be able to complete the Common Sense Media Digital Citizenship Curriculum's lesson each school year.
Year 3 Benchmark: 95% of all SUSD instructional staff will be able to complete the Common Sense Media Digital Citizenship Curriculum's lesson each school year.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Train EdTech Cadre Members for a "train the trainer model. Cadre members will be required to deliver site/zone PD Common Sense Media - Digital Citizenship. Provide professional learning for	2024-2027 Each school year of EdTech Cadre	Administrator of Instructional Technology Curriculum Specialists EdTech Cadre	Collect attendance and feedback from the trainer training sessions. EdTech Cadre members complete the form of training offered
Hire vacancy of Curriculum Specialist Instructional Technology	Year 1	Executive Director Technology & Innovation Administrator Instructional Technology	Advertised on edjoin by HR Conduct interviews Hire
Provide digital citizenship curriculum, Common Sense Media, on the instructional guides for teachers as a requirement and include the Google form that must be completed once taught and used	Year 1-3	Administrator of Instructional Technology Curriculum Specialist	E-Rate Google form

for E-Rate		Instructional Technology	
Curriculum Specialist Instructional Technology Demo Common Sense media digital citizenship lessons in classrooms the first 2 months of school.	Year 2-3	Administrator Instructional Technology Specialist Instructional Technology	Coaching cycle notes Collect feedback
Host parent workshops and provide digital citizenship resources to families.	Year 1-3	Executive Director Technology & Innovation Administrator of Instructional Technology	Collect attendance and feedback from parents.
Train new teachers entering the district during new teacher orientation	Year 2	Administrator Instructional Technology Specialist Instructional Technology Administrator of Induction Program Specialist Induction	Collect attendance and feedback.
Train teachers on the curriculum and instructional strategies for delivering digital citizenship lessons. Utilize STA PD days	Year 1-3	Administrator of Instructional Technology Specialist Instructional Technology	Collect attendance and feedback.
Evaluation Instrument(s) - Data to be Collected: Attendance data, feedback data from professional developments, site walkthroughs, coaching cycle notes .			

Goal 3b.3 Instructional staff will be trained on operating the ViewSonic ViewBoard Panel on the hardware and software level.

Objective 3.b.3.1: By 2027 100% of all SUSD instructional staff who have a ViewSonic Interactive Panel in their classroom will have received training.
Year 1 Benchmark: 50% of all SUSD instructional staff who have a ViewSonic Interactive Panel in their classroom will have received training.
Year 2 Benchmark: 75% of all SUSD instructional staff who have a ViewSonic Interactive Panel in their classroom will have received training.
Year 3 Benchmark: 100% of all SUSD instructional staff who have a ViewSonic Interactive Panel in their classroom will have received training.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Train Ed Tech Cadre members for a trainer model. Require Ed Tech Cadre members to deliver a zone ViewSonic Interactive panel PD.	Year 1-3	Administrator of Instructional, Technology Specialist Instructional Technology Ed Tech Cadre	Collect attendance and feedback from the trainer training sessions.
ViewSonic provided professional development for teachers as part of purchase at each site after rollout.	Year 1	Administrator of Instructional, Technology Specialists Instructional Technology Site Administrators ViewSonic trainer	Collect attendance and feedback. Site walkthroughs

ViewSonic provided professional development for Curriculum Specialists as part of purchase at each site after rollout.	Year 1	Administrator of Instructional, Technology Specialists Instructional Technology ViewSonic trainer	Collect attendance and feedback.
ViewSonic provided professional development for site support as part of purchase at each site after rollout.	Year 1-3	Administrator of Instructional, Technology Specialists Instructional Technology ViewSonic trainer	Collect attendance and feedback.
In Class demos using ViewSonic Interactive Panel to deliver a lesson	Year 1-3	Administrator of Instructional, Technology Curriculum Specialists Instructional Technology	Coaching cycle notes Collect feedback
Evaluation Instrument(s) - Data to be Collected: Attendance data, feedback data from professional developments, site walkthroughs, coaching cycle notes .			

Goal 3b.4 SUSD instructional teachers and administrative staff will enhance their knowledge of artificial intelligence (AI) tools and strategies to effectively integrate them into classroom instruction and administrative practices.

Objective 3.b.4.1: By 2027, 75% of all SUSD instructional and administrative staff will report a working knowledge of artificial intelligence (AI) tools and strategies, with proficiency in integrating them into classroom instruction and administrative practices. Progress will be measured through an annual end-of-year staff survey and technology walkthrough observations.
Year 1 Benchmark: 25% of all SUSD instructional and administrative staff will report a proficient working knowledge of artificial intelligence (AI) tools and strategies.
Year 2 Benchmark: 50% of all SUSD instructional and administrative staff will report a proficient working knowledge of artificial intelligence (AI) tools and strategies.
Year 3 Benchmark: 75% of all SUSD instructional and administrative staff will report a proficient working knowledge of artificial intelligence (AI) tools and strategies.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Add Artificial Intelligence (AI) to the AUP and get it approved.	Year 1	Technology & Innovation	Superintendent Legal Team Board Meetings Feedback Revise
Develop and participate on a ● AI Steering Committee ● AI Advisory Team	Year 1	Administrator of Instructional, Technology Curriculum Specialists Instructional Technology Curriculum Director Executive	**Surveys:** Conduct annual end-of-year surveys to measure self-reported knowledge and proficiency levels. **Walkthroughs:** Perform classroom and administrative

		Director Technology & Innovation Curriculum Specialist	walkthroughs to observe AI tool usage and gather qualitative feedback. **Data Analysis:** Compare year-over-year data to track progress toward benchmarks and identify areas for improvement. **Feedback Loops:** Collect input from staff to refine training content and implementation strategies.
Train Ed Tech Cadre members for a trainer model. Ed Tech Cadre members are offered professional learning around AI.	Year 1-3	Administrator of Instructional, Technology Curriculum Specialists Instructional Technology Ed Tech Cadre	Collect attendance and feedback from the trainer training sessions.
Professional Development Workshops ● Conduct AI-focused workshops to build foundational knowledge and practical applications for instructional and administrative staff.	Year 1-3	Administrator of Instructional, Technology Curriculum Specialists Instructional Technology	Collect attendance and feedback. Site walkthroughs **Surveys:** Conduct annual end-of-year surveys to measure self-reported

			knowledge and proficiency levels. **Walkthroughs:** Perform classroom and administrative walkthroughs to observe AI tool usage and gather qualitative feedback. **Data Analysis:** Compare year-over-year data to track progress toward benchmarks and identify areas for improvement. **Feedback Loops:** Collect input from staff to refine training content and implementation strategies.

4. Infrastructure & Technology Hardware

4a. Existing Infrastructure & Technology Hardware

The SUSD technology infrastructure includes the network, servers, services, Internet access, and end-user devices.

Existing Internet Access

SUSD has a 20 Gbps Internet service with Astound Broadband(formerly WAVE) Networks. We also have a 10 Gbps leased circuit that connects to CalNet Internet Service through San Joaquin Count of Ed (SJCOE) that our Chromebooks are currently using to access the internet. All of our sites, except for Preschool Assessment and Autism Center (PAAC), have a 10 Gbps connection to our Core Hub where they connect to our internet. PAAC has internet connectivity to our Core Hub through Comcast Business Services. Technology & Innovation plans on upgrading Stockton USD internet speeds on both circuits to 40/100 Gbps through e-rate at a reduced cost.

Existing

Existing Network Hardware
The network consists of the core switch, site main distribution frame (MDF) switches, and site intermediate distribution frame (IDF) access switches, wireless access points and the cable plant based on CAT 6a.

SUSD is a full Aruba wired infrastructure with a mixture of Aruba and Ruckus wireless networks. Ruckus makes up 95% of our wireless and Aruba 5%. SUSD Plans to add outdoor wireless at all of its school sites with e-rate funding. This will provide outdoor learning environment for students and provide better access to our security platforms such as Catapult.

At the boundary to the Internet, SUSD uses a Palo Alto Networks PA-5450 next generation firewall. Behind this is an iBoss web filter which is designed to help keep students from seeing inappropriate Internet content, as well as keep staff from accidentally or purposely landing on inappropriate Internet content. We are looking to replace the current web-filter with an AI capable web-filter for both on premise internet access and for home with an agent on Chromebooks and staff laptops.

Existing Server Hardware
SUSD is about 30% virtualized and 70% Cloud Computing. Virtualization of servers are built on top of HP bladecenters using VMWare are the hypervisor. Cloud computing includes the

majority of education platforms, some of Stockton USD's data backup services, Google Workspace Plus, M365, Synergy that includes MTSS, ERP System, Frontline AESOP, Destiny etc.

Existing Computers

SUSD is still, from the standpoint of business operations, a "Microsoft Windows shop". As such, a majority of computing devices used by teachers and administrators are running on Windows 11. The sites have Windows 11 running on machines.

The District distributed 2075 Dell Latitude 5440 Notebook 13th Gen to teachers and administrators between 2023-2024. These laptops were configured with Windows 11. In addition about 400 Dell Latitude 5450 laptops were purchased and distributed. In addition, the District distributed 1160 Dell Optiplex 3090 MFF (Micro Form Factor) Desktops for office staff.

Existing Telephone System

SUSD's telephone system is based on Voice over IP (VoIP) technology from Cisco. The phone system consists of the Call Manager and Unity subsystems which handles call connections and voice messaging/call handling respectively. The phone system was upgraded to 11.5 in 2016. All phones were replaced with Cisco 7821 and 8841 models in 2016. 2024-2025 - We plan on upgrading Call Manager Server Appliance to Cisco Business Edition 7k UCS servers to support Cisco Collaboration Flex Plan Enterprise Wide Calling.

Existing Technical Support

SUSD's Technology and Innovation Services Department provides a bulk of the technical support to the District. The support resources include:

- 11 (now 15) network support technicians (NSTs) (added 4 2024)
- 1 lead computer network support technician
- 2 (now 4) system administrators (added 2 additional 2024)
- 2 network administrators
- 1 Information Services Support Supervisor (New 2024)
- 1 executive assistant II (New 2024)
- 1 Program Technician
- 3 database application analysts
- 3 database administrators (Added 1 2024)
- 4 software support data tech (Added 3 2024)
- 2 Graphic Artists
- 2 Delivery Driver
- 4 Reprographics Tech
- 2 Curriculum Specialists Technology
- 1 Admin Instructional Technology

- 1 Technology Manager
- Exec Director Tech & Innovation

4b. Plan for Modifying or Expanding Infrastructure & Technology Hardware

Technology is fast changing. As such planning for updating and expanding the technology infrastructure can be challenging. That said, the most critical resource that is of utmost importance is network bandwidth and end-user devices. Primarily because if these fall behind the demand, usage of online resources and services will become unreliable.

That said, the plan for modifying or expanding Infrastructure and technology hardware is three pronged: the network upgrade plan, server/services upgrade plan, and the computing device upgrade/refresh plan.

The vision for the network infrastructure is to provide the fastest and most reliable wired and wireless network service on top of a 40Gbps local area network (LAN) and WAN backbone, with at least a 2-40/100 Gbps Internet service connections. This will help ensure bandwidth capacity is always ahead of bandwidth demands.

The vision for servers will continue towards virtualization based on hyper converged storage and compute technology. This means that performance demanding services will be able to run at almost stand-alone server speeds with local disk drives. Services will start moving towards the cloud, unless it makes sense to keep them on premise.

The vision for end-user devices will continue towards 2 to 1 student to device ratio using inexpensive laptop devices with fast boot up times (5 to 10 seconds). In addition, a more reliable refresh strategy has to be established to stay ahead of device battery life and/or Google Chromebook end of support schedule in the immediate future. For staff computing devices, the District will continue to support Windows-based operating systems using the most cost effective high performance platform that also uses energy conserving technology.

Hardware Needed:
The plan for 2024-2025 is to replace our WAN Switch infrastructure to support 40 Gbps bandwidth at each IDF to the Core and with 2- 40/100 Gbps that will load balance traffic through Astound ISP (formerly WAVE) and SJCOE CNET connection.

Networking and Telecommunications Infrastructure Needed:
Currently, the district is already in the middle of some network-related projects to acquire needed hardware that will help keep the network capacity viable for years to come. In progress right now with projected completions of are these projects:

Project	Remarks
WAN Infrastructure Bandwidth Upgrade	WAN connection from each school and office site from 10 Gig to 40 Gig connection project is being funded by E-Rate
MDF to IDF Infrastructure Bandwidth Upgrade for security camera	15 sites were identified needing an infrastructure upgrade from 10 Gig to 40 Gig to support security camera installation.
IP Based intercom VoIP Speakers are being deployed at 5 sites.	The 5 sites will also be a part of the15 sites that will have infrastructure upgrades.
Front Office & Other Campus Entrance video intercom	Video Intercom is being installed at all front offices and other designated areas.
Data Cabinet Universal Power Supply (UPS) installation	E-Rate project to replace current UPSs for all data cabinet IDF & MDFs in order to provide additional uptime for phones during a power outage.

Technical Support Needed: Ongoing evaluation.

4c List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources, and technical support required to support the other plan components as identified in section 4b.

Goal 4c.1 The district will develop a process for ensuring that all teachers, students and support staff including new hires with contracts, have a serviceable laptop computer issued to them.

Objective 4.c.1.1: Teachers (We need a process for all teachers & new hires) By 2027
Year 1 Benchmark: 100% of current hired teachers were distributed a new Dell (Latitude 5440/5450) laptop.
Year 2 Benchmark: 100% of newly hired teachers will get Dell laptops within the first week of being hired. For already distributed teacher laptops less than 5% breakage lost or stolen will be replaced.
Year 3 Benchmark: 100% of new hires will get Dell laptops within the first week of being hired. For already distributed teacher laptops less than 10% breakage lost or stolen will be replaced

The team will begin to evaluate new laptops.

Objective 4.c.1.2: students (process and benchmarks for a 2:1 roll out) By 2027
Year 1 Benchmark: 100% of incoming freshmen will receive a new Dell chromebook that will be kept for the remainder of their highschool career. 100% of 9-12 grades will be 1:1. 100% of students in grades K-8 will be 2:1. Having a device at home and in class.
Year 2 Benchmark: 100% seniors will be able to purchase for $1.00 their current Chromebook. 100% of students in grades K-12 will be 2:1. Having a device at home and in class.
Year 3 Benchmark: 100% of students in grades K-12 will be 2:1. Having a device at home and in class.

Objective 4.c.1.3: Support staff (SLPs, counselors, mental health clinician) (We need a process for providing all with devices, distribution, and maintenance) By 2027
Year 1 Benchmark: 100% distribution of 400 laptops purchased for support.
Year 2 Benchmark: 100% of newly hired SLPs, counselors, and mental health clinician will get Dell laptops within the first week of being hired. For already distributed laptops less than 5% breakage lost or stolen will be replaced.
Year 3 Benchmark:100% of new hires will get Dell laptops within the first week of being hired. For already distributed laptops less than 10% breakage lost or stolen will be replaced The team will begin to evaluate new laptops.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
100% of current hired teachers were distributed a new Dell (Latitude 5440/5450) laptop by putting in a help desk ticket and then a request in Destiny.	23-24 school year	Technology Manager	Destiny Help Desk Emails

100% of new hires will get Dell laptops within the first week of being hired by putting in a help desk ticket and requesting in Destiny. Possibly having HR involved during orientation to check the device out to the new hire. Already distributed teacher laptops less than 5% breakage lost or stolen will be replaced by putting in a Help Desk ticket and request in Destiny.	Year 1	Information Services Support Supervisor	Destiny Help Desk Ticket
100% of new hires will get Dell laptops within the first week of being hired by putting in a help desk ticket and requesting in Destiny. Possibly having HR involved during orientation to check the device out to the new hire. Already distributed teacher laptops less than 10% breakage lost or stolen will be replaced by putting in a Help Desk ticket and request in Destiny.	Year 2	Information Services Support Supervisor	Destiny Help Desk Ticket
Freshman to receive a Chromebook for their full highschool career. The warehouse will ship the Chromebooks to the highschools. This number	Year 1	Information Services Support Supervisor Librarian	Destiny Synergy

is received by pulling a count of incoming freshmen and sending a 5% buffer The Chromebooks will be distributed by the Library Media Assists LMA			
25% of students in grades K-12 will be 2:1. Having a device at home and in class.	Year 1	Information Services Support Supervisor Librarian	Destiny Help Desk Ticket
75% of students in grades K-12 will be 2:1. Having a device at home and in class.	Year 2	Information Services Support Supervisor Librarian	Destiny Help Desk Ticket
100% of students in grades K-12 will be 2:1. Having a device at home and in class.	Year 3	Information Services Support Supervisor Librarian	Destiny Help Desk Ticket
100% seniors will be able to purchase for $1.00 their current Chromebook	Year 3	Information Services Support Supervisor Librarian	Destiny Help Desk Ticket
Evaluation Instrument(s) - Data to be Collected: Data will be collected in Destiny and the Chromebook repair course.			

Goal 4c.2 The district will develop and implement a plan to repair and replace damaged and/or missing Chromebooks in a timely and cost effective manner.

Objective 4.c.2.1: By 2027
Year 1 Benchmark: Decrease Chromebook Ewaste by 10%
Year 2 Benchmark: Decrease Chromebook Ewaste by 15%
Year 3 Benchmark: Decrease Chromebook Ewaste by 20%

Objective 4.c.2.2: By 2027
Year 1 Benchmark: Decrease Chromebook replacement purchases by 10%
Year 2 Benchmark: Decrease Chromebook replacement purchases by 15%
Year 3 Benchmark: Decrease Chromebook replacement purchases by 20%

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
Develop a plan to create a CTE pathway course of repairing Chromebooks.	Year 1	Executive Director Technology & Innovation Director of ETC Technology Manager Administrator of Instructional Technology	Track count of repaired Chromebooks
One CTE teacher to teach a student repair academy course at Weber.	Year 1	Executive Director Technology & Innovation Director of ETC Technology Manager Administrator of Instructional Technology	Check in with the teacher to evaluate, revisit and adjust program needs.
Develop a store for purchasing repair parts	Year 1r	Program Tech Database Administrator	Management to order parts, evaluate inventory, and check purchases from the store.
Create repair tag	Year 1	Administrator of Instructional	Revisit, evaluate, and adjust repair tag yearly

		Technology Technology Manager Librarian Reprographics Mailroom Supervisor	based on feedback from the CTE teachers.
Develop plan for pick up and return of repaired Chromebooks	Year 1	Administrator of Instructional Technology Technology Manager Librarian Information Services Support Supervisor	Information services support supervisor will monitor the plan of transporting Chromebooks.
Extend the program to additional high schools	Year 2-3	Executive Director Technology & Innovation Director of CTE Technology Manager Administrator of Instructional Technology	Verify student enrollment of new students and progress of existing students in the program through Synergy Student Information System (SIS)
Evaluation Instrument(s) - Data to be Collected: Data will be collected from purchases at the end of 24-25 to 26-27 school years and data from the amount of Chromebooks repaired from the student repair academy at the end of 24-25 to 26-27 school years.			

Goal 4c.3.2 The district will purchase ViewSonic interactive panels to enhance student learning.

Objective 4.c.3.1: By 2027
Year 1 Benchmark: All highschool classrooms will have a working ViewSonic Interactive Panel in the classroom.
Year 2 Benchmark: All 6-8 classrooms will have a working ViewSonic Interactive Panel in the classroom.
Year 3 Benchmark: All K-5 classrooms will have a working ViewSonic Interactive Panel in the classroom.

Objective 4.c.3.2: By 2027
Year 1 Benchmark: All current ViewSonic Interactive Panels will be placed in the MDM.
Year 2 Benchmark: All new purchases of ViewSonic Interactive Panels will be placed in the MDM.
Year 3 Benchmark: 100% of ViewSonic Interactive Panels will be in the MDM and be able to receive updates and be managed remotely.

Implementation Plan:			
Activities	**Timeline**	**Person(s) responsible**	**Monitoring & Evaluation**
T&I to purchase ViewSonics for all High Schools and YAP	Year 1	Executive Director Technology & Innovation Administrator of Instructional Technology Technology Manager	Fiscal Audits
T&I to purchase	Year 2	Executive Director	Fiscal Audits

ViewSonics for all 6-8th grade classrooms.		Technology & Innovation Administrator of Instructional Technology Technology Manager	
T&I to purchase ViewSonics for all K-5 classrooms?	Year 3	Executive Director Technology & Innovation Administrator of Instructional Technology Technology Manager	Fiscal Audits
Take our current list provided by ViewSonic and what IS is able to provide. To find out what ViewSonics are in our district.	Year 1	Administrator of Instructional Technology Technology Manager	Purchase Orders MDM
Send out a survey of who has a Viewsonic, site and room they are in, and serial number to put them in the MDM.	Year 2	Executive Director Technology & Innovation Administrator of Instructional Technology	Review survey responses from Tech plan survey
All new purchases to be centralized through T&I and be placed in MDM as part of set up	Year 3	Administrator of Instructional Technology Technology Manager	Updated technology list on a purchasing webpage MDM
Evaluation Instrument(s) - Data to be Collected: Data will be collected from the MDM and purchase orders.			

5. Monitoring & Evaluation

5a. Overall Tech Plan Evaluation Process

The degree to which this plan is impacting student learning and effective teaching will be overseen by the Administrator of Instructional Technology, Technology Manager and Executive Director of Technology. Data collected related to this plan will be reviewed each year by Technology and Innovation department staff and recommendations will be made based on progress and perceived needs. Each goal within this plan describes specific data that will need to be gathered and analyzed. In addition to that data, the following data will need to be gathered and evaluated each school year:

- Student progress in achieving California Content and Common Core Standards.
- Student achievement of high school graduation requirements.
- Student achievement of college admissions and industry certifications.

- Teacher use of technology to make engaging curriculum available to students anytime, and anyplace, as measured by end of year teacher surveys.
- Increase in student creation of multimedia projects demonstrating mastery of academic standards.
- Addition of hardware to support 2:1 computer access.

5b. Evaluation Schedule & Stakeholder Communication

The Director of Curriculum, Administrator of Instructional Technology, SUSD District Librarian, the Executive Director of Technology, and the Technology Manager will meet regularly throughout the school year to review progress towards the goals and objectives outlined in this plan. The Curriculum Department staff and the Technology and Innovation Department staff will provide feedback and status updates to the Executive Director of Technology, Administrator of Instructional Technology and Technology Manager. Opportunities for stakeholder feedback and to voice concerns will be provided through regular surveys and, more informally, through day to day contacts.