CORNING UNION ELEMENTARY SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2015

Corning Union Elementary School District
Education Technology Plan, 2010-2015

County Name:	Tehama County
District Name:	Corning Union Elementary School District
County and District Code:	52-71498
District Phone Number:	530-824-7700
Ed Tech Plan Contact Name:	Stephen Kelish
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Acknowledgments

School Board of Trustees

Laura D. Crane, Board President
Rhonda Holland, Clerk of the Board
Shanna Long
Marty Mathiesen
Helen Pitkin

District Educational Technology Plan Team

District Personnel

Curriculum / Data Personnel
Stephen Kelish, Superintendent
Lynda Patton, Data Services Supervisor

Technology Personnel
Frank Passantino, Technology and Communications Services Supervisor
Dave Messmer, Technology and Communications Services
Michael P. Garofalo, Technology and Media Services Supervisor

Financial Personnel
Wes Grossman, Chief Business Official

Site Administrators

Beckie Bouchard, Principal, Olive View and West Street Elementary Schools
Jeff Harris, Principal, Maywood Middle School and Discovery Academy
Mona Miller, Principal, Woodson and Rancho Tehama Elementary Schools
Megan Neely, Assistant Principal, Woodson and Rancho Tehama Elementary, ELD Coordinator

Teachers

Tom Beck, Special Education Teacher, Grades 6-8, Maywood Middle School
Steve Dillon, 8th Grade Science Teacher, Maywood Middle School
Peter Finkle, 5th Grade Teacher, Woodson Elementary School
Linda Lucero, 5th Grade Teacher, Woodson Elementary School
Kevin Mathiesen, 1st Grade Teacher, Olive View Elementary School

Parents / Students

Jeanie Stout
Loretta Price
Middle School students in the EAST Lab class

Government Agencies

CTAP Region 2, Ed Tech Coordinator – Nancy Silva
Don Corrie, Tehama County Department of Education, Tech Plan Consultant

Community Group & Businesses

Corning Elementary Educational Foundation

Note: All teachers, staff and parents had equal access to all drafts of the CUESD Technology Plan online at: http://www.cuesd.tehama.k12.ca.us/technology/index.htm Anyone could have made comments and suggestions about the drafts of the CUESD Technology Plan to our managers or staff via email or telephone.

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District Profile

Corning Union Elementary School District (CUESD) School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	4	1257	56	22:1
Middle	1	633	29	22:1
High School	--	--	--	--
K-12	--	--	--	--
Alternative	2	18	2	9:1
Continuation	--	--	--	--
Total	**7**	**1908**	**87**	**22:1**

Corning Union Elementary School District, Student & Teacher Data			
	District %		District %
American Indian	18	**English Learners**	33
Asian	16	**Students with Disabilities**	5.8
Pacific Islander	8	**Graduates (prior year)**	--
Filipino	3	**UC/CSU Eligible Grads (prior year)**	--
Hispanic	1053	**Mobility**	91
African American	12	**% Fully Credentialed Teachers**	100
White	832	**Avg. Pupil / Teacher Ratio**	20.8:1
Multiple/No Response	5	**Avg. Class Size**	24.6
Total	**1947**	**% Free or Reduced Price Meals**	81.4

CUESD State Accountability: Academic Performance Index (API)		
2007 API Base	**2008 API Growth**	**Growth in the API from 2007 to 2008**
732	**728**	**-4**

CUESD Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: No		
	Met AYP Criteria English-Language Arts	**Met AYP Criteria Mathematics**
Percent Proficient	Yes	No (**EL & Socio. Disadvantaged)**
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	PI year# OR Not in PI **PI Year 3**	

Section 1: Tech Plan Vision & Duration

This revised EdTech (Education Technology) Plan encompasses the next five years, from July 1, 2010 – June 30, 2015. It is the result of many hours of discussion and collaboration among a diverse representation of administrators, teachers, parents, and students. Our technology committee began reviewing our former research-based 2005-2010 Education Technology Plan in the autumn of 2008. We assessed our achievements to date, discussed lessons learned, determined our new district vision for the next five-years, and developed strategies to get us there. Our revised tech plan envisions a 21st century teaching and learning environment grounded in the reality of our knowledge-based, Digital Age. Used as a tool, not an end in itself, technology will be an integral part of the way we work, teach, and learn. Students will use technology seamlessly, as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators will learn to use technology to create teachable moments, not just wait for them and to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and decision-making within the district. Interactive communication and activities among home, school, and community will increase and improve student learning.

Section 2: Stakeholders

Our ongoing technology planning is guided by a collaborative vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district and its community. Our administrators and teachers, on a quarterly basis, review the district's curriculum goals and current student achievement data and then determine how technology can be used to help students reach the academic goals for the year.

Administrators and technology staff meet on a bi-monthly basis to coordinate efforts in technology implementation. Written reports and email from the Technology and Media Services Supervisor further assists with review, plans for new projects, and coordination. Our full Education Technology Advisory Group (eTAG) has met every couple of years to discuss long-range plans, website development, educational software, and new technologies. Our full eTAG is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as community non-profit groups. The full eTAG group meets every couple of years to discuss long range and strategic technology issues. Our practical managing eTAG group, without parents and students, meets bi-monthly.

We successfully competed for three EETT grants and obtained numerous other grants that included strong technology components, and these grant teams met quarterly. The CTAP representative on our tech plan team offered technical assistance with the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues;

hardware, software, and infrastructure. We used the CTAP representatives to help with our EETT competitive grants, hired CTAP representatives to evaluate our EETT grants, and hired CTAP trainers to provide professional development in technology to our teachers.

Our managing eTAG meets bi-monthly at the Supervisors and /Principals meeting to:

- Monitor progress on current technology projects.
- Discuss plans and implementation strategies for introducing new technologies (hardware and software) into our schools
- Discuss progress and coordinate on current technology implementation projects.
- Discuss and coordinate technology training needs

In addition to bi-monthly managing eTAG meetings, our district website, blogs, and e-mail all provide stakeholders with a mechanism for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. All our educational technology plans, grant applications, policies, procedures, forms, reports, and full information about all our technology and educational resources for students and parents are all available online at our District and School websites at: http://www.cuesd.tehama.k12.ca.us/

Stakeholder Support of Tech Plan

The following list identifies the variety of stakeholders that participated in our district's tech planning process.

District Curriculum Personnel

Our Corning Union Elementary School District (CUESD) School Board has set specific annual goals for improving technology access and new educational technology for our students to support the curriculum, and for having teachers undertake increased professional development to increase their use of technology in the classroom.

Stephen Kelish, Superintendent, has supported seeking new grants to improve educational technology, develop more complete and informative websites for the District and websites for each school, expand and equalize educational software options, expand the use of electronic communications systems by district managers, and make the CUESD a leader in technological applications implementation in Tehama County.

Curriculum Development & Support Roles

In a smaller district, like ours, the Principals (Beckie Bouchard, Jeff Harris, and Mona Miller) and the Assistant Principals (Rich Gifford, Megan Neely, and Dave Sweringen) have coordinating and support roles for curriculum at a District level. They promote,

direct, and facilitate the technology team's development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21st century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, and make adjustments based on school performance.

Our Data Services Coordinator, Lynda Patton, and other classified support staff at each school that she has trained, are using the latest software (e.g., Genesis, Data Director, etc.) to provide vital information to our administrators and teachers.

District Technology Personnel

Our Technology and Communications Services staff, Frank Passantino and Dave Messmer, on our Tech Plan team provide overall coordination of the hardware and software side of technology implementation, set forth in this updated technology plan. Their expertise in hardware and software support, purchasing options, knowledge of the best hardware and software options, troubleshooting, advice and experience with integration with SIRNET and other systems is invaluable to our managing eTAG team.

Our Technology and Media Services Supervisor, Mike Garofalo, manages libraries, websites, and coordinates efforts for grant applications and grant budget management. He led efforts to prepare and edit the current and last technology plan for this district.

District Financial Personnel

Wes Grossman, our Chief Financial Official, has been extensively involved with supporting and seeking funding for technology improvements in all our schools and in the District Office. He has been a leader in bringing Microsoft Office standardization throughout the District, upgrading infrastructure, and implementing numerous productivity software improvements, and coordinating all electronic systems for accounting and budget management for the District.

School Site Administrators

Representatives on our Tech Plan team provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; and provide input on how technology can better support the teaching of standards-aligned academic objectives. These administrators include the three Principals (Beckie Bouchard, Jeff Harris, and Mona Miller); and the three Assistant Principals (Rich Gifford, Megan Neely, and Dave Sweringen).

Site Teachers

This Plan was reviewed by the following teachers: Tom Beck, Steve Dillon, Peter Finkle, Linda Lucero, and Kevin Mathiesen. These representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning. Six teachers have advanced technology training and have been leaders in teaching other teachers how to effectively use technology in the classroom. All teachers, staff, and parents had ready access to drafts of this plan during the preparation process at our CUESD Technology Resources Webpage: http://www.cuesd.tehama.k12.ca.us/technology/index.htm.

Parents and Students

Representatives on our Tech Plan team provide input on the district and schools' efforts to integrate technology and 21st century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21st century skills. Representatives include Loretta Price, Jeanie Stout, and the Middle School students in the EAST Lab class at Maywood Middle School.

Government Agencies

The California Technology Assistance Project (CTAP) Region 2 representative on our tech plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure. The Tehama County Department of Education Technology Plan Coordinator provided useful templates to help with preparation of this new Technology Plan for the CUESD.

Community Groups

Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

Our District continues to solicit, expand, and sustain our partnerships with stakeholders to enhance the integration of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

Section 3: Curriculum & Data Driven Technology Goals

3a. Current Technology Access

According to current district records, our student to computer ratio for computers four years old or newer is 4.5:1.

All teachers at all six schools in our district have access to a minimum of one multi-media computer with internet access in their classrooms as well as in the Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers schedule before and/ or after school access to internet connected computers and electronic learning resources as needed students to complete classroom activities.

The following charts outline the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district and site inventory records and summarized below.

Corning Union Elementary School District CUESD K-8	
Enrollment (Unofficial CBEDS 2009)	1893
Total # of Computers for Instructional Use	720
Total # of Computers in Classrooms	437
Total # of Internet Connected Computers in Classrooms	437
Total # of Computers in Classrooms older than 48 months	266
Total # of Computers in Classrooms 48 months old or newer	173
Student to Computer Ratio – Computers 48 months old or newer only	4.5:1

Total # of Computers in Computer Labs	260
Total # of Computers in Library/Media Center	21
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1, 10MB, 100MB, 5MB Wireless
Before & After School Student Access to Computers – Days & Time	After School Access Through SERF program 2:30pm-6:00pm

Maywood Middle School 6-8	
Enrollment (Unofficial CBEDS 2009)	633 (as of 09-09-2009)
Total # of Computers for Instructional Use	172
Total # of Computers in Classrooms	62
Total # of Internet Connected Computers in Classrooms	62
Total # of Computers in Classrooms older than 48 months	50
Total # of Computers in Classrooms 48 months old or newer	12
Student to Computer Ratio – Computers 48 months old or newer only	6:1
Total # of Computers in Computer Labs	106
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	Access Through SERF program, Before: school Library and computer lab

Olive View Elementary School K-5	
Enrollment (Unofficial CBEDS 2009)	519 (as of 09-09-2009)
Total # of Computers for Instructional Use	236
Total # of Computers in Classrooms	144
Total # of Internet Connected Computers in Classrooms	144
Total # of Computers in Classrooms older than 48 months	123
Total # of Computers in Classrooms 48 months old or newer	21
Student to Computer Ratio – Computers 48 months old or newer only	4.6:1
Total # of Computers in Computer Labs	92
Total # of Computers in Library/Media Center	6
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	After School Access Through SERF program, Before: School Library

Woodson Elementary School K-5	
Enrollment (Unofficial CBEDS 2009)	427 (as of 09-09-2009)
Total # of Computers for Instructional Use	195

Total # of Computers in Classrooms	157
Total # of Internet Connected Computers in Classrooms	157
Total # of Computers in Classrooms older than 48 months	70
Total # of Computers in Classrooms 48 months old or newer	87
Student to Computer Ratio – Computers 48 months old or newer only	3.5:1
Total # of Computers in Computer Labs	32
Total # of Computers in Library/Media Center	6
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	Access Through SERF program: Before: School Library

West Street Elementary School K-5	
Enrollment (Unofficial CBEDS 2009)	247 (as of 09-09-2009)
Total # of Computers for Instructional Use	80
Total # of Computers in Classrooms	47
Total # of Internet Connected Computers in Classrooms	47
Total # of Computers in Classrooms older than 48 months	20
Total # of Computers in Classrooms 48 months old or newer	27

Student to Computer Ratio – Computers 48 months old or newer only	4:1
Total # of Computers in Computer Labs	30
Total # of Computers in Library/Media Center	3
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	Access Through SERF program

Rancho Tehama Elementary School K-5	
Enrollment (Unofficial CBEDS 2009)	64 (as of 09-09-2009)
Total # of Computers for Instructional Use	21
Total # of Computers in Classrooms	19
Total # of Internet Connected Computers in Classrooms	19
Total # of Computers in Classrooms older than 48 months	1
Total # of Computers in Classrooms 48 months old or newer	20
Student to Computer Ratio – Computers 48 months old or newer only	3:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	2
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1

Before & After School Student Access to Computers – Days & Time	After School Access Through SERF program 2:30pm-6:00pm

Columbia Academy (5-8)	
Enrollment (Unofficial CBEDS 2009)	3 (as of 09-09-2009)
Total # of Computers for Instructional Use	8
Total # of Computers in Classrooms	8
Total # of Internet Connected Computers in Classrooms	8
Total # of Computers in Classrooms older than 48 months	2
Total # of Computers in Classrooms 48 months old or newer	6
Student to Computer Ratio – Computers 48 months old or newer only	1:2
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	N/A
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	Access Through SERF program

3b. Current Technology Integration in Curriculum

The following information offers a snapshot of the technology skills integrated in our district curriculum. In our elementary school, technology has become a means for integrating content standards into the curriculum and providing individual instruction and concept reinforcement/practice for students. It is a tool for enhancing writing skills through the art of rewriting documents over and over again, producing quality work. Computers are also used to create reports, complete online research, and provide individual assessment data of student learning.

Subject Area	Typical Uses of Technology	Typical Frequency
English / Language Arts	K-2: Reading reinforcement software, *Study Island, Lexia* 3-5: Reading reinforcement software, *Accelerated Reader*, beginning writing skills, *United Streaming* 6-8: *Accelerated Reader*, writing skills, writing reports	K-2: 1 – 2 times per week 3-5: 1 – 2 times per week 6-8: 2 – 3 times per week
Mathematics	K-2: Mathematics reinforcement software 3-5: Mathematics reinforcement software, *Study Island*, *Accelerated Math, United Streaming,* and *STAR Math* 6-8: *Study Island*, *Accelerated Math*, *STAR Math,* and spreadsheet & database applications	K-2: 1 times per week 3-5: 1 times per week 6-8: 2 times per week
Social Science / History	K-2: History/SS reinforcement software 3-5: History/SS reinforcement software, internet research and *United Streaming* 6-8: Internet research and report writing, *United Streaming*	K-2: as needed 3-5: as needed 6-8: 1-3 times per week
Computer Skills	5-8: *Ainsworth Keyboarding, Microsoft Office: Word, PowerPoint, Excel, Internet Explorer, Destiny Library Catalog*	5-8: As needed

Working in a school district that is in a rural area, with a small public library in the City of Corning and no bookstores, it is natural to tap into the world's storehouse of information through the World Wide Web (Web) on the Internet. Our school libraries have somewhat limited and outdated print research and reference materials. However, all our school computers now have high-speed access to a vast array of information via the Internet Web. We also offer our students specialized Web search engines for children like that provided by our on-line Follett Destiny Web Path Express and our self-prepared on-line topical guides to the Web, e.g., http://www.cuesdeett3.org/search1.htm.

Finally, it is imperative that our students leave with the skills to operate computer software. Realizing that keyboarding, word processing, database, and spreadsheets are the backbone for business applications of the computer, students graduate from Corning School with skills in each type of software.

In addition to the typical uses of technology described above, educators use our student information system (SIS) Genesis for daily attendance. Our district-wide electronic learning assessment system, Data Director, is also used by teachers to track student progress on the state standards from benchmark and State assessments. We also utilize the NWEA (Northwest Educational Association), STAR Reading, and Study Island to assess student performance on standardized tests.

3c. Summary of District's Curricular Planning Documents

The Corning Union Elementary School District (CUESD) has established clear curricular goals tied to the academic content Standards monitored by various district and site-based assessment systems, and referenced in comprehensive district planning documents and efforts. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards resulting in an improved API/AYP score.

Corning School District Curricular Goals

Our school board adopts key district goals annually, which are tied to, and support the adopted, state approved, content standards in all core academic areas and support the LEA plan. Our school aligns its site-based curricular goals directly to the district's LEA Plan and school board's key goals in their annually updated site-based comprehensive single plans for student achievement.

Based on our student data, federal and state mandates, and research-based best practices, our district's current key curricular goals are:

1. The school will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By June 30, 2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. The district will meet all of its AYP criteria annually including requirements for numerically significant subgroups.
3. The school will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
4. The administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including improving curriculum, improving instruction, improving student support and intervention, improving the monitoring of student achievement, and improving home/school/and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
6. Students at all of our schools will be educated in learning environments that provide equal access to the latest educational technologies to enable students to readily accomplish a variety of tasks to improve their learning. Such tasks might include: doing Internet research, having school and home access to web-based educational software, using word processing to write research papers, learning with United Streaming, improving their keyboarding skills, testing their comprehension of text using Accelerated Reader, communicating with teachers via email, producing

PowerPoint presentations to share with other students and parents, and learning to use digital cameras and sound recording equipment.

These district goals and corresponding specific measurable objectives that support them can be found in the following district and site comprehensive planning documents.

- California academic content standards and frameworks.
- District and textbook curriculum guides aligned with CA academic content standards.
- District evaluation criteria for textbook adoption.
- District student and teacher technology standards.
- District LEA Plan
- The district plan for English Learners (EL) describing the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided to EL students to assist them in meeting and/or exceeding state academic content standards and graduation requirements.
- The Policy and Procedures handbooks for each program which details the philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site–based Single Plan for Student Achievement, SARC, WASC and CCR self-study reviews and actions plans.
- The District's current Educational Technology Plan.
- The District's adopted version of Grade Level technology performance indicators for students based on the NETS-ISTE standards.

3d- 3k Curricular Driven Technology Goals, Implementation Plans, Benchmarks, Timelines, Monitoring and Evaluation

All of the Curriculum Component Criteria 3d-3k elements are included in the curricular driven action plan charts in the Section 3: Action Plan pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district's curriculum goals and student achievement of the state content standards.

The following goals will strategically meet our students' need to acquire and refine their 21st century information and communication technology skills in order to improve the effectiveness, efficiency, and ideally, the enjoyment of their learning experiences as they master the core content standards.

Below find a summary of the CUESD curricular driven Education Technology goals.

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Teachers will integrate technology in the district's curriculum to support the district curricular goal that all students will attain proficiency or better with English/language arts and mathematics grade level content standards by end of the 2013-14 school year.

Goal 2: Student Acquisition of Technology and Information Literacy Skills.

All students will acquire the National Education Technology grade level profile standards (NETS) for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. Our eTAG team will use the NETS standards (outlined in the Appendix, Part 2, pp. 10-12) as our baseline standards for developing more specific CUESD Technology Standards for our students.

Goal 3: Student Acquisition of Digital Citizenship Skills

All students will be proficient with grade level ethical use of technology and internet safety skills (NETS for students: Digital Citizenship- standard #5).

Goal 4: Improve Student Data Collection, Analysis & Decision Making

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Goal 5: Improve Communication Among Home, School, and Community

District teachers and administrators will use technology to improve communication among home, school, and community.

Note: Goals, objectives, benchmarks, implementation strategies, and timelines can be found in the pages that follow.

CORNING SCHOOL DISTRICT TECHNOLOGY ACTION PLAN
July 1, 2010– June 30, 2015
(Appendix C Sections: 3d-3k)

Section 3d

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with English/language arts and mathematics grade level content standards by end of the 2013-14 school year and maintain 100% proficiency annually.

Target Group: All students including special education, English Learners, and GATE students.

Goal 1: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 100% of all district students will be proficient or better with state grade level standards in English/language arts and mathematics supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration.

Goal 1: Annual Benchmarks for Objective 1

Year 1: minimum of **75%** by June 2011
Year 2: minimum of **80%** by June 2012
Year 3: minimum of **90%** by June 2013
Year 4: minimum of **100%** by June 2014
Year 5: maintain **100%** by June 2015

Goal 1: Evaluation Instrument(s) & Data

Instruments: Annual STAR/CST test results in English/Language Arts and mathematics
Data: Percentage scoring proficient or above

Instrument: Scheduled site professional development and collaboration meeting with county office consultants, Data Services Supervisor, Principals
Data: Percent of teachers participating resulting in a calibrated and articulated standards-aligned course objectives and standards-aligned assessments across all grade levels

Instrument: Ongoing classroom observations by the Principals.

Data: Teachers' use of standards-aligned curriculum, instructional and intervention time as required by the state frameworks, effective instructional practices, and classroom management that encourages student learning.

Instrument: Annual Site Academic Software Survey
Data: Curriculum-based state and district approved software and productivity software in use at the school

Instrument: Annual CDE EdTech Profile online tech proficiency survey
Data: Teacher's self assessed technology and integration skills

Data reviewers CUESD support staff, site administrators, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually in May.

Goal 1: Enhancing Student Achievement with Technology

Implementation Strategies / Timelines

1. Beginning in the 2010-11 school year, and continuing through the duration of the tech plan, the district will work cooperatively to review and refine the district's standards-based ELA and mathematics curriculum ensuring the implementation of the essential grade level content standards, relevant information, integration of technology skills, and standards-aligned assessments.

2. Following CDE's textbook adoption schedule, the district will purchase SBE-adopted instructional materials and supplemental curriculum-based technology resources (adopted and/or CLRN approved) and ensure they are being implemented in the curriculum on a regular basis.

3. As a regular part of the program, teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and mathematics student achievement needs identified during data reviews of significant subgroup populations at the school.

4. Annually, the district will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.

5. Annually, the district will review/revise learning time in key curricular areas identified as needing attention and implement appropriate intervention procedures.

6. Twice during the school year, the district will assess students administer standards-aligned benchmark assessments for ELA and mathematics for the purpose of monitoring student performance and implementing intervention procedures.

7. Annually, the district will provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.

8. Annually, the district will provide professional development on the adopted curriculum and technology resources (such as SB 472) for teachers, AB 430 training for site administrators)
9. Annually update our current annual site academic software usage survey then distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.

10. Beginning in the fall 2010, and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed.

11. Annually, continue to leverage grant, district, school, site council, and community resources to increase access to technology resources, hardware, and peripherals for students and teachers.

12. Annually, continue to provide technology productivity and integration training as needed by providing ongoing district support and professional development opportunities on the integration technology into the ELA and mathematics standards-aligned curriculum.

Goal 1: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Study Island, Lexia, Accelerated Reader, Accelerated Mathematics, United Streaming, Web Path Express, Rosetta Stone
- Diagnostic reading, writing, and math proficiency software: NWEA, STAR testing
- Microsoft Office and/or other productivity software, e.g., Ainsworth Keyboarding. Student data systems such as Genesis and Data Director.
- Internet Access and Resources, Web Path Express, Professional Blogs, Webpages
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.
- No cost, freeware, or low cost software and Web 2.0 resources.

Section 3e

Goal 2: Student Acquisition of Technology and Information Literacy Skills

All students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students or a county office equivalent to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Target Group: All students including special education, English Learner, and GATE students.

Goal 2: Specific Measurable Objective by June 2015

Objective 1: By June 2015, **50%** of students in grades K-8 will be proficient or better with **grade level** NETS standards (or district equivalent).

Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year:

1. Creativity and Innovation
2. Communication & Collaboration
3. Research and Information Fluency – (information literacy)
4. Critical Thinking, Problem Solving, and Decision-making
5. Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).
6. Technology Operations and Concepts

Goal 2: Annual Benchmarks for Objective 1

Year 1: minimum of **30%** by June 2011
Year 2: minimum of **35%** by June 2012
Year 3: minimum of **40%** by June 2013
Year 4: minimum of **44%** by June 2014
Year 5: minimum of **50%** by June 2015

Goal 2: Evaluation Instrument(s) & Data

Instrument: End of year portfolio of NETS integrated assignments
Data: Percentage achieving grade level NETS standards

Instrument: Annual CDE Ed Tech Profile (www.edtechprofile.org)
Data: Teachers' self assessed technology integration proficiency skills.

Data reviewers: CUESD support staff, site administrators, and eTAG will analyze performance data and related information from September through March and report to stakeholders annually in May.

Goal 2: Student Acquisition of Technology & Information Literacy Skills

Implementation Strategies / Timelines

1. During the 2010-11 school year, an special CUESD eTAG subcommittee and two other teachers in the district will research NETS resources and design scaffolded K-8 NETS curriculum.
2. Beginning 2010, the district will provide Professional Development opportunities (including CTAP Region 2 offerings) to K-8 teachers on integrating the student NETS grade level skills and standards in their curriculum.
3. By fall 2011, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.

4. By spring 2012 teachers will begin administering annual standards-aligned grade span NETS based exit assessments and portfolios for grades K-8.

Goal 2: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Study Island, Lexia, Accelerated Reader, Accelerated Mathematics, United Streaming, Web Path Express, Rosetta Stone
- Diagnostic reading, writing, and math proficiency software: NWEA, STAR testing
- Microsoft Office and/or other productivity software, e.g., Ainsworth Keyboarding. Student data systems such as Genesis and Data Director.
- Internet Access and Resources, Web Path Express, Professional Blogs, Webpages
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.
- No cost, freeware, or low cost software and Web 2.0 resources.

Sections 3f & 3G

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety

All students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

Target Group: All students including special education, English Learner, and GATE students.

Goal 3: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 100% of students in grades K-8 will be proficient or better with grade level NETS standard # 5- Digital Citizenship - (includes social, ethical, copyright, and cyber safety issues).

Goal 3: Annual Benchmarks for Objective 1

Year 1: minimum of **70%** by June 2011
Year 2: minimum of **75%** by June 2012
Year 3: minimum of **80%** by June 2013
Year 4: minimum of **90%** by June 2014
Year 5: minimum of **100%** by June 2015

Goal 3: Evaluation Instrument(s) & Data

Instrument: Lesson plans integrating ethical use of technology including copyright and plagiarism

Data: 100% of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

Instrument: Lesson plans integrating technology on internet safety and cyber-bullying.
Data: 100% of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

Instrument Rubric for Grade level student portfolio, presentations, and/or classroom work which will demonstrate technical skills and information literacy.
Data: Percentage meeting grade-level NET standards

Instrument: Annual Ed Tech Profile Survey
Data: Teachers' and students' self assessed technology and integration skills

Data reviewers: CUESD support staff, site administrators, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually in May.

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety

Implementation Strategies / Timelines

1. By fall 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.

2. During the 2010-2011 school year, district teachers will develop a scaffolded, articulated K- 8th grade technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.

3. By fall 2010, roll-out a revised acceptable use policy for students addressing internet safety, cyberbullying, and plagiarism.

4. Beginning in the fall 2011 and then annually thereafter, all grade K-8 students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.

5. Grade level technology assessments and/or portfolio reviews will be conducted at the end of each school year.

Goal 3: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.

- Peripherals such as LCD projectors, digital cameras, video cameras, printers, and document cameras (ELMO).
- Revised CUESD Acceptable Use Policy

Section 3h
District Policy on Equitable Access

It is the CUESD policy to insure that all students and teachers have equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. EL students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards.

Section 3i

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making
District administrator and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data.

Target Group: All district schools.

Goal 4: Specific Measurable Objectives by June 2015
Objective 1: By June 2015, 100% of teachers will use the district's full suite of SIS (e.g., Genesis, Data Director) and electronic learning assessment tools (STAR tests, NWEA, Study Island) to analyze student data and make data-driven decisions to meet individual student academic needs.

Goal 4: Annual Benchmarks for Objective 1

Year 1: minimum of **80%** by June 2011
Year 2: minimum of **90%** by June 2012
Year 3: minimum of **95%** by June 2013
Year 4: minimum of **98%** by June 2014
Year 5: minimum of **100%** by June 2015

Goal 4: Evaluation Instrument(s) & Data
Instrument: Electronic learning assessment tools

Data: Principals and teacher team collaboration can be used to determine the percentage of teachers that are using electronic learning assessment tools to inform instruction. Administrative reports from these tools can show teachers usage levels.

Instrument: SIS usage records
Data: Principals and teacher team collaboration can be used to determine the percentage of teachers that are using the SIS to inform instruction, register grades, and other functions. Administrative reports from these tools can show usage levels.

Instruments: District SIS suite training participation records
Data: 100% of teachers completing training – all components

Data reviewers: CUESD support staff, site administrators, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually in May.

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making Implementation Strategies / Timelines

1. During the 2010 - 2011 school year and every year thereafter until we meet our June 2015 objective, we will continue the rollout of Genesis and Data Director integrated student assessment components.
2. During the 2010 – 2011 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in Genesis and Data Director.
3. Annually, provide systematic professional development and collaboration time (PLC) for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making.

Goal 4: Digital Resources to be Integrated

- Genesis, Data Director
- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform such as NWEA
- Excel Spreadsheets

Section 3j
Goal 5: Improve Communication Among Home, School, and Community

CUESD support staff, site administrators, and teachers will use technology to improve communication among home, school, and community.

Target Group: Administrators, teachers, staff, parents, and the community.

Goal 5: Specific Measurable Objective by June 2015

Objective 1: School site staff will post current information to school webpages in September, January, and May of each year. Teachers will post current information to blogs once monthly, September to May.

Annual Benchmarks for Objective 1

Year 1: minimum of **30%** by June 2011
Year 2: minimum of **50%** by June 2012
Year 3: minimum of **60%** by June 2013
Year 4: minimum of **70%** by June 2014
Year 5: minimum of **80%** by June 2015

Objective 2: Teachers will offer parents password protected, online access to up-to-date student attendance, assignments, and grades on the district's web-based student information system.

Annual Benchmarks for Objective 2

Year 1: minimum of **30%** by June 2011
Year 2: minimum of **50%** by June 2012
Year 3: minimum of **60%** by June 2013
Year 4: minimum of 7**0%** by June 2014
Year 5: minimum of **80%** by June 2015

Goal 5: Evaluation Instrument(s) & Data

Instrument: Ongoing "how to access" district SIS communications and/or trainings, parent password requests, and parent usage records.
Data: Reports from Genesis on number of parents using the parent component of Genesis, webpages with information on how parents can access.

Instrument: Ed Tech Survey data.
Data: Teachers self reporting on using e-mail to improve two-way communication

Instrument: District, school, and teacher websites, blogs, and communication artifacts
Data: Evidence of monthly blog posts, webpages posted, cc of email list posts.

Data reviewers: Principals, local site staff, CUESD support staff, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually in May.

Goal 5: Improve Communication Among Home, School, and Community
Implementation Strategies / Timelines

1. By fall 2010, the district will design and distribute a standardized district Student-at-Risk notification template-form letter and policy for use to all teachers.

2. By fall 2012, the school will have the hardware, infrastructure, and training needed to implement the parent component of the district's online student information system.

3. By fall 2013, the school will be providing all district parents with access and training on using the parent component of the district's online student information system.

4. Annually, the LEA and schools will solicit community, business, and/or university partnerships.

5. Annually, the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, blogs, class and school booklets, classroom posters, newsletters).

6. Annually, continue to fund and maintain, district and school websites and blogs where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.

7. Annually, provide web publishing software training opportunities for teachers to learn to publish/communicate on their school web site or blog.

8. Annually, provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional documents to improve communication between home, school, and community.

Goal 5: Digital Resources to be Integrated

- *GENESIS* SIS suite.
- Web publishing software.
- Word, desktop publishing, and Outlook e-mail.
- District IT work order management system and equipment inventory database.

Section 3k: Ongoing Monitoring for Continuous Improvement

The CUESD eTAG team and Principals will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The administrator is responsible for a mid-year tech plan implementation status report to stakeholders in May. Annual summative data analysis and needs assessments are conducted in late August/September after the state releases all relevant district data and schools complete early assessments of incoming students. The Principals and Technology Services Supervisors are responsible for an annual summative performance report to stakeholders in October.

Section 4: Professional Development

4a. Summary of District Teachers' & Administrators' Technology Skills

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Site Administrators' Survey Data

The CUESD Superintendent and three Principals have intermediate to high level skills in using Microsoft Office software, general computing, email, presentation software, database usage, Internet usage. All use Blackberry units and group management software. Two have blogs and all use webpages to communicate vital information to the public. Out Data Services Supervisor has high level skills in spreadsheets, database, and student data information systems and is a key trainer of our teachers and staff. We use the most current TCDE software for accounting.

Implication:

Our administrators and managerial supervisors attend all training sessions on new hardware and software. They are knowledgeable and skilled leaders in technological innovation in the CUESD.

District Teachers' Survey Data

In general, the teachers at the CUESD are at the intermediate level with general computing, Internet, e-mail, educational software, and word processing. They are at the beginning level with presentation software, spreadsheet applications, and database usage.

Implication:

The teachers at Corning School need additional training in basic computer skills, methods for integrating the computer into the standards-based classroom curriculum, and techniques for using basic productivity software (e.g., word processing, PowerPoint, and Genesis). We have numerous in-house resources to provide staff with training on any hardware and software as needed. Additional training for the teachers by outside trainers would always be beneficial and provide additional technology support to the school program.

In addition, the following district technology training preferences came from needs assessments during the 2008/2009 school year.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/ technology skills	Integrating technology into the curriculum	Neither

I need opportunities to participate in educational technology staff development focused on:	**27%**	**73%**	**50%**

Implication:

The district will provide training in both Basic Personal Proficiency and Professional proficiency technology integration training and offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	**25%**	**63%**	**13%**

Implication:

The district will use the county office consultant to provide small group training that will meet the identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	**52%**	**33%**	**0%**	**0%**	**14%**

Implication:

In-house trainers and contract trainers will offer technology training during the school day on Monday minimum days, and at summer workshops.

4b. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

The Professional Development Criteria 4b elements are included in the teachers' and administrators' professional development action plan on the following pages. Our professional development action plans are based on a thorough needs analysis and include clear needs-based goals and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component (Section 3) of our education technology plan.

Goal 1: The district teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrator electronic learning and productivity tools.

Goal 2: The site administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 3: The site administrators, support staff, and teachers will be proficient in the use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers' individual technology training needs. Annually as needed, we will offer personal proficiency training on NETs skills including general computer

knowledge and skills; Internet skills; Email skills; word processing skills; professional blogs; presentation software skills; job specific productivity and assessment tools; and spreadsheet /database software skills.

Annually as needed, the district will offer professional proficiency training on integrating; NETs student standards in the math and ELA curriculum (including information literacy, copyright, and cybersafety); web-based resources for parents and students; curriculum-based educational software; adopted textbook supplemental electronic resources; online resources such as SETS for the administrator, teachers, and the paraeducator.

The district will offer a variety of training options such as face-to-face training, one-on-one coaching, workshops, and summer institutes. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

Annually provide face-to-face NETS technology skill and technology integration professional development opportunities provided by the district, the TCDE, outside trainers, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.

Content and grade-band specific technology integration face-to-face professional development offered by the CUESD, TCDE, outside trainers, CTAP Region 2, and free online resources.

Annual completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.

Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.

National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education’s web site What Works Clearinghouse. We will regularly examine and use relevant data from the What Works Clearinghouse (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

We will also rely on the district, the TCDE county office, outside experts, and CTAP Region 2 resources, the California Learning Resource Network, the Technology Information Center for Administrative Leadership., and the Technical Support for Education Technology in Schools.

The professional development criteria 4b is addressed in the teachers’ and administrators’ professional development action plan charts in the Section 4 pages that follow.

CORNING UNION ELEMENTARY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT
July 1, 2010 – June 30, 2015

Section 4b

Goal 1 –Technology Literacy and Integration
The district teachers will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrator electronic learning and productivity tools.

Target Group: Certificated teachers

Goal 1: Specific Measurable Objectives by June 30, 2015

Objective 1: Teachers will attend district and/or school site sponsored educational technology professional development training sessions on using technology in classrooms, classroom productivity tools, student use of technology, or information literacy skills.

Annual Benchmarks for Objective 1

Year 1: **40%** attend 2 training sessions in 2010-2011
Year 2: **50%** attend 2 training sessions in 2011-2012
Year 3: **55%** attend 2 training sessions in 2012-2013
Year 4: **60%** attend 2 training sessions in 2013-2014
Year 5: **70%** attend 2 training sessions in 2014-2015

Goal 1: Evaluation Instrument(s) & Data

Instrument: District and site-based training agendas and records
Data: Trainer's sign-in logs

Data Reviewers Principals, CUESD technology support staff, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually
in May.

Goal 1: Technology Literacy & Integration
Implementation Strategies / Timelines

1. Annually in the fall, schedule and promote district-sponsored technology workshops for the administrator and teacher during the school year, aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.

2. Annually in the fall, schedule and promote district-sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA

teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.

3. At weekly Monday minimum days, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

Goal 1: Digital Resources to be Integrated

- Microsoft Office Suite, e-mail, Internet, blogs, webpages, Web 2.0 applications.
- Diagnostic reading, writing, and math proficiency software.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- CLRN approved curriculum-based software
- Online resources including SETs and CDE's Ed Tech Profile, CTAP 2

Goal 2 - Using Technology to Support Data Driven Instruction

The site administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Specific Measurable Objectives by June 30, 2015

Objective 1: By June 2015, the teachers and site administrators will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

Annual Benchmarks for Objective 1

Year 1: minimum of **60%** by June 2011
Year 2: minimum of **70%** by June 2012
Year 3: minimum of **80%** by June 2013
Year 4: minimum of **90%** by June 2014
Year 5: minimum of **100%** by June 2015

Goal 2: Evaluation Instrument(s) & Data

Instrument: District electronic learning assessments system training participation records and usage records
Data: The teachers and site administrators trained and using electronic learning assessments system to inform instruction.

Data reviewers: CUESD support staff and site administrators and eTAG will analyze end of school year results annually between September and March and report to stakeholders annually in May.

Goal 2: Using Technology to Support Data Driven Instruction
Implementation Strategies / Timelines

1. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on all SIS components.

2. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on the district's web-based student reporting system.

3. Annually in the fall, schedule and promote district sponsored technology workshops for administrator and for teachers during the school year on the district's integrated electronic learning assessment system.

4. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Goal 2: Digital Resources to be Integrated

- Microsoft Office Suite, e-mail, Internet, blogs, webpages, Web 2.0 applications.
- Electronic learning assessment and diagnostic applications
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online resources including SETs and CDE's Ed Tech Profile

Goal 3 – Improve Communication between Home, School, and Community

The site administrators, teachers and support staff will be proficient use technology to improve two-way communication between home, school, and community.

Target Group: Certificated teachers, administrators, and clerical staff

Goal 3: Specific Measurable Objectives by June 30, 2015

Objective 1: School site staff will post current information to school webpages in September, January, and May of each year to "Pull" in parents and students via the Web. Teachers will post current information to blogs once monthly, September to

May, so as to “Pull” in parents and students via the Web. Email lists will be used by teachers to “push” information to parents four times a year.

Annual Benchmarks for Objective 1

Year 1: minimum of **30%** of teachers and school site staff by May 2011
Year 2: minimum of **50%** by teachers and school site staff by May 2012
Year 3: minimum of **60%** by teachers and school site staff by May 2013
Year 4: minimum of **70%** by teachers and school site staff by May 2014
Year 5: minimum of **80%** by teachers and school site staff by May 2015

Objective 2: Teachers will offer parents password protected, online access to up-to-date student attendance, assignments, and grades on the district’s web-based student information system.

Annual Benchmarks for Objective 2

Year 1: minimum of **30%** by June 2011
Year 2: minimum of **50%** by June 2012
Year 3: minimum of **60%** by June 2013
Year 4: minimum of **70%** by June 2014
Year 5: minimum of **80%** by June 2015

Goal 3: Evaluation Instrument(s) & Data

Instruments: District records showing the teachers were trained in the use the district’s suite of SIS applications for communicating timely student attendance and achievement information to parents.
Data: The number of teachers trained as shown in trainers sign-in logs

Instrument: Ongoing “how to access” district SIS communications and/or trainings, parent password requests, and parent usage records.
Data: Reports from Genesis on number of parents using the parent component of Genesis. Webpages with information on how parents can access.
One teacher blog post and email list post per year about how parents of their students can gain access to Genesis.

Instrument: Ed Tech Survey data.
Data: Teachers self reporting on using above proficient skills in using e-mail to improve two-way communication

Instrument: District, school, and teacher websites, blogs, and communication artifacts
Data: Evidence of monthly blog posts, webpages posted, cc of email list posts as checked by local clerical site staff.

Data reviewers: Principals, local site staff, CUESD support staff, and eTAG will analyze performance data and related information from September through March of each year and report to stakeholders annually in May.

Goal 3 – Improve Communication between Home, School, and Community
Implementation Strategies / Timelines

1. Annually in the fall, schedule and promote district sponsored technology workshops for administrators, clerical and for teachers on using Microsoft Word and other desktop publishing software.

2. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on the district's web-based student information (i.e. Data Director, Genesis) and reporting system and client e-mail software (i.e. Outlook).

3. Annually in the fall, schedule and promote district sponsored technology workshops for parents. Two Maywood Middle School student surveys (2005 &2006) showed that between 53% to 58% of our students use the Internet at home.

4. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development and blogs using district applications. Continue training annually.

Goal 3: Digital Resources to be Integrated

- SIS suite of applications
- District's Web publishing application, blogs (Typepad), Web 2.0 applications
- Email client software and online, remote access, Mail Lists
- Low cost , no cost online resources including SETs
- CDE's Ed Tech Profile

4c: Ongoing Monitoring for Continuous Improvement

The site administrators and CUESD support staff will track technology plan implementation bi-monthly and report progress at our bi-monthly Principals/Supervisors staff meetings. The CUESD eTAG team will conduct ongoing formative data reviews. The eTAG team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Site Administrator is responsible for a mid-year Tech Plan implementation status report to stakeholders in February. Annual summative data analysis and professional development needs assessments will be conducted between June and September, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The eTAG team will produce an annual summative performance report to stakeholders in October.

Section 5: Infrastructure, Hardware, Software, & Technical Support

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

Existing Technology Resources to Support Curriculum, Students, Teachers, Administrators, and Staff

Infractructure

The Wide Area Network (WAN) that is utilized by CUESD consists of 10Mb links between sites except for Rancho Tehama Elementary School which is linked by a T1(1Mb). At the LAN level, each MDF and IDF are populated with managed switches with connection through put of 1Gb and 100Mb.

The MDF is connected to each IDF via fiber optic cable at 1Gb except for Rancho Tehama Elementary School which is linked by 100Mb copper wiring. Internal connections are mostly rated at 100Mb with a few connection being at10Mb or 1Gb rated. The internal wiring for all sites is Category 5,5E, or 6.

The district has three Novell Netware 6.5 file servers; one each at Maywood, the District Office and Woodson. Two Netware 6.5 servers were purchased in August 2004 and a third replacement in 2008 for Maywood. The district in the near future will need to migrate away from Novel Netware because of the end of life set by Novell (November, 2010) to a robust server operating system that will meet our needs . At this time we are evaluating Novell Open Enterprise Server and Microsoft server 2008. CUESD has two 10Mb links to Woodson and Maywood, plus a T1 to Rancho Tehama all connecting to the District Office. West Street School is at the same physical location as the District Office so it is on the same LAN segment. There is also a T-1 connecting the District Office to Maywood and the District Office to Woodson that is utilized by our phone system. Maywood and Olive View are connected via a 1 Gb fiber optic cable connection that is shared with our telephone system and is split between voice and data. The District Office currently has a 100 Mb connection to the Digital California Project Node site in Red Bluff. This provides high-speed access for the District Office and West Street School to all DCP services and high bandwidth applications. The Battery backup devices protect all servers, switches and routers.

School Site Technology Resources

We have provided a detailed inventory or our current technology resources, for each of our schools, on pp. 6-11 above in this Tech Plan. That detailed inventory provided information for each school regarding the number of computers for instructional use, computers in classrooms, the number of Internet connected computers in classrooms, age of our

computers, our students to computers ratio, the number of computers our many computer labs, the number of computers in our school libraries, our Internet access speed, and after school access to computers.

We do provide before school access and recess access to our Maywood, Olive View and Woodson school libraries, which include two to four student use computers. The Maywood school also does provide some before school access to one Maywood computer lab.

Through the CUESD, school-site or grant funding, we have been able to provide access to technology to support our curricular goals, student access, operational productivity, and communications as follows:

1. Each classroom has one district-supported computer workstation, primarily for use by the teacher.
2. We now have one to three computer labs at four schools with 30-40 new small footprint computer workstations with Internet access. These labs also include digital projectors, printers, and sound systems.
3. Portable laptop computer labs at Olive View and Woodson.
4. Each teacher has a laptop computer for home use at Olive View and Woodson.
5. Extra computers (1-5) in classrooms for student use.
6. An high end EAST computer lab at Maywood Middle School.

Utilizing CUESD funding we have supported additional technology resources to support our teachers, administrators, and staff as follows:

- Access to a file server with virus protection and tape backup system
- Five school offices: computers, printers, and specialized software
- District Office: computers, printers, and specialized software
- Supervisors' Offices: computers, printers, and specialized software
- Central teleconferencing setup in the Board room
- Computers and specialized software for food services, nursing, special education, etc.
- Website for District and for each School Site: http://www.cuesd.tehama.k12.ca.us/
- 13 teachers and administrators currently have blogs online

Each of our schools has a school library. The libraries are staffed during school hours with library clerks. We utilize the Follett Destiny Library and Textbook management web-based software which provides an online Library Catalog and Web Path Express for controlled Internet searching. In addition, each library offers computers for student use as follows:

Maywood Middle School Library; 2 computers for circulation, copier/printer, color printer, standard laser printer, and a 35 station computer lab.
Olive View Elementary School Library: 2 computers for circulation, two printers, and 4 student computers
Woodson Elementary School Library: 2 computers, 1 printer, and 4 student computers
West Street Elementary School Library: 2 computers and one printer
Rancho Tehama Elementary School = 1 Computer for circulation and printer

Educational Software and Productivity Software Support

We currently offer a wide range of educational software for our students, teachers, administrators, and staff in support of our curriculum, professional communications, and operational productivity.

All computers in the CUESD have Microsoft Office and Internet Explorer. Students learn how to use Microsoft Word for all word processing assignments. Students learn how to use Microsoft PowerPoint for giving presentations. Numerous examples of student work using Word and PowerPoint are online, e.g.,:
http://www.cuesd.tehama.k12.ca.us/EETT4/themeind.htm

All teachers and staff have access to Microsoft Outlook and CUESD WebMail for access to their individual email accounts. All administrators and supervisors have access to Group Meeting software and use the Blackberry communications network. Students are not allowed use of email except via teacher monitored Gaggle.Net accounts for special projects. We, of course, have a full-featured telephone system with voice mail and homework help lines.

We have a considerable investment in educational software on our own servers, with access at all our school sites. This server based software includes: Accelerated Reader, Ainsworth Keyboarding, Lexia, Rosetta Stone, Accelerated Math, etc. All of these support student learning, and most software products also offer summary reports for teachers to monitor class progress.

We have a considerable investment in web-based software such as Study Island, United Streaming, Follett Destiny Library Catalog, Typepad, NWEA, Genesis, Data Director, etc. Students can use Study Island, Web Path Express, CUESD webpages, teacher blogs, and the Library Catalog at home and at school.

Technical Support Staffing

CUESD currently has one full time equivalent (FTE) Technology Services Technician and one full time equivalent (FTE) Technology Services Supervisor. This provides the district with a computer to technician ratio of 360 to 1. This ratio is sufficient to provide the support needed to accomplish the goals of this plan. We are able to leverage their time with remote management tools such as Altiris Deployment Server. Pending budget cuts we may decrease the amount of support services we are able to provide, thus increasing the computer to technician ratio.

CUESD currently employs one .6 FTE Technology and Media Services Supervisor who manages library and media services, websites, technology training, related technology communications (e.g., writing and editing this Technology Plan, summary reports to administrators, etc.), and grant writing and grant management support.

5b. Technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

The CUESD has already spent a considerable amount of time, effort and money to support the technology that is currently in use in the District. We are already in a strong position for supporting our students and teachers during the next five years. The CUESD's strong technological position has been clearly defined in Section 5a above.

Technological changes have been rapid the last few years. The price of hardware has declined as its power had increased. Five years ago, we did not have mega-RAM for little expense, 4 MG USB flash drives, or high pixel full-featured digital cameras four under $300. The changes in the Internet using Web 2.0 software has changed with UTube, Google Earth, blogs, wikis, mashups, inexpensive websites, and other new social networking software. It is hard to predict five years ahead in these times. In addition, the dramatic downturn in the national and state economy has required scaling back on plans for expansion, upgrades, and improvements in our technological resources. Nevertheless, we have discussed and prioritized some of our plans for our technological future in the CUESD.

The CUESD has established three priorities for technology hardware and software purchasing in the next five years:

1. Educational and Productivity Software Upgrades and Maintenance

The District and/or site councils will renew educational software (server and web-based), communications software, and operations software as needed to maintain efficient and effective internal operations and direct student services. Currently, such software includes: Accelerated Reader, Lexia, Study Island, Accelerated Math, Ainsworth Keyboarding, Follett Destiny Library and Textbook Manager, Web Path Express, Rosetta Stone, Typepad Blogging, websites, SIRNET services, TCDE media services, Data Director, and numerous specialized operations software applications for food services, nursing, bookkeeping, EAST computer lab, etc.

The CUESD intends to funds from the District, School Site Councils, awarded grants, the Corning Elementary Education Foundation, and other federal and state funding sources to purchase additional electronic learning resources in the coming years. All purchases will conform to CDE purchasing guidelines for educational software titles. The CUESD eTAG will inventory software annually and make recommendations. It is not possible to specify at this time the exact titles of educational software to be purchased, or the amount to be spent, but considering the dramatic improvements and lower costs of hardware, and the rate of innovation, one would expect such purchases to accelerate greatly in the next five years.

2. Upgrading Computer Workstations

The District will be continually updating the hardware specifications of our equipment to more adequately meet the goals of this plan. Many of the existing computers in the District are too old to run the next generation Microsoft Operating System. We will start the process of replacing these older systems district wide with new systems that will run Windows 7 and Microsoft Office 2010 to the extent that budget constraints will allow. All schools will have at least one computer lab for group activities for students and teacher meetings.

The table below summarizes the availability of student computers in 2009/2010 school year to meet the needs as described in this plan. Although the table illustrates that the District, overall, has the desired quantity of computers, it is important to note that not all of them are the desired quality due to their age.

Age Of Desktop Computers	Number of Computers	Percentage of Total
Over 5 Years	266	36.9%
4 to 5 Years	169	23.5%
2 to 3 Years	175	24.3%
1 Year or less	110	15.3%
Totals	720	100%

3. Implementing SMAR TECH Classrooms

The District plans to implement a program for creating SMART TECH Classrooms in our schools. A SMART TECH Classroom features an up-to date teacher computer and group presentation hardware and software, which might include: a digital projector, large screens, a white board, remote control devices such as Airliners or Sympodiums, ELMO's, sound systems, laptop computers, audience participation and response systems, etc.. Priorities are 1) the computer labs at each school, 2) 6th, 7th and 8th grade classrooms, 3) 4th and 5th grade classrooms, 4) 2nd and 3rd grade classrooms, and 5) K and 1st grade classrooms. The eTAG will evaluate needs and make recommendations.

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5c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other components of the plan.

1. Every year, in May, 2010-2015, we will make a complete and current inventory of our educational software and a summary report will be sent to all administrators and eTAG members. Every year, in September and March, the eTAG will do a general review of existing educational and productivity software available. The value of educational software to our students will be reviewed by eTAG. Recommendations regarding adding educational software and/or renewing educational software will be made by eTAG. Remember that eTAG includes the three Principals and one Assistant Principal.

2. Every summer (June – August) from 2010 until 2015, the CUESD technology support staff will continue to refurbish as many of the computer systems as our resources allow, and add new technology resources as needed. This service will include any hardware repairs necessary and feasible, new versions of the operating system, any security or operating system patches, and any application patches. The Technology Services Department will provide this annual service during the summer and as needed throughout the year.

3. Every year, in May, 2010-2015, we will make a complete and current inventory of what classrooms and school computer labs have been upgraded to be SMART TECH classrooms, and a summary report will be sent to all administrators and eTAG members. The eTAG will evaluate progress on our goals to implement SMART TECH classrooms, and make recommendations.

4. Every year, in May, 2010-2015, all teachers and selected students will take the annual web based CDE EdTech Profile to determine technology skill levels and usage. In May, we will also have all teachers and selected students take internally prepared technology surveys using WebMonkeySurvey so as to get feedback on professional training needs and software preferences. Every year, in September and January, 2010-2015, eTAG will discuss and make recommendations for professional training needed by our teachers and staff.

5. Every year, in November and May, 2010-2015, the eTAG will evaluate current resources and identify needs, relative to available financial resources, and make recommendations to the CUESD for purchasing needed hardware and software. The eTAG team will use the approved CUESD Technology Plan to guide planning and implementation of the three priorities listed above.

6. Every year, 2010-2015, when new funding for hardware and/or software is available through grants, the Corning Elementary School Foundation, donors, etc., then those responsible for administration fo these new funding resources will work closely with Technology Services staff and Principals to determine needs and purchase needed hardware and software as needed in a timely manner.

7. Some dramatic changes in the technology infrastructure are sometimes required, such as moving to a business model for SIRNET services, and the Technology Services Supervisor will lead changes and keep eTAG and the CUESD managers group informed.

The Data Services Supervisor and other support staff will arrange for training staff in new software applications.

5d. Process for monitoring progress on the annual benchmarks and timelines for obtaining the hardware, infrastructure, learning resources and technical support required to support the other components of the plan.

Our technologically perceptive Principals and Assistant Principals are key leaders in determining how to effectively use technology in our classrooms with students and teachers. The Technology Services support staff (Passantino, Messmer, and Garofalo) and software and data trainers (Patton and Stout) will provide leadership and support in the integration of new technology in our schools. The eTAG will provide a forum for discussion by a variety of stakeholders, reviewing, and making recommendations. The eTAG will use the benchmarks and timelines this Tech Plan to guide implementation in a timely manner. The District Superintendent and Chief Business Official will meet with key leaders to decide on recommendations from eTAG and Principals. The CUESD School Board may also take specific objectives or benchmarks from this Tech Plan and set these a Board Goals for the year.

Section 6: Education Technology Funding & Budget

6a. Established and Potential Funding Sources

Established Funding Sources

Our school district receives varied federal, state, and local sources of funding. These include state categorical funds, Title I, Title II, Title III, Title VI funds, lottery funds, Erate discounts, K-12 voucher, and CA DAS discounts. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of this 5 year Ed Tech plan. Therefore, our established and potential funding sources to implement our Ed Tech Plan may be impacted as well.

The CUESD General Fund generally covers the costs for:

- The Technology and Communications Services staff (2.65 Classified FTE)
- The student information systems (Genesis, Data Director, etc.)
- Technology training for teachers, paraprofessionals, staff, and administrators
- Internet Connectivity costs (SIRNET)
- Equipment, resources, and tools used by the Technology Services and Communications services department.
- School webpages and blogs design and maintenance

- Elementary grades standards-based report card system

- Security and productivity applications
- Some types of educational software (e.g., Accelerated Reader, Follett Library Catalog)
- Operational software

The School Site Councils budgets have supported technology:

- Technology training for teachers, paraprofessionals, staff, and administrators
- Computers and hardware peripherals for classrooms and school computer labs
- Educational software (e.g., Study Island, Accelerated Math, etc.)
- Assessment software (e.g., NWEA)

The continued need for up-to-date educational software, SMART TECH classrooms, student and teacher computers (4 years old or newer), training teachers to effectively utilize new technologies, and for site technical help are the biggest budget challenges for technology in our district. District, Site Council, and other budgets from various sources help pay for needed hardware, software and training.

Potential Funding Sources

Potential additional funding sources include ongoing and new federal, state, and foundation grants, ongoing EETT Formula funds, K-12 voucher. We also utilize the fundraising of the Corning Educational Foundation to support technology. We employ a part-time grants coordinator. The CUESD has competed for and has awarded three competitive EETT grants, a Reading First Grant, and other state and foundation grants that have helped us add four computer labs and three classroom portable computer labs in the last six years. We have also received donations and volunteers have helped with our technology programs.

Given the uncertainty of our Ed Tech sources of funding, we have established the following **priorities** list to guide budget allocation:

1. Renew and purchase new curricular software and other Internet subscriptions
2. Upgrade infrastructure and productivity software
3. Increase new student and teacher computers, and more SMART TECH classrooms
4. Provide Ed Tech development for teachers, paraprofessionals, staff, and administrators
5. Improve support for routine technology maintenance

6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing the district's technology plan, actual amounts the district office will expend in each year of the tech plan will be contingent on fiscal realities as well as CUESD Board and district office priorities each academic school year. During May and October of each school year for the duration of the technology plan, the eTAG team, administrators, and the business manager will review, revise, and update the Ed Tech Plan to align with the district's annual technology budget realities.

Category	*Item Description 2008-09 Expenditures*	*Estimated TCO Year One*	*ERATE* Eligible Amount ?*	*Year One Funding Source(s) for Non ERATE Eligible items*
1000-1999 Certificated Salaries	Substitutes and stipends for staff development	$5,000	N/ A	EETT Grant, General Fund (GF), and School Site Councils (SSC)
2000-2999 Classified Salaries	Tech Support Salaries	$118,579	N/ A	General Fund
3000-3999 Employee Benefits	Benefits for certificated and classified related to Ed Tech Plan	$48,247	N/ A	General Fund
4000-4999 Books and Supplies	Misc. Infrastructure	$9,200	N/A	GF, SSC, Grants
	Computers	$90,805	N/ A	GF, SSC, Grants
	Printers	$3,692	N/ A	GF, SSC, Grants
	LCD Projectors	$5,424	N/ A	GF, SSC, Grants
	Misc. Other Peripherals	$35,000	N/ A	GF, SSC, Grants
	Productivity Software	$22,399	N/ A	GF, SSC, Grants
	ELRs –(Electronic Learning Resources) Study Island, United Streaming, Follett Destiny Catalog	$18,000	N/ A	GR, SSC, Grants
	ELARs – (Electronic Learning Assessment Resources)	$9,450	N/ A	SSC
5000 -5999 Services, operating expenses, travel	Staff Development Prof. Dev	$4,661	N/ A	GF, SSC, Grants
	Internet Access	$37,310		GF
	Web Site Publishing & Hosting	$500		GF, SSC
6000-6999	Capitol Outlay		N/ A	
	TOTALS	***TCO Estimate Year One $ 408,267***	***Minus ERATE Discounts Year one $ 0***	**= $408, 267**

Our district has estimated the Total Cost of Ownership (TCO) of our Ed Tech Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

Total Cost of Ownership for 5 Year Tech Plan	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**
Ed Tech Professional Development Stipends and Supplies	**$5K**	**$5K**	**$5K**	**$5K**	**$5K**
TCO Technical Support	**$ 167K**	**$167K**	**$167K**	**$167K**	**$167K**
TCO Hardware and Peripherals	**$ 50K**	**$50K**	**$50K**	**$50K**	**$50K**
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	**$51K**	**$51K**	**$51K**	**$51K**	**$51K**
TCO Networking and Telecommunications Infrastructure*	**$10K**	**$10K**	**$10K**	**$10K**	**$10K**
TCO Web site hosting / Publishing services	**$1K**	**$1K**	**$1K**	**$1K**	**$1K**
TCO Contracted Services Prof.Development, Internet Access, Tech Support, and/or Retrofitting	**$80K**	**$80K**	**$80K**	**$80K**	**$80K**
TCO Maintenance	**$45K**	**$45K**	**$45K**	**$45K**	**$45K**
Total Estimated Cost Per Year	**$409K**	**$409K**	**$409K**	**$409K**	**$409K**
Five Year Total Cost of Ownership Cost Estimate* (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	**$ 2,045,000**				

*Potential Erate discounts are not included in TCO in this chart. See annual ERATE Budget supplement for potential discount details.

6c. District's Replacement Policy for Obsolete Equipment

The district's replacement policy for obsolete equipment is to replace all computers that are more than four years old, but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. The site administrator works with the district county technology staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school. If the computers cannot be repurposed at the site or worth upgrading, the equipment is deemed obsolete. A local computer refurbishing entity picks-up any re-useable electronic components at no cost to the district.

6d. District's Budget and Funding Monitoring Process

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district school sites.

The district Superintendent, Financial Officer, and CUESD School Board have the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, eTAG, reviews the Ed Tech budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent and/or Site Administrators. The Superintendent takes budget recommendations and revision requests to the School Board as needed. The Chief Business Officer will monitor Ed Tech implementation costs as part of the district's regular budget and purchase order processing. The Superintendent, Business Officer, eTAG,

Principals, teachers, parent organizations, and the CUESD grant coordinator routinely research new funding opportunities for district education technology.

Section 7: Monitoring & Evaluation of Technology Plan

7a. Evaluation Process

In order to maintain the accuracy and relevance of our education technology plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement is embedded in our tech plan components under the monitoring and evaluation components in sections 3, 4, and 5. These sections of the tech plan include specific evaluation instruments and data that will be collected on an ongoing basis and analyzed annually to assess the tech plan's impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated bi-monthly by the District Superintendent and Principals (Site Administrators), who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district's core Education Technology Advisory Group (eTAG), will track the development and implementation of all activities and accomplishments during quarterly meetings as well as review the latest data and any needed revisions to the plan. The eTAG will provide drafts of summative reports to the Superintendent and Principals in May of each year.

7b. & 7c.: Annual Monitoring, Evaluation and Communication of Tech Plan

The following chart specifies the monitoring and evaluation annual timeline as well as the process and frequency of communicating results to tech plan stakeholders.

Annual Monitoring, Evaluation and Communication of Tech Plan Implementation and Impact

Person(s) Responsible	Process	Monitoring	Evaluation
Superintendent, Principals, eTAG	Provide overall Tech Plan management and coordination	Ongoing	Ongoing
Superintendent, Principals, eTAG, Curriculum Coordinator	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in April
Principals, Support Staff, Curriculum Coordinator	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	Annually in April
Superintendent, Principals, Technology Services staff, Financial Officer	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in April
Technology Services Staff, Principals, eTAG	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in April
Technology Support Staff, Principals, eTAG	Collect and analyze staff development data on technology proficiencies through the annual	Annually March	Annually in April

	completion of the EdTechProfile survey.		
eTAG	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	Annually in April
Teachers, Principals, Support Staff, eTAG	Collect and analyze data regarding students' NETS skills and students' academic achievement	Ongoing	Annually in April
Superintendent, Principals, Technology Services Staff	Communicating tech plan implementation update to stakeholders including the district school board.	Annually in May and whenever circumstances warrant	N/A
Superintendent, Principals, Technology Services Staff	Communicating annual tech plan evaluation results to stakeholders including the district school board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases.		Annually in May

Communicating the results of evaluations and recommendations by eTAG, survey summaries, inventory summaries, and annual implementation plans is crucial to the successful implementation of this Tech Plan. The Technology Services staff provides clerical and reporting support for eTAG. Reports are distributed by the Technology Services staff via email to all concerned stakeholders, and regularly made available online for all to read and comment upon. The specific timelines for evaluation are shown in the chart above, and the reports normally follow less than a month after the action step taken. All general summary reports are also shared with the School Board.

Section 8: Adult Literacy and Technology

Section 8a: Adult Literacy and Technology

The North Valley Catholic Social Services uses our West Street computer lab to teach parents of our children. The computer labs at our Maywood Middle School have been used by ROP, adult school outreach, and our EAST Lab students to teach basic computer literacy to adults.

The Shasta Community College has an extension campus in Red Bluff and offers a full range of classes for adults. This City of Red Bluff is only 12 miles north of the City of Corning via Highway 99 West or Interstate 5.

The Red Bluff High School offers an evening adult school. The three high schools in the county conduct Regional Occupational Programs (ROP) that offer a limited amount of adult training opportunities. These free ROP classes are open to all residents of the county, who are at least 16 years old. Classes are offered mornings, afternoons and evenings, at district offices and high school campuses in the region. This flexible training program provides adults with career guidance, hands-on training, and job placement assistance.

Our Superintendent will have our Technology Services staff and eTAG explore adult training opportunities annually to discuss the possibility of additional outreach efforts for

our district, including the possibility of using technology to provide adult literacy services in our district.

Section 9: Effective, Research-Based Strategies

9a. Summary of Relevant Research

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development. As we begin implementing our technology plan, we will integrate additional research-based strategies as needs and district academic priorities dictate.

Our revised education technology plan 2010-2015 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind. http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414

- **CoSN, Total Cost of Ownership (TCO)Tool** The TCO Tool offers schools a formalized process for assessing the costs of technology investments. https://k12tco.gartner.com/home/default.aspx

Curriculum Component Research

Our plans to integrate technology in the curriculum align with the recommendations from the Partnership for 21st Century Skills white papers that follow as well as research from WestEd:

"21st Century Skills Assessment." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_assessment.pdf>. (21st Century Skills Assessment, 2007)

> This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction.

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on standards.

"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on skills.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning."

This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

Professional Learning Component Research

We will use the following research-based resources as the basis of our Professional Development implementation plan:

McKenzie, J. (1999). How teachers learn technology best. Bellingham, WA: FNO Press

Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning ("androgogy") and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model

of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users, leading to new levels of confidence and willingness to experiment with instruction.

"21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008 <http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on professional development.

We will use the following research-based resources as the basis of our Copyright, Fair Use, and Safe & Responsibility Use of the Internet curriculum and professional development:

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <http://www.copyright.gov/>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <http://fairuse.stanford.edu/>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sep 2008 <http://www.cyberbully.org/documents/>.

Director Nancy Willard provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

Infrastructure, Hardware, Technical Support, and Software Component Research

The following is an example of the research-based resources we will use as the basis of our funding priorities in regards to purchasing Infrastructure, Hardware, Technical Support, and Software Component Research.

McKenzie, J., (2000). Beyond technology: Questioning, research and the information literate school. Bellingham, WA: FNO Press.

Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist, that the authors believe takes place as teachers become expert technology users leading to new levels of confidence and willingness to experiment with instruction.

Tomei, L. (2002). The technology façade. Boston: Allyn and Bacon.

The author looks at human factors, financial investment, commitment of resources, and instructional strategy as essential components to effective technology planning. He emphases importance of technology tools connecting to classroom curriculum.

Tech Plan Section	Research Source	Research based strategies that we plan to integrate.
Curriculum, Reading & Writing Technology Skills	Marzano, What Works in Schools, 2003.	"The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions."
Information Literacy Skills History/Social Studies	*Critical Issue: Using technology to improve student's achievement*, 1999 NCREL web site.	"Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core Content, including Math and Science	Sivin-Kachala and Bialo, *2000 research report on the effectiveness of technology in schools*, 2000.	"Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas."
Reading	Results! California Professional Development Institute. Research includes: Moats, *Educational Leadership*, March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, *Educational Leadership*, February 1994.	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Learning as a Process	Glasgow & Hicks, What Successful Teachers Do, 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom….significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, Whatever It Takes, 2004.	"Eight Step Improvement Process…..Step 1- Disaggregate Data, Including Test Results…."
Staff Development: Adult Learning Models	Schacter, *The impact of education technology on student achievement: What the most current research has to say.* Milken Family Foundation web site, 1999	"The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning."
Internet Safety	www.wiredsafety.org – "Helping to Make You Cyber Safe and Information Literate", 2006; www.techlearning.com "Cyberbullying – Responsibilities & Solutions",	"Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers." "What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while

	2008.	abusing their victims.”
Ethical Issues/ Copyright	www.techlearning.com - “Educators Guide to Copyright and Fair Use”, 2003. “Net Wise Teens: Safety, Ethics and Innovation”, by Poftak, 2002.	“Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects."

9b. Extending District Curriculum

We have in the past used numerous on-line technology training courses for our teachers and staff, and will continue to do so in the future. We have used the CTAP2 courses and tutorials, and the Atomic Learning tutorials. Many of out staff have attended the CTAP2 Summer Workshops, EAST training sessions, and technology workshops at conferences. We make extensive use of information available on the Internet on educational technology and best practices. We have participated in numerous webinars on educational technology. We have used grant funds to strengthen our professional collection with many books on computer software, educational applications, and integration of technology in the curriculum. We regularly seek new ways to deliver curriculum and professional development using new, innovative, technology-based tools. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curriculum online to our students.

Appendix C

Part 1: Criteria for EETT Technology Plans

1. **PLAN DURATION CRITERION**	**Page in District office Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the CUESD use of education technology for the next three to five years.	2	The technology plan describes the CUEST use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/10 to 6/30/15).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D)**.**		**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the CUESD, teachers, parents, CTAP and TCDE, and the community-at-large participated in the planning process.	2-7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. *Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.*	**6-11 34-36**	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. *Description of the district's current use of hardware and software to support teaching and learning.*	**12 18 20**	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. *Summary of the district's curricular goals that are supported by this tech plan.*	**13**	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.*	**14-18**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.*	**16**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

3. **CURRICULUM COMPONENT CRITERIA (continued)**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
f. *List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism*	**21**	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. *List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.*	**21**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
h. *Description of or goals about the district policy or practices that ensure equitable technology access for all students.*	**22**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

3. **CURRICULUM COMPONENT CRITERIA (continued)**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
i. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.*	**23**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.*	**24**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. *Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.*	**25**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	**26**	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	**27-32**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**33**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12.	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. *Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.*	**34-36**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. *Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.*	**37-38**	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. *List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.*	**39**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. *Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.*	**40**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. *List established and potential funding sources.*	**40-41**	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. *Estimate annual implementation costs for the term of the plan.*	**42**	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. *Describe the district's replacement policy for obsolete equipment.*	**43**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. *Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.*	**43**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement (: 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	**44**	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	**44**	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	**45**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS** Corresponding EETT Requirement: 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. *If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)*	**45**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. **RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. *Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.*	**47-51**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. *Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.*	**52**	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix C

Part 2: NETS for Students

International Society for Technology in Education (ISTE)

National Educational Technology Standards (NETS)

NETS URL Reference:
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.
Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

NETS Grade Level Performance Indicators for Students

GRADES PRE K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3 , 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Appendix C

Part 3: E- Rate Supplemental Budget Analysis

E-rate Supplemental Budget Analysis

Note: Dave Messmer and Frank Passantino, Technology Services, Corning Union Elementary School District prepare, obtain signatures, and submit the following document to the CDE Technology Office annually in the Winter months.

Guidance and Sample for Completing an
E-rate Supplemental Budget Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

> *"been treating technology plans approved under the [United States] Department of Education's Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission's support program."*

PART 1: Identification, Certification, and Signatures	
E-rate Year:	**July 1, _____ - June 30, _____ Year _____**
School District or Local Educational Agency (LEA):	

CDS Code Number:		
Authorized E-rate Contact:		
Authorized E-rate Contact's Signature:		Date:
Certification:	I acknowledge that the school district or LEA named above is aware of and will work to secure the financial resources listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
District Superintendent's Name:		
District Superintendent's Signature:		Date:

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be **completed annually** and **retained locally** for Erate audit purposes.

PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan:
Description of Specific E-Rate Service(s):

PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:	
EETT Technology Plan Goal(s) addressed by E-Rate:	**Page in Plan**

PART 4: Description of Level/Amount of Service Change			
Describe current level/amount of service:	**Describe new level of service after E-Rate request is granted:**	**Budget amount for district's share (for each charge involved in the service):**	**Planned budget source or line item for each budget amount:**

PART 5: Analysis of Non E-rate Eligible Resources

Required to Meet EETT Technology Plan Goals

This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.

Check the current SLD/USAC Eligible Services List at:
http://www.sl.universalservice.org/reference/eligible.asp

Part 5 a
Infrastructure required to achieve EETT Technology Plan:

E-rate eligible amount	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description of Major Items to be purchased, and/or refer to page number in tech plan.**
$: %	$: %		

Guidance and Sample for Completing an

E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

Part 5 b **Hardware required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description of Major Items to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		
Part 5 c **Software required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non-E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Items to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		
Part 5 d **Professional development required to achieve EETT Technology Plan:**				
Total Budgeted Cost of Training:	**Source of funds:**	**Number of Staff:**	**Description of Training: Reference page in technology plan.**	**Services or Contracts to be purchased, and/or refer to page number in tech plan.**
$:				
Part 5 e **Retrofitting required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		Inside-wiring: Construction:

(Continued next page)

Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

Part 5 f **Maintenance required to achieve EETT Technology Plan:**				
Total Budgeted $:	**E-rate eligible amount**	**Non E-rate eligible amount**	**Source of funds: (Non E-rate Eligible Portion)**	**Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.**
	$: %:	$: %:		

Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant's EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant's EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter "NONE."

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, "cell phone service" and "interactive video service" are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.
(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate "None" in the block for that part.

Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)

5.f: For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

A copy of the applicant's EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant's E-rate documentation at the applicant's site for audit purposes.

This E-rate Supplement is to be completed annually and retained locally for audit purposes.

Document Name: CUESD Technology Plan 2010-2015.pdf

December 1, 2009

Reviewed and unanimously approved by the Corning Union Elementary School Board on November 18, 2009.

Approved by Nancy Silva, CTAP Coordinator, Region 2 on 11/5/09. Ms. Silva forwarded an electronic copy of the CUESD Tech Plan to the CDE on 11/5/09.

Four drafts of this document were sent to all persons listed on page ii and iii, all eTAG members except the CUESD Board members. All four drafts of the CUESD Tech Plan were also also available online at:
http://www.cuesd.tehama.k12.ca.us/technology/index.htm