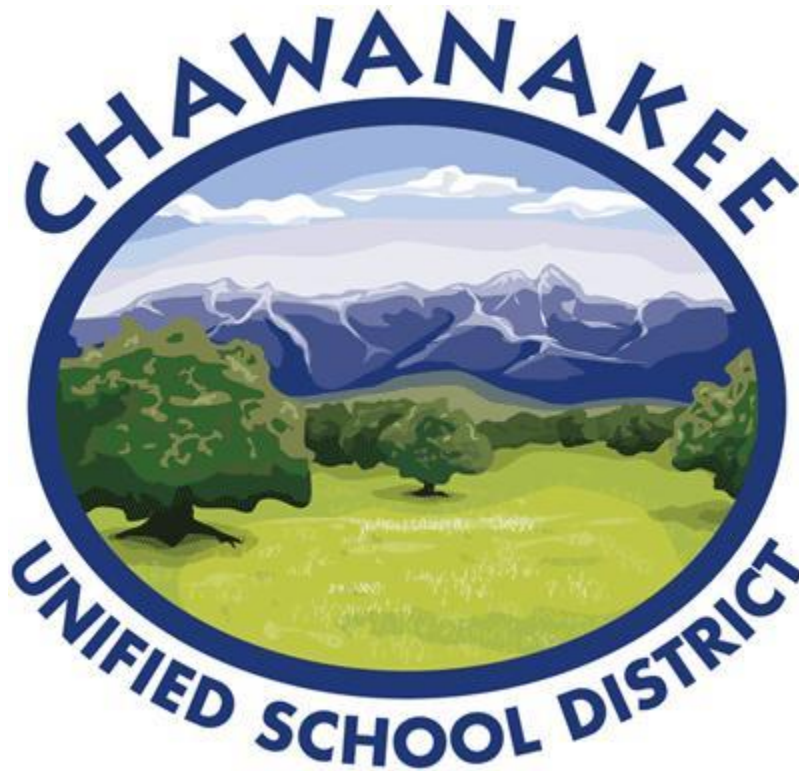# Technology Plan

Chawanakee Unified

July 1, 2013 - June 30, 2018

11/29/2012 (revised June 27, 2013)

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Chawanakee Unified School District (CUSD) is a small rural school district located in the foothills of the Sierras. The district contains two K-8 schools with 500 students, a medium home school program servicing 150 students, a traditional high school with 280 students, a charter high school with 210 students, a small necessary high school with 5-20 students and one small necessary school with a hand full of students enrolled. Increased development in the southern part of the school district is expected to require the building of an additional elementary school and possibly an additional high school, but this timeframe is uncertain. Approximately 40% of our students qualify for Free/Reduced price lunches. Because of our small size, communication, feedback mechanisms, and problem resolution mechanisms are often more informal and more frequent than in larger districts.

Our district is heavily committed to technology with 1:1 programs in our high schools and middle schools, and our independent student program recently moved forward with on online email and document service (Google Apps) as well. All our facilities have excellent wifi coverage, our teachers have laptops (which were recently refreshed) and many of our teachers, staff and administrators have smartphones, some of these phones are provided by the district while others are personal phones. Nonetheless, all are used for professional activity.

1. Plan Duration

July 1, 2013 - June 30, 2018

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Todd Sheller	Parent	
Jon Corippo	District Administrator	Madera Chawanakee Unified
Martha Robrahn	Technology Support Staff	Madera Chawanakee Unified
Susan Pennell	County CTAP Representative	Madera COE
Brian Curwick	Region 7 CTAP Representative	Fresno COE
Mike Niehoff	Site Administrator	Madera Chawanakee Unified Minarets High
Bob Nelson	District Administrator	Madera Chawanakee Unified
Gayle Fain	Site Administrator	Madera Chawanakee Unified North Fork Digital Middle
Andrew Schwab	IT Director	Santa Clara Berryessa Union Elementary
Jamie Smith	Classroom Teacher	Madera Chawanakee Unified Minarets High
Becky Cairns	Classroom Teacher	Madera Chawanakee Unified Chawanakee Academy

Chawanakee Staff members and leaders meet on a quarterly, monthly and weekly basis, to determine the current needs and desires for service in the district. These meeting as face to face via email and in some cases, webinars.

Chawanakee students, staff and parents are welcomed in the feedback loop via school surveys conducted online locally and, once a year, through the SpeakUp Program, http://www.tomorrow.org/speakup/ in which our stakeholders are actually part of a nationally normed survey allowing us to celebrate our many areas of success, as well as pinpointing areas needing improvement - all through a lens made much richer as we are able to compare our struggles with other schools and districts on a national basis.

While we have formal meetings, we feel that our daily and weekly communications are just as important - problems surface quickly and can also be resolved quickly. Recently some parents wanted our school laptops to stay on later at night when at home (moving the shut off time from

11:00 to 11:30) and after a few discussions, all parties were able to agree the move was good for all stakeholders. This took less than a week and satisfied the entire organization.

Another example of our organizational effectiveness occurred recently when our independent study school requested Google Apps and email for their program. The IT director and Superintendent were both consulted, checked the request against the tech plan and were able to complete the process in a couple weeks.

Outside sources are welcomed as well. Mr. Sheller identified a grant opportunity for iPads and brought it forward. After getting board approval, Spring Valley School was able to acquire and deploy 35 iPads for their Science and Math program. This was an example of District Administration, Site Administration, District Technology and Community members working together.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Since the mid-1990s, CUSD has maintained a strong commitment to the use of technology in our curriculum. Technology is integrated into our educational process in support of the learning process and not as an end in itself. Currently all of our students have access to computers and the Internet. We maintain computers in every classroom at traditional school sites as well as one computer lab. Students in grades K-5 have minimum ratio of 1 computer for every 5 students in the classroom, and there is a ratio of 1:2 at the alternative education sites. We have 1:1 laptop programs at all traditional schools in grades 6-12. Traditional high school students are allowed to take their laptops home at night and on weekends. All teachers have laptop computers and there is a digital projector in every classroom. All staff members have email accounts. Site network infrastructure runs over fiber and CAT5/6 cabling with a minimum speed of 100 Mbps. Intra-site communication utilizes ETS Circuits at 100Mbps. Ponderosa Telephone/Internet supplies our ISPservices. We provide firewall and content filtering of all on-site internet access. Students who take their CUSD owned laptops home have their usage remotely filtered for inappropriate content. Madera County Office of Education supplies teachers and students with a U-Portal (maders.org) which contains many on-line educational programs and several sources for educational videos.

Students use a variety of programs to support their educational pursuits including, but not limited to, Google Apps (6-12), Microsoft Office or Open Office Suite, Internet browsers, and age appropriate learning programs, some of which are locally installed and some of which are web based, whether they are free or paid services. Staff and students are given accounts in Google Apps which includes a variety of services including e-mail, document creation and storage, etc. We filter student email communications for inappropriate content. All students/parents sign Appropriate Use Agreements every year. Our current Appropriate Use Agreements are posted on the district web page.

The district uses Infinite Campus for its Student Information System, which keeps records on students and includes an on-line grading program. Parents can also use Infinite Campus to track student attendance and performance. This system includes phone and email notification services to notify parents of unexcused student absences, upcoming school events, bus delays, emergencies, and any other mass communication needs we have. We employ video surveillance systems to monitor campus activity and improve student safety.

3b. Description of the district's current use of hardware and software to support teaching and learning.

Chawanakee Unified has network and internet accessible in every district learning area. All district sites have wireless coverage that is nearly campus wide. CUSD's network capability is robust enough for our daily needs and we have a high quality filter that allows safe internet use, while not being overly intrusive to the learning process. All Chawanakee teachers have access to video projectors to facilitate the learning process through visuals, videos and presentations. All Chawanakee teachers use online tools for attendance, grading, and communication. Parents and students can access all this data online, in real time. All teachers deploy lessons on Cybersafety and Digital Citizenship to begin each year and all students complete multiple activities to complete the process successfully.

Minarets and Minarets Charter High School, in particular, both leverage the 1:1 technology available to them very aggressively, in a highly collaborative, project based learning model that leverages our available tools to a high degree of success, that is measurable on assessments and on a human level for their students. Students use a broad variety of softwares to write essays, send and receive emails, work collaboratively, build webpages, analyze data, make 3d models (soon to be printing them), do advanced mathematics, produce original digital music, make documentaries about local historical figures, do digital photography and much more. This use of technology is present in all classes, and while a few classes may be a balance of realia and digital learning (say, Ag Mechanics), the vast majority of classes have a strong digital component that is relevant to the class.

Chawanakee's Independent Study program recently added a dedicated computer lab for their students' use when on campus and grade 6-12 students recently added Google Apps and District Email to their learning tools. Several independent study teachers are experimenting with online teaching models and tools and the district is considering a full-fledged online curriculum package in the near future.

Chawanakee Unified has recently opened a culinary arts academy, and those students are 1:1 as well, equipped with Macbooks.

Chawanakee middle school students at North Fork and Spring Valley Elementary Schools use their 1:1 laptops in a similar manner to Minarets, throughout the day to create unique and original work in all their classes, but with a more introductory feeling. All CUSD middle school students use email and online tools that facilitate their learning in every possible CORE or elective class. CUSD middle school students also have access to online reading and assessment programs that give grade level and CA Standards feedback.

K-5 students at North Fork and Spring Valley Elementary Schools have access to technology via many computer labs and portable carts with laptops and a minimum of 1 computer for every 5 students in each classroom. Technology is used at the K-5 level in real-world applications of creativity, thus supporting the implementation of the Common Core State Standards for ELA and Mathematics.

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

Technology is a rapidly evolving process where changes are not always anticipated. CUSD has aligned with the California Content Standards and Frameworks (http://www.cde.ca.gov/re/pn/fd/) and establishes all curricular goals around these standards. This plan is intended to encompass those standards even as they evolve in the future. The following are additional district goals for each grade level. Common Core State Standards will be fully integrated during the 2012-2013 school year4.

District Technology and Information Literacy Goals

General for all grades: reinforce, integrate and support curriculum objectives Kindergarten

Technology

100% complete Annual Cybersafety and Internet Literacy course

Introduce the computer, mouse and keyboard

Introduction to simple computer commands

Use of CD-ROM

Learn how to properly open and quit programs

Library Media / Research Skills:

Learn proper procedures to use the library media center

Know how to handle and take care of books

Recognize the parts of a book

Identify main characters

First Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Demonstrate skills: computer, mouse, keyboard, commands

Demonstrate care and use of CD-ROM

Introduce word processing

Introduce keyboarding

Library Media / Research Skills:

Distinguish between fact and fiction in books

Identify the illustrator and author

Write a sentence about a topic of study

Second Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Gain confidence in word processing

Continue keyboarding skills

Printer usage

Technology based research skills

Use reference citations

Library Media / Research Skills:

Learn to take notes by using and writing keywords

Present information to convey the main idea and supporting details

Alphabetize to the second letter

Third Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Access electronic information

Keyboarding skills continue (able to type 15 wpm minimum)

Construct presentations

Library Media / Research Skills:

Locate a book in the library using the call number

Create reports using online research tools

Select nonfiction materials for information needs

Fourth Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Create multimedia presentations

Publish word processed documents, including formal reports

Use variety of software in research

Library Media / Research Skills:

Demonstrate a simple keyword search on a card catalog system

Use a thesaurus as a source of synonyms

Interpret information presented in graph/chart/diagram form

Identify keywords or phrases in a question

Fifth Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Demonstrate use of visual media equipment

Introduce charts, graphs, and tables production

Increase keyboarding skills

Interpret electronic information ethically

Library Media / Research Skills:

Use a variety of strategies to focus a topic (e.g. brainstorming, mapping, clustering)

Use a map legend to interpret information

Demonstrate a basic understanding of the Dewey Decimal System

Understand the shelf arrangement of library books

Sixth Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Use correct keyboarding techniques (20 wpm minimum)

Use graphics in presentation

Demonstrate proficiency with a word processing program

Introduction to spreadsheets

Demonstrate beginning internet use

Library Media / Research Skills:

Use a variety of resources (books, encyclopedia articles, newspaper, and electronic sources) to research a topic

Locate specific information using Boolean search strategies on an electronic database

Present information in written format by using notes to compose a report

Seventh Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Explore database concepts using online tools like Google Forms

Demonstrate proficiency in technology based research techniques

Use internet search engines to do Advanced Searches

Understand image manipulation

Library Media / Research Skills:

Paraphrase information and take appropriate notes

Exhibit information in a simple chart or diagram format

Present an oral report utilizing visual aids and keyword or phrase notes as a guide

Present information in written format by composing, editing and printing a 3-5 page report and bibliography

Eighth Grade Technology

100% complete Annual Cybersafety and Internet Literacy course

Master word processing formatting, graphics and spreadsheets

Demonstrate proficiency in multimedia projects

Library Media / Research Skills:

Paraphrase information and take appropriate notes

Use a variety of resources (books, encyclopedia articles, newspaper, and

electronic sources) to research a topic

Locate specific information using Boolean search strategies on an

electronic database

Present information in written format by composing, editing and printing a

3-5 page report and bibliography

Present information orally by using personal notes to make a 3-5 minute

descriptive talk

Ninth through Twelfth Grade

100% complete Annual Cybersafety and Internet Literacy course

All core subject areas integrate technology throughout the curriculum

Ninth through twelfth grade students are offered other technology classes:

Video and Music Production, Information Technology, Ag Mechanics and CAD/3d design, and Digital Photography

All twelfth grade students are required to develop an "Exit Project" that integrates technology and is presented to a panel of judges.

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

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

CUSD will continue to use various online tools (Google Apps for Education, Star Reading, Star Math, Accelerated Reading, and Accelerated Math) to evaluate and improve student reading and math performance. We are implementing the DataWise program to more effectively track student progress and target lessons to meeting our curricular goals.

Objective 1 of 2: District wide, 100% of Teachers will use the DataWise program to evaluate incoming students' scores from previous years and monitor benchmark data on student academic progress.
End of year 1: 70% of teachers will use DataWise to track student progress
End of year 2: 80% of teachers will use DataWise to track student progress

End of year 3: 90% of teachers will use DataWise to track student progress		
End of year 4: 95% of teachers will use DataWise to track student progress		
End of year 5: 100% of teachers will use DataWise to track student progress		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Student Star test data test results	Ongoing	Principals will initiate
will be reviewed by the principals with individual teachers	Quarterly review by principals	additional training or coaching for teachers where necessary

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

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

Objective 1 of 1: 100% of teachers will be capable of teaching age appropriate technology lessons to their students and utilizing technology (laptop & digital projector) in the classroom on a daily basis using various web tools available in 1:1 programs and available labs.		
End of year 1: 60% of teachers will be able to meet this goal		
End of year 2: 70% of teachers will be able to meet this goal		
End of year 3: 80% of teachers will be able to meet this goal		
End of year 4: 90% of teachers will be able to meet this goal		
End of year 5: 100% of teachers will be able to meet this goal		
Evaluation Instrument(s):	Schedule for	Program Analysis and
Data To Be Collected	Evaluation	Modification Process

Principals will observe teachers in classroom and computer lab environments	Quarterly	Principals will initiate additional training or coaching for teachers where necessary

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Students will receive direct instruction on copyright and plagiarism from their classroom teachers the first quarter of each academic year.

There will be an assessment regarding student awareness of copyright issues and legality issues in school work and private projects.

On-going student projects are monitored to ensure students are properly citing and attributing copyrighted matter.

Goal 3f.1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Teachers will integrate these concepts into their classroom project lessons and the District Library Media teacher will teach specific classes on these subjects at an age appropriate level. Currently available curriculum resources include Common Sense Media, www.cybersmartcurriculum.org, and http://www.isafe.org/	Quarterly	Principals & teachers will collaborate on the need for further instruction on these topics if students are unable to elucidate these concepts on an age appropriate basis	Teachers will monitor student projects for plagiarism, etc. Principals will observe classes and poll students on this subject.	Teachers will monitor student projects for plagiarism, etc. Principals will observe classes and poll students on this subject.

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

Goal 3g.1: Students will learn about Internet safety. All teachers will incorporate these topics into their lessons at an age appropriate level.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Students in all grades will create presentations on Cybesafety and Digital Literacy concepts and present them to their classes. Teachers will be able to issue a technology grade for students where appropriate based on the curriculums noted above or their own lessons and tests. Currently available curriculum resources include Common Sense Media, www.cybersmartcurriculum.org, http://www.isafe.org/. 100% of students will accurately describe these concepts with a grade of B or better.	Annually - 1st quarter	Teachers and Principals, completion monitored by the District IT Director.	Teachers will certify successful project completion by 100% of students. Principals will monitor all teachers have completed the activity as well. All teachers will report their completion of the CyberSafety projects electronically to the District IT Director.	Students will complete at least one activity per grade level appropriate activity or project annually.

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

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re- authorized in 1990 and 2004, mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child's unique needs.

Madera County Office of Education also provides limited funding and resources for Special Ed services needed for Chawanakee Unified.

Our District currently has adequate student to computer resources to meet our general technology use goals and adequately address the current and future needs of all students, including special education, GATE, English Language Learners, etc. Additional, replacement, and special needs technology components will be acquired on an as-needed basis. Our special needs students have the same student to computer ratio as the regular education students. Assistive technology is being used in our special education classes as well, i.e. iPads, special mice, software specific to needs of student, i.e. Proloquo. The Madera and Mariposa County SELPA has a assistive technology specialist, who makes recommendations assistive technology recommendations to support the needs of our students.

3i. 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.

Goal 3i.1: All grades, attendance, assessments and student progress tracking will be online, with training and support to allow all certificated and classified staff to allow successful use of the tools.

Objective 3i.1.1: Chawanakee Unified currently has computers and trained staff to support the online tools we already own: Student Information Systems, Assessment Programs, Email, and Grading Programs are all web based and ready for use.

Benchmarks:
- Year 1: Chawanakee Unified is 100% online
- Year 2: Chawanakee Unified is 100% online
- Year 3: Chawanakee Unified is 100% online
- Year 4: Chawanakee Unified is 100% online
- Year 5: Chawanakee Unified is 100% online

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Chawanakee Unified has all the needed tools in place.	Ongoing.	Superintendent, District Tech Coordinator, Site Administrators.	Constant and ongoing.	Staff usage rates and surveys.

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

Goal 3j.1: All Chawanakee Schools will have a website for parent information and updates. All staff will have district email and answer it timely.

Objective 3j.1.1: Completed 2011.

Benchmarks:

- Year 1: All schools have a website.
- Year 2: All schools have a website.
- Year 3: All schools have a website.
- Year 4: All schools have a website.
- Year 5: All schools have a website.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All Chawanakee Schools will have an up to date web presence.	Immediate, ongoing.	Superintendent	Site Administration and IT Support Staff.	Parent surveys.

Objective 3j.1.2: All staff will have email and make the address available to parents and stakeholders.

Benchmarks:

- Year 1: All staff will have email and make the address available to parents and stakeholders.
- Year 2: All staff will have email and make the address available to parents and stakeholders.
- Year 3: All staff will have email and make the address available to parents and stakeholders.
- Year 4: All staff will have email and make the address available to parents and stakeholders.

- Year 5: All staff will have email and make the address available to parents and stakeholders.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Chawanakee Unified provides email to all staff.	Immediately, ongoing.	District IT Director	District IT Director, Site Administrators.	Parent feedback, staff usage.

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Teachers and principals will monitor student progress, whether through data or discussion, as described in section 3d-3j. Principals will be responsible to initiate additional training or coaching for teachers when necessary. We will use hard data (from CSTs and the DataWise program, as well as teachers' own evaluation methods) to evaluate student progress towards standards. We will continue to employ the Renaissance Learning suite of program to evaluate Reading and Math skills on a quarterly basis.

Hard data measures of program success will include:

CST results - annually

CAHSEE results - annually

Quarterly benchmarks (via Datawise or equal)

ASVAB results - annually

College placement exam results - annually

CUSD scores will be compared with the state and county averages to determine program efficacy.

Data will be presented to the CUSD school board annually, will also be reviewed quarterly per year on the district admin level, and will be examined, articulated and adjusted on a month-to-month basis at the site/grade level.

Success indicators will include progression across stanines or the total quantity passing, based on the kind of feedback provided by the various assessments.

4. Professional Development

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

Teachers' need for technology expertise in their lessons varies widely by grade level. A first grade teacher may only need to convey rudimentary word processing skills to his/her pupils, while a high school English teacher should be able to teach word processing and presentation software skills at a relatively advanced level. We will work to raise teachers' perceived skill levels to Intermediate where they feel deficient and it is applicable to the grade level they teach by offering on-site training classes and/or making available other resources (on-line training, CD based training, off/on-site training classes, etc.).

CUSD has a strong cadre of lead teachers, including multiple Apple Distinguished Educators, Google Certified Teachers and Central Valley CUE teachers of the year who also act as facilitators when new technologies are rolled out.

CUSD routinely surveys and assesses staff's tech abilities, using online surveys and informal measures.

The current most needed technology skill is in the area of Common Core skills and lessons that go beyond the simple use of technology and beginning to move more and more to a project based, divergent/open-ended activities as we move away from a bubble test curriculum.

A self-assessment survey taken by all CUSD staff in January of 2012 shows that 0% of the teaching staff has no familiarity or comfort with the personal use of a computer. 10% consider themselves at an introductory stage with computers while 20% see themselves at an intermediate level, which includes the use of an office suite, search engines, and file management. 70% percent of the teaching work force considered themselves proficient to use computer technology in an instructional setting.

A survey of teachers' technology use and proficiencies will be used in the annually in the spring and will be the tool by which needs are discovered and growth is measured in the following categories:
1. General Computer Knowledge and Skills
2. Internet
3. Email
4. Word Processing
5. Publishing
6. Databases
7. Spreadsheets
8. Presentation Software
9. Instructional Technology

4b. 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.

Goal 4b.1: 100% of staff will be proficient in the use of assessment software for use on a quarterly basis for district goals and progress, in addition to more routine local assessment in core areas.

Objective 4b.1.1: 100% of CUSD staff will use assessment software for at least three quarterly benchmark exams on the Common Core State Standards, including no less than three writing prompts per year.

Benchmarks:
- Year 1: 2012-13 80% of staff will use assessment software.
- Year 2: 2012-13 85% of staff will use assessment software.
- Year 3: 2012-13 90% of staff will use assessment software.
- Year 4: 2012-13 95% of staff will use assessment software.
- Year 5: 2012-13 100% of staff will use assessment software.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Assessment software training/orientation	Fall 2012	District Curriculum committee, Superintendent	Superintendent	Data-wise, District Writing Prompts
Quarterly Assessments	ongoing	Superintendent	All classrooms will be assessed in core/tested academics at least 3 times per year, before CST testing.	Data-wise, District writing prompts

Goal 4b.2: All teachers will attend trainings specifically geared towards Common Core Assessments. This training will include integration concepts, technology use and will be focused on the use of 1:1 technologies.

Objective 4b.2.1: 100% of core teachers in the 6-12 and all self contained classroom teachers in K-12 will attend Common Core integration training by Fall 2015.

Benchmarks:

- Year 1: Fall 2012: 50% of staff will have received at least one Common Core training
- Year 2: Spring 2013: 60% of staff will have received at least one Common Core training
- Year 3: Fall 2013: 70% of staff will have received at least one Common Core training
- Year 4: Fall 2014: 90% of staff will have received at least one Common Core training
- Year 5: Spring 2015: 100% of staff will have received at least one Common Core training

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Common Core Integration Training	ongoing; by 2015	Superintendent	Principals will maintain a list of attendees and events.	Spreadsheets with staff who have completed at least one event.

> 4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Site leaders will poll their staff as to the specific needs and requests they have for Common Core integration, more specifically things that are technology related. We have access to many affordable events, sponsored by local county offices and technology events like CUE and CVCUE professional development organizations. Additionally, our high school routinely hosts ed tech events, and this makes it possible for CUSD staff to attend for free.

CUSD will offer in-house training for the timely and appropriate use of assessment software, making sure staff is competent in assessment software use and collection of data as well as feedback delivery to students. Each site will have a designated "tech lead" teacher to work closely with staff in development and deployment of timely assessments.

Principals will monitor staff attendance at PD events, noting any staff which has not participated and working closely with them to make sure they are able/do attend trainings that are appropriate. The District office (Superintendent) will be provided with all data for oversight purposes.

As part of E-rate, EETT, CIPA and COPPA, CUSD will require all students to complete an annual project and series of activities on Cyber safety and appropriate use of the internet/technology in and out of school. Positive indicators of Cybersafety will include the relative incidence of disciplinary action required regarding appropriate use (bullying, hacking, filter violations); positive indicators of assessment success will include routine and demonstrable student growth in a variety of subject areas.

Staff or schools not completing goals timely will meet with site leaders or district leaders to determine which support elements are required to get the individuals assistance needed to get the site or individual back in compliance. This program is about support, not punishment.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Professional Development	ongoing; quarterly 2013-2018	Principals and district technology team	Principals will maintain a list of attendees and events.	Surveys following professional development sessions.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: All CUSD teachers are equipped with a modern laptop.

All K-5 programs have access to multiple site labs and servers for student use.

All 6-8 programs have access to a 1:1 program featuring an individual computer for each student.

All traditional high schools have 1:1 laptop access for each student.

The CUSD culinary arts program is equipped with 1:1 laptops

CUSD Independent Study students have begun receiving laptops in a small grouping and have a lab of their own.

All CUSD classrooms have A/V equipment, featuring a projector and speakers.

100% of CUSD is hardwired with a minimum of 100mbps of connectivity.

The vast majority of CUSD learning areas have wi-fi access throttled at 2mbps.

CUSD provides various servers for sharing and saving student work and student data.

Existing Internet Access: All CUSD classrooms and learning areas have wired internet access, usually in at least 4 locations.

The vast majority (~80%) of CUSD facilities have wi-fi access as well.

Existing Electronic Learning Resources: Over and above the hardware listed above, that comes with a plethora of free tools and resources, CUSD has the following tools and subscriptions available:

Google Apps for Education, provides email, and "Office-like" tools for productivity, which are world class collaboration tools.

There is a district wide subscription to SAS Curriculum, a California aligned K-12 teaching and learning tool.

Several products from Renaissance Learning, particularly, Accelerated Reader and Star Math

K-5 Students have access to Lexia Reading online in labs

6-8 Students have access to iXL, online math curriculum that provides individualized learning.

Free tools available to 6-12 students include:

Google Earth

Google Sketchup

(6-8 students) Ubermix OS, including over 100 built in learning applications

(9-12 traditional students) Mac OSX 10.7.5, iLife, iWork, and certain select groups have Final Cut Pro X or Logic

Existing Technical Support: CUSD provides a District Tech Coordinator, and two full time staff who are site based, to provide tech support and infrastructure to staff and students in a same day service model. Students and staff can request assistance online, via a digital tech request of via email. Minarets HS' tech is also Macintosh Certified and works directly with Apple for warranty and troubleshooting.

5b.	Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: While CUSD is far ahead of many districts, there is adown side to being ahead: obsolescence.

Technology hardware upgrades needed (in order of importance):

1. Maintaining the 1:1 programs in 6-12. Our Netbook fleet is aging and the 9-12 Macbooks need yearly refreshes. The Macbooks are especially important as they travel home and back, which causes a lot of wear.

2. Upgrade older Mac OSX Server at 9-12 program

3. Network Infrastructure: There is an need to plan upgrades for several older switches (over 6 years old) in a couple of very strategic locations.

4. In ideal conditions, CUSD will provide 1:1 equipment to it's Independent Study program. The exact nature of the equipment is being studied.

5. K-5 labs are over 5 years old, and while sufficient for the next year or two, a plan for succession is needed.

6. Projector replacement: The vast majority of CUSD projectors are over 4 years old. Bulbs or entire projectors will need replacement in the foreseeable future.

7. Staff computer upgrades. Administrative and clerical staff are predominantly on Windows XP, which needs to be upgraded and require the purchase of additional RAM.

8. CUSD is considering a 1:1 adoption for the independent study 6-12 grade students

Electronic Learning Resources Needed: CUSD has many ELR resources.

CUSD's independent study program is evaluating the effectiveness of adopting a online curriculum for our independent study program.

At this time, no other major new resources are being requested.

Networking and Telecommunications Infrastructure Needed: CUSD needs 8 modern Level 3 switches to replace legacy equipment that is still functioning at North Fork School, Spring Valley School and Mountain Oaks HS.

As Minarets HS is filling out its campus, growing from 300 to 600 students and adding buildings and playing fields, additional security cameras are needed to maintain electronic surveillance and documentation.

CUSD has a stable, mature telecommunications system, no notable upgrades are planned.

Physical Plant Modifications Needed: CUSD's physical plants are sufficient for the forseeable future.

Technical Support Needed: CUSD has sufficient technical support for the foreseeable future.

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

Year 1 Benchmark: Minarets HS: Macbook refresh for new 9th grade class, repair, recase existing Macbooks 6-8 Netbooks: replacement Netbooks Mac OSX Server upgrade Level 2 Switch upgrades		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Mac OSX Server upgrade	Spring 2013	IT Staff
Level 3 Switch upgrades, quantity 2	Spring 2013	Tech Director
Lease refurbished Unibody Macbooks, recase Unibodies that we own	Summer 2013	Tech Director
Netbook replacement (replacing Netbooks lost to attrition), repairing existing Netbooks	Summer 2013	Tech Staff

Year 2 Benchmark: Recase, repair 9-12 student Unibody Macbooks, replace 6-8 Netbooks lost to attrition, purchase/acquire laptops for Independent Study program use. Add RAM to staff Windows computers and upgrade to Win 7+, Replace 2 Level 2 switches. Consider online curriculum adoption for independent study.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Update admin and clerical staff to Win 7+ and add up to 4gb of RAM	Fall 2013	Tech Staff
Purchase/acquire 20-30 laptops for Ind. Study program use.	Fall 2013	Tech Director
Purchase, install 2 Level 3 switches for Mountain Oaks/North Fork School	Fall 2013	Tech staff
Recase, repair 9-12 Macbooks	Summer 2014	Tech Staff
Purchase replacement Netbooks, repair existing	Summer 2014	Tech Staff
Possible online curriculum adoption for independent study program	Fall 2013	Superintendent/Tech Director

Year 3 Benchmark: Refresh 9-12 laptops/acquire iPads for 9-10 use. Refresh 6-8 Netbooks, explore iOS adoption. Refresh 50% of K-5 Labs. Update 2 Level 2 switches.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase iPads for incoming 9th graders, deploy same.	Summer 2015	Tech Director
Replace 2 Level 3 Switches at North Fork School and Spring Valley Schools	Summer 2015	Tech Staff
Lease refurbished Unibody Macbooks, recase Unibodies that we own for 11-th and 12th.	Summer 2015	tech staff
Purchase replacement Netbooks, repair existing, explore the possibility of swapping one grade level to iOS	Summer 2015	Tech staff
Replace 1 K-5 lab at each school	Summer 2015	Tech Director

Year 4 Benchmark: Refresh 9-12 laptops/acquire iPads for 9-10 use. Refresh 6-8 Netbooks, explore iOS adoption. Refresh 50% of K-5 Labs. Update 2 Level 2 switches.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Replace 2 Level 3 Switches at North Fork School and Spring Valley Schools	Spring 2016	Tech Staff
Purchase iPads for incoming 9th graders, deploy same, including re-releasing iPads for 10th graders	Summer 2016	Tech Staff
Replace 1 K-5 lab at each school	Summer 2016	Tech Staff
Lease refurbished Unibody Macbooks, recase Unibodies that we own for 11-th and 12th.	Summer 2016	Tech Staff
Refresh 6th grade Netbooks. Add iPads to grade 7, in addition to 8th grade.	Summer 2016	Tech Staff

Year 5 Benchmark: Refresh 9-12 laptops/acquire iPads for 9-10 use. Refresh 6-8 Netbooks, expand iPad adoption. Refresh 50% of K-5 Labs. Update 2 Level 2 switches.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase 2 Level 3 Switches for North Fork and Spring Valley School > upgrade complete	Spring 2017	Tech Staff
Replace 1 K-5 lab at each school >project complete	Summer 2017	Tech Staff
Repair 11-12 Macbooks, acquire Macbook Airs to replace Unibodies.	Summer 2017	Tech Director
Complete conversion of 6-8 classes to iPads	Summer 2017	Tech Staff
Repair and configure iPads for 9-10th graders	Summer 2017	Tech Staff

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

Annual benchmarks will be addressed at monthly District Admin meetings, where IT, Admin and clerical staff will plan purchases, leases and deployments in a timely manner.

The business department will maintain an electronic inventory of all purchases with a value of over $499 with detailed item information being tracked at each school via spreadsheet maintained by site IT staff.

The inventory of technology resources will be updated anytime there is a qualified tech purchase, and reviewed quarterly by IT staff and the business office to confirm any changes, additions or losses. The final maintainer of inventory is the CUSD business services department.

Stakeholders will be apprised of any new changes on a quarterly basis at district admin meetings.

If elements of the acquisition plans do not occur timely, or are prevented by a lack of resources, or need to be adjusted because of a fluctuation in student enrollment, Admin and IT staff will meet to develop alternative plans, so that learning will be as little affected as possible.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: CUSD General Fund

(CUSD does not qualify for any E-rate hardware funding, access and POTS only)

Title 1 funding.

Microsoft Settlement Funding should become available, someday.

Potential Funding Sources: Various grants and awards

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Funding Source Including E-Rate
2000-2999 Classified Salaries						
IT Staffing	$100,000	$140,000	$140,000	$140,000	$140,000	general fund
3000-3999 Employee Benefits						
Classified Overhead	$30,000	$30,000	$30,000	$30,000	$30,000	general fund
4000-4999 Materials and Supplies						
Annual Macbook recase/repair	$15,000	$15,000	$15,000	$15,000	$10,000	general fund
Netbook repair/replacement	$5,000	$5,000	$5,000	$5,000	$5,000	general fund

potential online curriculum for independent study	$0	$20,000	$20,000	$20,000	$20,000 General fund
Annual critical software updates	$5,000	$5,000	$5,000	$5,000	$5,000 General fund
Onging printer and projector replacement	$3,500	$3,500	$3,500	$3,500	$3,500 General fund
5000-5999 Other Services and Operating Expenses					
E-rate and CTF	$120,000	$120,000	$120,000	$120,000	$120,000 E-rate general fund
6000-6999 Equipment					
(potential) ipads for 6-7-8	$0	$21,000	$21,000	$21,000	$0 general fund
iPads for 9th - 10th grade students	$0	$42,000	$42,000	$0	$0 general fund
Level 3 Switch upgrades	$0	$2,000	$2,000	$2,000	$2,000 general fund
K-5 Lab refresh	$0	$0	$20,000	$20,000	$0 general fund
Totals:	$278,500	$403,500	$423,500	$381,500	$335,500

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

The district's replacement policy for obsolete equipment is twofold:

1. Whenever possible, older equipment (especially computers) are upgraded with the newest possible OS, additional RAM and used in a less demanding environment (as a guest computer or for an adjunct staff member or coach. Many older computers serve as "backup" computers in classrooms and in mini labs. In other cases, we "roll down" older machines from 6-12 to K-5.

2. Equipment may be sold to recoup as much cash value as possible, which is parlayed into cash that helps defray costs for up to date equipment.

In either scenario, equipment with a purchase price over $499 has been assigned a bar code and registered in the District database, and the sale, surplus or elimination of such equipment must be approved by the CUSD governing board.

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

Each Spring, the IT Department will work with the Superintendent and the business office to develop an annual budget to achieve our instructional technology goals. The business office will monitor the expenditures and the IT Director will make the purchases in a timely manner. This process will be planned between Mar 1 and May 30 of each calendar year.

At monthly Admin meetings, the IT director will report progress on expenditures and notify the business office of upcoming planned purchase or any changes in the existing plans for purchase.

In the event that funding is not available timely, the District designee (or Superintendent) will meet with the business office and IT Director to make contingency plans that will minmize an impact on teaching and learning at the classroom level.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The plan's overall effectiveness will be monitored and leveraged by the actual use of technology. Multiple online surveys, with different origins and outcomes will be used to gauge the successful use of technology.

• Students will be surveyed for their perceptions of teaching and learning: Classroom, School and Speakup National Survey

• Parents will be surveyed regarding their perception of student engagememt and success.

• Staff will be surveyed for their needs regarding PD, support and technology materials.

• California State Assessments will be monitored to ascertain academic performance over a wide variety of students and classrooms - these results will be used on a district, site, classroom and student level as data to drive instruction.

Admin meetings will include review of current progress towards teaching/learning goals and, annually, the governing board will be appraised of the successes and challenges facing our staff and students.

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

The technology plan will be monitored and adjusted, in part, at least once a month, with routine monthly, quarterly, bi-annual and annual measures of progress and activity. Since the plan has elements at the District, School and Classroom level, adjustments can and will be made on a common basis. Many of the outcomes, goals and objectives can be adjusted quickly, especially because of the smaller size of CUSD.

Many elements of the plan depend on "local experts" and tight associations with Personal Learning Networks, which can bring many ways of using our basic infrastructure differently. One great advantage of being 1:1 is that when tools are largely free or internet based, they can quickly and easily be modified, integrated or shared between schools and classrooms.

(Please see the chart below)

Forum	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

District Technology Committee Meets	X				X						
Presentation to District Govenring Board			x								
Monthly Admin Meetings	x	x	x	x	x	x	x	x	x	x	
Common Core Test & Algebra Assessment		x	X		X		X				
California Standards Tests (STAR)									X		
Staff Technology Proficiency Survey				x					X		
Data collection from Data-Wise	X		X			X		X			X
Speakup Survey (parents, students, staff)				X							
District Parent Survey		x									
Professional Development Survey	X				X						

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

Annually, CUSD stakeholders (including the superintendent and the governing board) will be presented with the CUSD Technology Report, which will detail the state of technology within CUSD, including hardware, network status and capacity and feedback from various tests, surveys and a forward look at districts need in the near future.

Parent and staff survey results (both local and national) with be available annually, the PDF results will be posted via the internet for access at any time. CUSD is developing an online "dashboard" where the critical factors identified by stakeholders will be routinely updated in clear, visual representation.

Any needed adjustments to the technology plan can be made on a nearly immediate basis, upon approval of the superintendent or a qualified designee. If changes are significant in nature, the board can approve these changes on a month to month basis.

CUSD technology activities are broadly and routinely shared via press release, local newspapers and web 2.0 tools. CUSD's Minarets High School has hosted many ed tech professional development events, and has been named an Apple Distinguished School two years in a row. Minarets HS students present at Apple Headquarters several times per year, sharing about how technology positively affects their learning.

Annual Review of Goals Year One: Establish a baseline of "technology factors" that will be used for the development of an online dashboard related to technical aspects of CUSD educational technology (computer and network capability) as well as user efficacy for stakeholders (students, parents, teachers and staff).

The district "dashboard" will be live online and updated bi-annually as results are updated.

Annual Review of Goals Year Two: Continued updated to the district dashboard.

Annual Review of Goals Year Three: Continued updated to the district dashboard.

Annual Review of Goals Year Four: Continued updated to the district dashboard.

Annual Review of Goals Year Five: Continued updated to the district dashboard.

8. Collaborative Strategies with Adult Literacy Providers

CUSD will continue to offer Adult Education classes at school site computer labs and library media centers regularly outside school hours for student and parent use. We will collaborate with adult literacy service providers to develop and provide effective adult literacy courses. We provide an independent study program for adults in the community to obtain their high school diploma. We will investigate and develop joint partnerships with adult literacy service providers, neighboring colleges and districts. We are aware of adult literacy classes being offered in the Madera County libraries, and school site computer labs are available for community use.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The CUSD technology plan is based largely on the same research stream of thought that has brought forward the Common Core concept, which has been embraced by the state of California and 45 other states in the United States.

CUSD has consequently been very aggressive in the area of Professional Development, sending staff to events that truly focus on 21st Century Teaching and learning, including: CUE, LEAD 2.0, LEAD 3.0, CVCUE, ISTE, California Math Conference and a variety of events sponsored by local county offices and the local CSU. To the same end, CUSD has actually hosted a relatively large number of local PD events, including: The Regional STEMposium, annual CVCUE PD events, and an annual PD Summer camp called the Rock Star Teacher Summer Camp.

CUSD has been very successful in it's endeavors, as evidenced by having two Apple Distinguished Educators and two Google Certified Teachers on staff, and Minarets High School has been named an Apple Distinguished School twice.

The educational strategies have been researched in depth by Dr. Robert Marzano and shared in his meta-analyses (http://www.marzanoresearch.com/research/researched_strategies.aspx) and include the following key components:

Strategy: Description

Advance Organizers: Providing students with a preview of new content <u>More data available</u>

    10.

Building vocabulary: Using a complete six-step process to teach vocabulary that includes teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games <u>More data available</u>

    11.

Complex cognitive tasks: Working on complex tasks such as investigation, problem solving, decision making, and experimental inquiry

    12.

Cooperative learning: Students working together in small groups <u>More data available</u>

    13.

Cues and questions: Using hints and questions to activate prior knowledge and deepen student understanding <u>More data available</u>

    14.

Effort and recognition: Reinforcing and tracking student effort and providing recognition for achievement <u>More data available</u>

    15.

Engagement strategies: Using activities designed to help capture students' attention <u>More data available</u>

    16.

Feedback: Providing students with information relative to how well they are doing regarding a specific assignment <u>More data available</u>

    17.

Graphic organizers: Providing a visual display of something being discussed or considered (e.g., using a Venn diagram to compare two items)

    18.

Homework: Providing students with opportunities to increase their understanding through assignments completed outside of class

    19.

Identifying similarities and differences: Identifying similarities and/or differences between two or more items being considered

    20.

Interactive games: Using academic content in game-like situations

    21.

Kinesthetic activities: Students representing new content physically

    22.

Nonlinguistic representations: Providing a representation of knowledge without words (e.g., a graphic representation or physical model)

    23.

Note taking: Recording information that is considered important

    24.

Partial vocabulary: Using one or more aspects of a six-step process to teach vocabulary which may include teacher explanation, student explanation, student graphic or pictographic representation, review using comparison activities, student discussion of vocabulary terms, and use of games

    25.

Practice: Massed and distributed practice on a specific skill, strategy, or process

    26.

Setting goals/objectives: Identifying a learning goal or objective regarding a topic being considered in class

    27.

Student discussion/chunking: Breaking a lesson into chunks for student or group discussion regarding the content being considered

28.

Summarizing: Requiring students to provide a brief summary of content

29.

Tracking student progress and scoring scales: Using scoring scales and tracking student progress toward a learning goal <u>More data available</u>

30.

Voting technology: Using interactive clicker technology to collect data regarding student knowledge during class

31.

Additional research included articles from MCREL (Mid Continent Research and Education Lab):

Product Description:

These case studies highlight how four unique rural schools identified in the research report, *High Needs Schools: What Does It Take to Beat the Odds?*, have helped their students achieve despite the hardships they face.

Key Ideas:

Rural schools can sustain high levels of student achievement despite the difficulties they face in isolation, funding, community support, and any other hardships.

APA Citation:

McREL. (2005). *Rural schools that beat the odds: Four case studies.* Aurora, CO: Author.

Product Description:

After analyzing key demographic, economic, cultural, global, political, and technological trends in the United States, McREL has written 16 scenarios that describe how these trends may converge to create different futures for schooling in America.

Key Ideas:

The report describes four different scenarios, or alternate futures, for four different types of education-related organizations:

- Local school districts
- State education agencies
- National education organizations
- Education research and development organizations

Implications and options for educators, as well as likely indicators for each scenario and discussion questions are provided after each scenario.

APA Citation:

McREL. (2005). *The future of schooling: Educating America in 2014*. Aurora, CO: Author.

CUSD also has investigated additional sources of research including the writings of Marc Presnky (marcprensky.com)

http://www.marcprensky.com/writing/

Digital Natives, Digital Immigrants — A New Way To Look At Ourselves and Our Kids
.
Digital Natives, Digital Immigrants Part II: Do They REALLY Think Differently? — Neuroscience Says Yes
.
The Reformers are Leaving our Schools in the 20th Century: Why most U.S. school reformers are on the wrong track, and how to get our kids' education right for the future (in *SNS Newsletter* 2011)
.
Digital Wisdom (H. Sapiens Digital) — Moving beyond Natives and Immigrants (in *Innovate,* Feb-Mar 2009)- for version in Spanish, see International
.
Backup Education? — Too many teachers see education as preparing kids for the past, not the future (in *Educational Technology,* Jan-Feb 2008)

9b.	Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

CUSD is currently using almost all possible technologies for student teaching and learning. CUSD has three different 1:1 programs that are fully mature and being developed as far as their educational efficacy, all CUSD classrooms have access to projectors, with all having internet access and the vast majority having wireless access. CUSD K-5 students have ample access to up to date and capable labs.

CUSD provides state-of-art software and tools like Google Apps for Education, Sketchup Drafting and Khan Academy (all free) and paid tools like Final Cut Pro X and Mathematica.

As part of our PD plan, CUSD teachers and administrators are members of several professional organizations and very connected in online and social media circles, where they are constantly being exposed to new potential uses of technology and tools for use in our classrooms.

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	**2**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**3**	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA 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.	**5**	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.	**6**	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	**7**	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.	**11**	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	**12**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
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	**13**	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.	**14**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**14**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	**15**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**16**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**18**	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.	18	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	19	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	20	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 (Appendix D).	**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.	22	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	23	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.	25	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.	27	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.	**28**	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.	**28**	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.	**29**	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.	**30**	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(s): 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.	31	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.	31	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.	33	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	35	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	**36**	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.	**39**	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 J - Technology Plan Contact Information
(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: ___20 - 75606___

School Code (Direct-funded charters only): ___

LEA Name: ___Chawanakee Unified___

*Salutation: ___Ms.___

*First Name: ___Martha___

*Last Name: ___Robrahn___

*Job Title: ___IT Specialist___

*Address: ___PO Box 400___

*City: ___North Fork___

*Zip Code: ___93643___

*Telephone: ___559-877-6209___ Ext: _130_

Fax: ___(559) 877-2065___

*E-mail: ___mrobrahn@mychawanakee.org___

Please provide backup contact information.

1st Backup Name: ___Jon Corippo___

E-mail: ___jcorippo@mychawanakee.org___

2nd Backup Name: ___Maryann Henry___

E-mail: ___mhenry@mychawanakee.org___

* Required information in the ETPRS