

WILLOWS UNIFIED SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2015



Dr. Steve Olmos
Superintendent

County Name:	Glenn County
District Name:	Willows Unified School District
County and District Code:	11626610000000
District Phone Number:	530-934-6600

Ed Tech Plan Contact Name:	Bob Lillie
Job Title:	Director of Technology Services
Address:	823 W. Laurel St.
City & Zip Code:	Willows, CA 95988
Phone Number & Ext.:	530-934-6600 x106
FAX#:	530-934-6609
Email:	blillie@willowsunified.org

Back up Contact Name:	Janet Perez
Job Title:	Director of Categorical Programs
Email:	jperez@willowsunified.org

Acknowledgments

School Board of Trustees

Sherry Brott
Susan Domenighini
Jeromy Geiger
Alex Parisio
James "Buck" Ward

District Educational Technology Plan Team

District Personnel

Superintendent's Office

Dr. Steve Olmos, Superintendent
Kim Schmies

Curriculum / Data Personnel / Testing

Janet Perez, Director of Categorical Programs

Technology Personnel

Bob Lillie, Director of Technology Services
James Stevens

Financial Personnel

Betty Skala, Director of Business Services
Jackie Von Seggern
Debbie Wallace

Site Administrators

Mort Geivett, Principal, Willows High School
Kathy Parsons, Principal, Murdock Elementary School
Steve Sailsbery, Principal, Willows Intermediate School

Ron Bazan, Assistant Principal, Willows Intermediate School
Jerry Smith, Assistant Principal, Willows High School

Teachers & Staff

Dianna Abold, Willows Intermediate School
Marge Ansel, Willows High School
Bev Appleton, Murdock Elementary School
Mark Huntley, Willows Intermediate School

Government Agencies

CTAP Region 2, Ed Tech Coordinator – Nancy Silva

Table of Contents

District Profile	1
Section 1: Tech Plan Vision & Duration.....	2
Section 2: Stakeholders.....	2
Section 3: Curriculum & Data Driven Technology Goals	4
Section 4: Professional Development	17
Section 5: Infrastructure, Hardware, Software, & Technical Support.....	26
Section 6: Education Technology Funding & Budget	32
Section 7: Monitoring & Evaluation of Technology Plan	35
Section 8: Adult Literacy and Technology	36
Section 9: Effective, Research-Based Strategies	36
Appendix C – Criteria for EETT Technology Plans	44
E-rate Supplemental Budget Analysis	55

District Profile

Willows Unified School District (WUSD) is located in the city of Willows in rural Glenn County, approximately 85 miles north of Sacramento. The city of Willows is the county seat of Glenn County. It is a diverse, evolving rural area of Northern California, distinctively different from large urban areas. The city extends across the west-central portion of the Sacramento Valley. The district boundary is bordered by the mountainous forests of the Mendocino National Forest on the West and the Sacramento River on the East. To the north it extends to include the town of Artois and to the south it extends to the county line. The closest major city is Chico in Butte County to the east. The city of Willows has a population of approximately 6,200.

The district currently serves approximately 1,723 students in grades K – 12. Sadly, the district has been in declining enrollment for several years. The district maintains three comprehensive schools and three alternative education sites. The three comprehensive schools include Murdock Elementary, K-4; Willows Intermediate School, 5-8; and Willows High School, 9-12. The three alternative education schools include Willows Elementary Community Day School, 1-8; Willows High Community Day School, 9-12; and Willows Continuation High School, 9-12.

In March 2010, the board elected to exercise its Tier III categorical program flexibility. As a result, starting with the 2010-11 school year; the Community Day schools will be closed until the 2012-13 year (when the Tier 3 flexibility is scheduled to end). The information presented in the following sections still shows those programs since they exist at the time this plan was created.

Murdock Elementary and Willows Intermediate School entered into year 1 Program Improvement and Willows Community High School entered into year 2 Program Improvement in the fall of 2009.

District level demographic percentages for 2008-09 were:

Ethnicity	Enrollment	Percent of Total Enrollment
American Indian	55	3.2
Asian	125	7.3
Pacific Islander	7	.4
Filipino	3	.2
Hispanic	656	38.4
African American	11	.6
White	848	49.6
Special Programs		
English Learners (EL)	309	18.1
Fluent-English-Proficient (FEP)	370	21.1
Free/Reduced Meals	1,010	59.1

Section 1: Tech Plan Vision & Duration

This revised EdTech Plan encompasses 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, Board members, and business partners. Our technology committee began reviewing our former research-based 2005-2010 Education Technology Plan in the spring of 2009. 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. Annually in the fall, our education technology advisory team (EdTech Team) reviews the district's curriculum goals and current student achievement data and then determines how technology may be effectively and efficiently used to help students reach the academic goals for the year. Our EdTech Team 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 partners in higher education, community non-profit groups, and local businesses. 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.

The EdTech Team meets quarterly to:

- Evaluate the status of the current technology plan and make adjustments if needed.
- Monitor progress on current technology projects.
- Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- Collect and analyze survey and technology data.
- Identify and update common technology needs and issues.

In addition to the EdTech Team meetings, our district website and e-mail provides stakeholders with a mechanism for ongoing updates and input regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan.

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 –The Superintendent and the Director of Categorical Programs.
Development & Support Roles: Representatives on our Tech Plan team 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 administering. 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.

District Technology Personnel –The Director of Technology Services, District Technology Assistant.

Development & Support Roles: Representatives on our Tech Plan team provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

District Financial Personnel –The Director of Business Services and staff

Development & Support Roles: Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

Site Administration –Site Principals and Assistant Principals

Development & Support Roles: 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; provide input on how technology can better support the teaching of standards-aligned academic objectives.

Site Teachers –Teachers representation from our Elementary, Middle, High School, Alternative and Continuation Schools.

Development & Support Roles: 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.

Parents –Parents of children enrolled in our Elementary, Middle, High School, Alternative and Continuation Schools.

Development & Support Roles: 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.

Government Agencies – The California Technology Assistance Project (CTAP) Region 2.

Development & Support Roles: 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.

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 43:1. All teachers at all WUSD 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.

Elementary Schools

Murdock Elementary School	
Enrollment (Unofficial CBEDS 2009)	654
Total # of Computers for Instructional Use	93
Total # of Computers in Classrooms	56
Total # of Internet Connected Computers in Classrooms	56
Total # of Computers in Classrooms older than 48 months	29
Total # of Computers in Classrooms 48 months old or newer	27
Student to Computer Ratio – Computers 48 months old or newer only	24:1
Total # of Computers in Computer Labs	36
Total # of Computers in Library/Media Center	1
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment, afterschool program utilizes lab

Middle School/Junior High Schools

Willows Intermediate School	
Enrollment (Unofficial CBEDS 2009)	516
Total # of Computers for Instructional Use	114
Total # of Computers in Classrooms	52
Total # of Internet Connected Computers in Classrooms	52
Total # of Computers in Classrooms older than 48 months	49
Total # of Computers in Classrooms 48 months old or newer	3
Student to Computer Ratio – Computers 48 months old or newer only	172:1
Total # of Computers in Computer Labs	61
Total # of Computers in Library/Media Center	1
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment, afterschool program utilizes lab

Comprehensive High School

Willows High School	
Enrollment (Unofficial CBEDS 2009)	511
Total # of Computers for Instructional Use	165
Total # of Computers in Classrooms	21
Total # of Internet Connected Computers in Classrooms	21
Total # of Computers in Classrooms older than 48 months	18
Total # of Computers in Classrooms 48 months old or newer	3
Student to Computer Ratio – Computers 48 months old or newer only	170:1
Total # of Computers in Computer Labs	118
Total # of Computers in Library/Media Center	26
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment, Library is open 6-9pm Mon - Thurs

Continuation High School

Willows Community High School	
Enrollment (Unofficial CBEDS 2009)	29
Total # of Computers for Instructional Use	28
Total # of Computers in Classrooms	10
Total # of Internet Connected Computers in Classrooms	10
Total # of Computers in Classrooms older than 48 months	5
Total # of Computers in Classrooms 48 months old or newer	5
Student to Computer Ratio – Computers 48 months old or newer only	6:1
Total # of Computers in Computer Labs	18
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment

Alternative School

Willows Elementary Community Day School	
Enrollment (Unofficial CBEDS 2009)	6
Total # of Computers for Instructional Use	9
Total # of Computers in Classrooms	9
Total # of Internet Connected Computers in Classrooms	9
Total # of Computers in Classrooms older than 48 months	8
Total # of Computers in Classrooms 48 months old or newer	1
Student to Computer Ratio – Computers 48 months old or newer only	6:1
Total # of Computers in Computer Labs	0
Total # of Computers in Library/Media Center	0
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment

Willows High Community Day School	
Enrollment (Unofficial CBEDS 2009)	3
Total # of Computers for Instructional Use	4
Total # of Computers in Classrooms	4
Total # of Internet Connected Computers in Classrooms	4
Total # of Computers in Classrooms older than 48 months	3
Total # of Computers in Classrooms 48 months old or newer	1
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	0
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1
Before & After School Student Access to Computers – Days & Time	By appointment

As the preceding charts indicate our schools have very few new computers – the bulk of the district computers are older than 4 years old.

3b. Current Technology Integration in Curriculum

The following data offers a snapshot of the technology skills integrated in our district curriculum by subject area and typical frequency of use by grade level bands.

At the elementary level for both Murdock Elementary School (K-4) and Willows Elementary Community Day School (K-6), technology is integrated into the curriculum with the use of Renaissance Learning software. Accelerated Reader is used for English / Language Arts, and Accelerated Math is used for Mathematics. Additionally Rosetta Stone software is used for support of the EL students. Students utilize the Lab/Library for group instruction, alternating between library time and computer time. The schedule varies by grade and trimester schedule.

At the middle school level at Willows Intermediate School (5-8) and the corresponding grades at both Willows Elementary Community Day School (K-6) and Willows High Community Day School (7-12), technology is integrated into the curriculum with the use of Renaissance Learning software. Accelerated Reader is used for English / Language Arts, and Accelerated Math is used for Mathematics. Additionally Rosetta Stone software is used for support of the EL students. Additionally, Microsoft Word, Excel, PowerPoint are all utilized by students for various projects. Willows Intermediate School also has an elective course designed to develop study skills which emphasizes keyboarding and other computer skills such as online research. Willows Intermediate has 2 computer labs. Both are available for classroom teachers to schedule time to bring their whole class in.

At the high school level at Willows High School (9-12), Willows Community High school and the corresponding grades at Willows High Community Day School (7-12), technology is integrated into the curriculum with the use of Renaissance Learning software for Mathematics and English / Language Arts, especially for remedial instruction. Additionally the science labs have computers for lab data recording, as do the Ag & Industrial art shops at Willows High School. All Willows High teachers have access to the 2 general use computer labs as well as the library to bring their classes in. The business skills teacher (ROP) has a dedicated lab/classroom as well. Willows High Community Day School has its own computer lab as well.

The alternative Community Day schools have computers in their classrooms and utilize technology in similar ways to the mainstream programs.

Our independent studies program has a dedicated classroom with its own computer mini-lab. These students are able to utilize the same software as other students when they are in that classroom. Additionally they utilize Odysseyware software over the internet from their homes.

Each of the 3 main campuses, have laptops and projectors that teachers can bring to their classrooms to utilize in their instruction.

Our Special Ed program is in partnership with the SELPA administrated by the Glenn County Office of Education. They provide the hardware and software for those rooms and programs.

In addition to the typical uses of technology described above, educators at all grade levels use our student information system (SIS) Aeries ABI, for daily attendance. In addition, approximately 50% of teachers use Aeries ABI as their electronic grade book. Our libraries at our 3 main campuses also utilize Destiny software for maintaining the electronic card catalog and circulation. The card catalog is now available on any district computer. This has correlations with Accelerated Reading to help the student select appropriate books for their level.

3c. Summary of District's Curricular Planning Documents

Willows Unified School District 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.

Willows Unified 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 academic areas and support the LEA plan. Each of our schools 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. All schools in the district 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. All schools in the district 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 district will work with site 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 & 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.

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) describes 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.

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.

Here is a summary of our 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 of ALL students attaining proficiency or better with ELA & math 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 for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

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.

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

WILLOWS UNIFIED 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 ELA & math 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 math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time (Professional Learning Community).*(~ NCLB AMO benchmark for all students including significant subgroups by 2014)

Goal 1: Annual Benchmarks for Objective 1

Year 1: minimum of **50%** by June 2011 **Year 3:** minimum of **75%** by June 2013

Year 2: minimum of **60%** by June 2012 **Year 4:** minimum of **100%** by June 2014

Year 5: maintain a minimum of **100%** by June 2015

Goal 1: Evaluation Instrument(s) & Data

Instruments: Trimester /Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts; CAHSEE

Data: Percentage scoring proficient or above/ passing

Instrument: Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and arrangements.

Instrument: Annual Site Academic Software Survey:

Data: Curriculum-based state and district approved software and productivity software in use at each site.

Instrument: Annual CDE EdTech Profile online tech proficiency survey (www.edtechprofile.org)

Data: teacher's self assessed technology and integration skills

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

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 LEA will coordinate quarterly grade and / or subject area district professional learning community meetings to develop and refine the district's common viable articulated ELA and math curriculum comprised of common essential grade level content standards, relevant information & communication technology skills and aligned assessments.
2. Annually, the district and the school(s) will invest the necessary time to identify and/ or review grade level essential standards and assessments based on CDE's latest CST Blueprints and released test questions.
3. Annually, purchase as needed state adopted instructional materials (K-8), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and ensure they are being used with fidelity in the classroom during monthly classroom visits by school administration.
4. Ongoing, the district, principal, and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school.
5. Annually, the district and the school(s) will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
6. Annually, support site-based selective class size reduction in key curricular areas identified as needing attention.
7. Annually, increase-learning time in key curricular areas identified as needing attention.
8. Annually, provide direct instruction in reading at grade level.
9. Every school year, assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
10. Annually, 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.
11. Annually, provide professional development on adopted curriculum and technology resources (such as SB 472 (formerly AB 466) for teachers, AB 430 (formerly AB 75) training for site admins.)
12. Beginning in fall 2010 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.
13. By fall 2010, design and distribute an annual site academic software usage survey.
14. By fall 2010, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.
15. Beginning in the fall 2010 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed..
16. 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.
17. Annually, continue to provide technology productivity and integration training as needed.
18. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.

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: Renaissance Learning product: Accelerated Reader and Accelerated Math, Jostens Learning, Freedom web publishing software
- Microsoft Office and other productivity software.
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
- Online Professional Development.

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-12 students in grades 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 **10%** by June 2011 **Year 3:** minimum of **30%** by June 2013

Year 2: minimum of **20%** by June 2012 **Year 4:** minimum of **40%** 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

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

Goal 2: Student Acquisition of Technology & Information Literacy Skills Implementation Strategies / Timelines

1. During the 2010-11 school year, a focus group of teachers, librarians, and media assistants, in the district will research NETS resources and recommend K-12 NETS curriculum.
2. Beginning in the summer/fall 2011 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to K-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.
3. By fall 2010, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
4. By spring 2011, begin administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades K-12.

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: Renaissance Learning and PLATO products, Accelerated Reader, Accelerated Math, Freedom web publishing software
- A variety of grading programs such as Aeries ABI Gradebook and web based student information and reporting platforms such as Aeries.
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers.

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, 50% of students in grades K-8 and 50% of students in grades 9-12 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 10% by June 2011

Year 3: minimum of 30% by June 2013

Year 2: minimum of 20% by June 2012

Year 4: minimum of 40% by June 2014

Year 5: minimum of 50% by June 2015

Goal 3: Evaluation Instrument(s) & Data

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

Data: 50% 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: 50% of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

Instrument: Annual Ed Tech Profile Survey

Data: teachers' and students' self assessed technology and integration skills

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

**Goal 3: Ethical Use of Technology (Copyright) and Internet Safety
Implementation Strategies / Timelines**

1. By spring 2011, 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 and 9-12 NETs technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in June and modified as necessary.
3. By summer 2011, roll-out a revised acceptable use policy for students addressing internet safety, cyber bullying, and plagiarism.
4. Beginning in the fall 2011 and then annually thereafter, all K-12th grade 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).

Section 3h

District Office Policy on Equitable Access

It is district policy to provide ALL students and teachers with 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 administrators 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 and electronic learning assessment tools 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 **20%** by June 2011

Year 3: minimum of **60%** by June 2013

Year 2: minimum of **40%** by June 2012

Year 4: minimum of **80%** by June 2014

Year 5: minimum of **100%** by June 2015

Goal 4: Evaluation Instrument(s) & Data

Instrument: electronic learning assessment tools

Data: % of teachers using electronic learning assessment tools to inform instruction.

Instrument: SIS usage records

Data: % of teachers using all SIS suite components

Instruments: District SIS suite training participation records

Data: % of teachers completing training – all components

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

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 training and rollout of Aeries 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 Aeries Browser Interface (ABI).
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

- Further training for new Aeries (SIS) modules and/or features
- Diagnostic reading, writing, and math software
- Excel Spreadsheets

Section 3J

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

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

Target Group: Admins., teachers, key clerical staff, parents, and the community.

Goal 5: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 50% teachers will have pertinent, timely, up-to-date classroom information posted on school (and if relevant district) web sites.

Annual Benchmarks for Objective 1

Year 1: minimum of **10%** by June 2011

Year 3: minimum of **30%** by June 2013

Year 2: minimum of **20%** by June 2012

Year 4: minimum of **40%** by June 2014

Year 5: minimum of **50%** by June 2015

Objective 2: By June 2015, 50% of 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.

Goal 5: Annual Benchmarks for Objective 1

Year 1: minimum of **10%** by June 2011 **Year 3:** minimum of **30%** by June 2013

Year 2: minimum of **20%** by June 2012 **Year 4:** minimum of **40%** by June 2014

Year 5: minimum of **50%** by June 2015

Goal 5: Evaluation Instrument(s) & Data

Instrument: Ongoing "how to access" district Aeries (SIS) communications and/ or trainings, parent password requests, and parent usage records.

Data: % of parents trained; % of parents requesting passwords; % of parents using parent component of Aeries

Instrument: Ed Tech Survey data.

Data: % of teachers who self report an increase in the use of e-mail to improve two-way communication

Instrument: District, school, and teacher websites and communication artifacts

Data: evidence of efforts to improve two-way communication

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

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

Implementation Strategies / Timelines

1. By fall 2010, schools will work with district to develop an installation / replacement schedule for teachers and admin. technology hardware. Create training schedule to address needs.

2. By fall 2011, the district will design and distribute a standardized district Student at Risk notification template-form letter and policy for use to all teachers.
3. By fall 2011, ensure all district schools have the hardware, infrastructure, and training needed to implement the parent component of the district's online student information system.
4. By fall 2012, all district schools will be providing all district parents with access and training on using the parent component of the district's online student information system.
5. Annually the LEA and schools will solicit community, business, and/or university partnerships.
6. Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
7. Annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
8. Annually, provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.
9. 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

- Aeries (SIS), including Parent Portal.
- 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 district curriculum, data, and technology director, school administrators, and the rest of the EdTech Team 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 Technology Director is responsible for a mid-year tech plan implementation status report to stakeholders in February. 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 Technology Director is 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 from the CDE's Ed Tech Profile. 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.

Our district reviews the CDE's Ed Tech Profile survey data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs. Our middle school and high school is well represented In

the Ed Tech Profile. Our desire is that the elementary school will increase participation in the future years.

District Teachers' Survey Data

We do not have a recent formal survey to review. But we are developing a schedule as we move forward. In talking with teachers and administrators on the EdTech Team and direct observation, the district teachers do have basic skills, but there are only a few that rate themselves as proficient. The following charts are the results of the teachers that did participate in the Ed Tech Profile in Spring 2009.

Reporting

Date of Report: 02/26/2010 12:29:31 PM PST

Data as of: 02/26/2010 10:29:17 AM PST

Technology Assessment Profile: Proficiency Analysis Report Report

for Willows Unified District

Assessment: Technology Assessment Profile

Certificated (Classroom)

School type: Public

Category: Computer Knowledge and Skills

[Report Description](#)

[Download Full PDF](#)

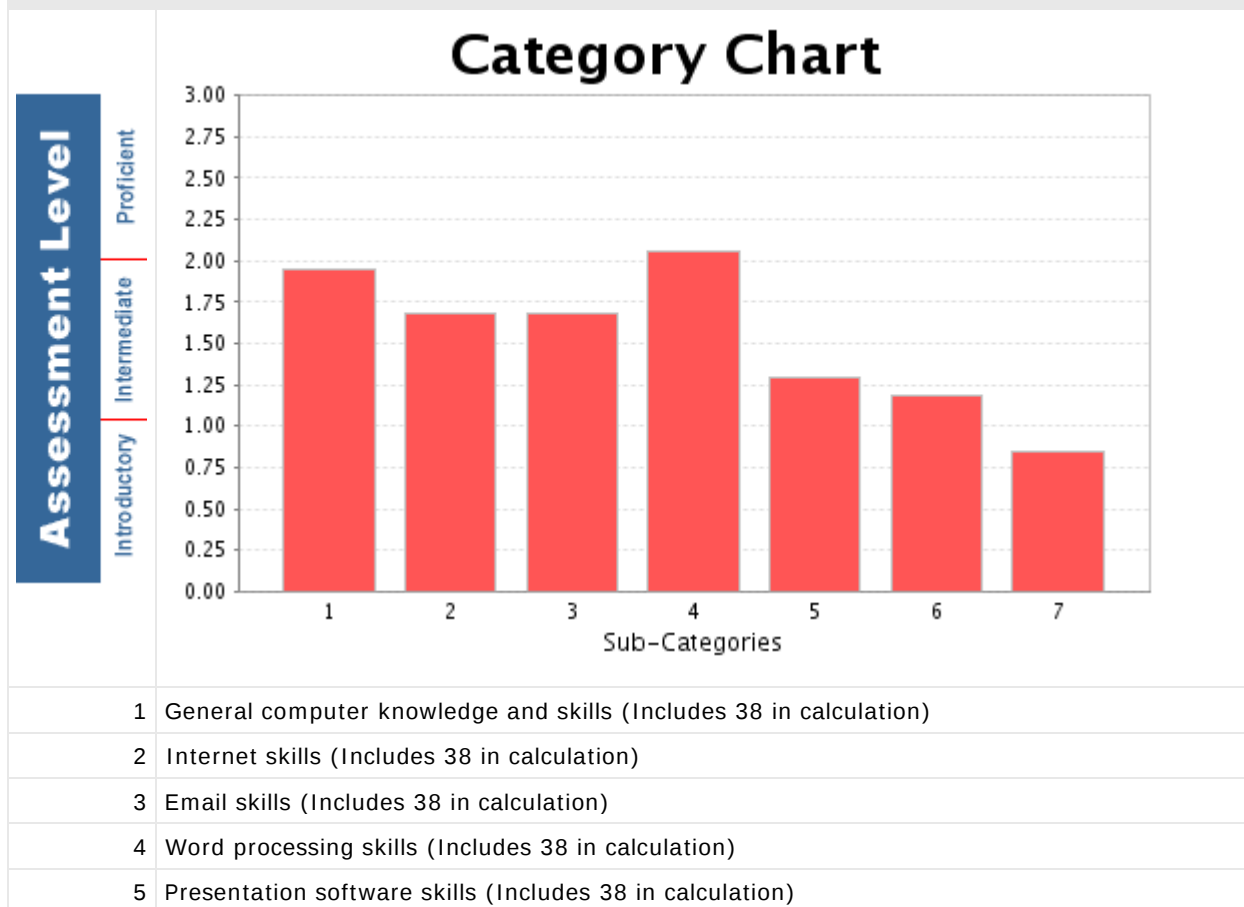
[Download PDF-](#)

[Landscape](#)

[Download PDF-](#)

[Portrait](#)

Willows Unified District has 96 credentialed teachers, this chart represents the assessment summary for 38 teachers or 40 %. It is important to note that this includes both fully completed and partially completed assessments.



6	Spreadsheet software skills (Includes 38 in calculation)
7	Database software skills (Includes 38 in calculation)

Date of Report: 02/26/2010 03:58:47 PM PST

Data as of: 02/26/2010 10:29:17 AM PST

Technology Assessment Profile: Proficiency Analysis Report Report for
Willows Unified District

Assessment: Technology Assessment Profile

Certificated (Classroom)

School type: Public

Category: Staff Development Needs

[Report Description](#)

[Download PDF-](#)

[Landscape](#)

[Download PDF-](#)

[Portrait](#)

Responses for Category: **Staff Development Needs**

Staff Development Needs

Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	# of Respondents	%
0 hours	5	14%
1 - 8 hours	16	44%
9 - 20 hours	11	31%
21 - 40 hours	0	0%
More than 40 hours	4	11%
Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I need opportunities to participate in educational technology staff development focused on:		
Basic computer/technology skills.	15	33%
Integrating technology into the curriculum.	30	67%
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
The training format I prefer is:		
One-on-one informal technology training.	11	26%
Small group technology training.	22	51%
Online web-based technology training.	10	23%
Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I prefer technology training to be offered:		
During the school day.	20	35%
After school.	14	25%
In the evening.	7	12%
On the weekend.	4	7%
During the summer/off track.	12	21%

After reviewing the profile results of the teachers that did participate in the Ed Tech profile in spring 2009, we believe they are more advanced than the teachers that did not take it. Granted, this is a subjective assumption, but we are a small district and many of the teachers that seem to be “technophobic” were ones that did not participate.

Site Administrators’ Survey Data

Our administrators are all proficient with basic computer functions. All have direct access to the appropriate areas in Aeries (SIS) to contact students, parents and to utilize the student discipline modules. Each administrator does have a district provided cell phone with access to email on it. A formal survey has not been performed in the past, but will be as we move forward. On average, our site administrator’s proficiencies closely mirror those of our teaching staff with a couple exceeding them.

Implication: Teachers need professional development opportunities in basic Personal Technology proficiencies. We need to implement a formal measure and to schedule regular times to assess this area. The vast majority of those surveyed prefer to have small group training as opposed to one on one or even Web based online training. We believe this is closely related to the fact that more than 50% of the responders would prefer to have the training at their school site either during the day or immediately after school. Web based training, while it could be done anywhere with a faster internet connection, is not possible for many that live in the more rural areas where a fast internet connection is not available to them. When training is done in small groups, there is less pressure on any one teacher. We were also not surprised that many did not choose training to be given during the evening or weekends.

Additionally, one third of the respondents said they still need basic computer training, while two thirds are asking for help integrating that knowledge into everyday teaching. We believe that the ratio of those seeking more basic knowledge would be higher if more teachers had responded to the survey.

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 charts 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: 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/ admin. electronic learning and productivity tools.

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

Goal 3: District administrators and teachers will be proficient 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.

1. 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; Presentation software skills; job specific productivity and assessment tools; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer professional proficiency training on integrating; NETs student standards in math and ELA curriculum (including information literacy, copyright, and cybersafety); curriculum-based software; adopted textbook supplemental electronic resources; online resources such as SETS.
3. Annually as needed, we will provide technology integration mentor training for a lead tech teacher, librarian, or media specialist to mentor staff at their school site.

The district will offer a variety of training options such as face-to-face training, online training, collaboration time, and one-on-one coaching. 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 county office, 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 district, the county office, and 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 county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL- <http://www.portical.org/>) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS- <http://www.techsets.com/>) - which provides technical professionals in California schools improved access to training, support and other resources.

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

WILLOWS UNIFIED SCHOOL DISTRICT

ED. TECH PROFESSIONAL DEVELOPMENT

July 1, 2010 – June 30, 2015

Section 4b

Goal 1 –Technology Literacy & Integration

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/admin. electronic learning and productivity tools.

Target Group: Certificated teachers

Goal 1: Specific Measurable Objectives by June 30, 2015

Objective 1: By June 2015, 50% teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks for Objective 1

Year 1: minimum of 10% by June 2011

Year 3: minimum of 30% by June 2013

Year 2: minimum of 20% by June 2012

Year 4: minimum of 40% by June 2014

Year 5: minimum of 50% by June 2015

Goal 1: Evaluation Instrument(s) & Data

Instrument: Pre and post Ed Tech Profile completed for all district sponsored Education Technology professional development programs

Data: Administrators' and teachers' self assessed technology and integration skills

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

Goal 1: Technology Literacy & Integration

Implementation Strategies / Timelines

1. Annually in the spring, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
3. Annually, provide Ed Tech Profile workshops to teachers, administrators, and district or site Ed Tech Profile admins.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers 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.

5. 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.
6. Annually, the district will train and support site-based Technology Integration Mentors (TIMs) to support teachers, paraprofessionals, and administrators at the site level.
7. 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 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.
- 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

Goal 2 - Using Technology to Support Data Driven Instruction

District 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, 50% of 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 10% by June 2011

Year 3: minimum of 30% by June 2013

Year 2: minimum of 20% by June 2012

Year 4: minimum of 40% by June 2014

Year 5: minimum of 50% by June 2015

Goal 2: Evaluation Instrument(s) & Data

Instrument: Annual teacher and admin Ed Tech Profile completions for all district sponsored Education Technology professional development programs.

Data: Administrators' and teachers' self assessed use of electronic learning assessment systems and data analysis skills.

Instrument: District and site-based SIS training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Instrument: District electronic learning assessments system training participation records and usage records

Data: % of teachers and administrators trained and using electronic learning assessments system to inform instruction.

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

Goal 2: Using Technology to Support Data Driven Instruction

Implementation Strategies / Timelines

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all Aerie (SIS) components.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.
6. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's integrated electronic learning assessment system.
7. 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.
- 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

District site administrators and teachers will learn to 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: By June 2015, 50% of teachers will be proficient with using technology to disseminate pertinent and timely district, school, and student information via monthly district and site newsletters, web sites, auto phone system, e-mail, standards-based progress reports, and report cards.

Annual Benchmarks for Objective 1

Year 1: minimum of **10%** by June 2011

Year 2: minimum of **20%** by June 2012

Year 3: minimum of **30%** by June 2013

Year 4: minimum of **40%** by June 2014

Year 5: minimum of 50% by June 2015

Objective 2:

By June 2015, 50% of 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 **10%** by June 2011

Year 3: minimum of **30%** by June 2013

Year 2: minimum of **20%** by June 2012

Year 4: minimum of **40%** by June 2014

Year 5: minimum of 50% by June 2015

Goal 3: Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use the district's suite of AERIES (SIS) applications for communicating timely student attendance and achievement info to parents.

Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents accessing the parent connect portion of district AERIES SIS.

Instrument: Communication records and artifacts from district, schools, and teachers.

Data: evidence of efforts to improve two-way communication.

Data reviewers

District Technology Director, EdTech Team, site administrators and Media Center/ Library staff will analyze end of school year results annually between June and September and report to stakeholders annually in October.

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

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. 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.
4. 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. Aeries) and reporting system and client e-mail software (i.e. Outlook).
5. Annually in the fall, schedule and promote district sponsored technology workshops for parents.
6. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually.

Goal 3: Digital Resources to be Integrated

- AERIES SIS suite of applications
- District's Web publishing application
- Email client software and online, remote access.
- Low cost , no cost online resources including SETs
- CDE's Ed Tech Profile

4C: Ongoing Monitoring for Continuous Improvement

The district technology director will track tech plan implementation monthly and report progress at our monthly district/ site admin meetings. The district curriculum, data, and technology director, school administrators, and the rest of the EdTech Team technology team 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 Technology Director 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 Technology Director is responsible for an annual summative performance report to stakeholders in October

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

5a: Current Status

WUSD has a network to connect the 4 physical site locations in the district. All sites are connected together via a high speed WAN. The center of the network infrastructure is located at the High School.

The District Office & Willows Community High School Site (also serves Willows High Community Day School)

Current Infrastructure

The district office is located on the campus of Willows Community High School and shares the network infrastructure (LAN) on that campus. It is connected to WHS (Willows High School) via a WAN connection. E-rate discounts have been applied for basic phone service and internet access.

Current Hardware

A domain controller and core switch (Cisco 3570 ME) are located in the server closet. Other switches are distributed on this campus to serve the other rooms. With the exception of the core switch, the network hardware is more than 4 years old and is in need of replacement.

Each of the district office staff has a dedicated computer for their usage.

The following charts show the number of computers available for instructional usage for WCHS and WHCDS.

Willows Community High School	
Enrollment (Unofficial CBEDS 2009)	29
Total # of Computers for Instructional Use	28
Total # of Computers in Classrooms	10
Total # of Internet Connected Computers in Classrooms	10
Total # of Computers in Classrooms older than 48 months	5
Total # of Computers in Classrooms 48 months old or newer	5
Student to Computer Ratio – Computers 48 months old or newer only	6:1
Total # of Computers in Computer Labs	18
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	By appointment

Willows High Community Day School	
Enrollment (Unofficial CBEDS 2009)	3
Total # of Computers for Instructional Use	4
Total # of Computers in Classrooms	4
Total # of Internet Connected Computers in Classrooms	4
Total # of Computers in Classrooms older than 48 months	3
Total # of Computers in Classrooms 48 months old or newer	1
Student to Computer Ratio – Computers 48 months old or newer only	3:1
Total # of Computers in Computer Labs	n/a
Total # of Computers in Library/Media Center	n/a
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1

Current Electronic Learning Resources/Software

District office applications such as Microsoft Office, the district Aeries (SIS), QSS (Business Office Software) are available to staff as appropriate to their job function.

WCHS/WHCDS utilizes Microsoft office, integrated into the curriculum along with the use of Renaissance Learning software for Mathematics and English / Language Arts. WCHS has its own computer lab as well. Filtered internet access is available for all student computers.

Current Technical Support

The District Technology Assistant (shared throughout district) provides the first level of support. He is backed up by the Director of Technology Services. Our goal is to provide same day acknowledgement (communication that issue was received) and then if the issue is minor to fix same day. If not, to schedule time to fix within 48 hours. Password resets and user account setups are given high priority.

At Willows High School

Current Infrastructure

WHS is the center of our network since it was the first campus to have a network in our district. The main districts servers are located in a dedicated server closet. The WAN connections to the rest of the district as well as the WAN connection to the K12HSN are located here. E-rate discounts have been applied for basic phone service and internet access.

Current Hardware

The district content filter, firewall and core switches (Cisco 3570 ME for WAN connection to other sites) are located here. The primary Domain Controller for the district as well as a server for Aeries, Renaissance Learning and all other functions are housed at this site.

The following chart shows the classroom education computer at WHS

Willows High School	
Enrollment (Unofficial CBEDS 2009)	511
Total # of Computers for Instructional Use	165
Total # of Computers in Classrooms	21
Total # of Internet Connected Computers in Classrooms	21
Total # of Computers in Classrooms older than 48 months	18

Total # of Computers in Classrooms 48 months old or newer	3
Student to Computer Ratio – Computers 48 months old or newer only	170:1
Total # of Computers in Computer Labs	118
Total # of Computers in Library/Media Center	26
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1

Current Electronic Learning Resources/Software

WHS utilizes Microsoft office, integrated into the curriculum along with the use of Renaissance Learning software for Mathematics and English / Language Arts. WHS has its two computer labs as well as the Library for teachers to bring their classes to for computer usage. Filtered internet access is available for all student computers.

Current Technical Support

The District Technology Assistant (shared throughout district) provides the first level of support. He is backed up by the Director of Technology Services. Our goal is to provide same day acknowledgement (communication that issue was received) and then if the issue is minor to fix same day. If not, to schedule time to fix within 48 hours. Password resets and user account setups are given high priority.

At Willows Intermediate School (also serves Willows Elementary Community Day School)

Current Infrastructure

WIS is connected via WAN to WHS and the rest of the district. E-rate discounts have been applied for basic phone service and internet access.

Current Hardware

A domain controller and core switch (Cisco 3570 ME) are located in the server closet. Other switches are distributed on this campus to serve the other rooms. With the exception of the core switch and the new computer lab, the network hardware is more than 4 years old and is in need of replacement.

The following chart shows the classroom education computer at WIS

Willows Intermediate School	
Enrollment (Unofficial CBEDS 2009)	516
Total # of Computers for Instructional Use	114
Total # of Computers in Classrooms	52
Total # of Internet Connected Computers in Classrooms	52
Total # of Computers in Classrooms older than 48 months	49
Total # of Computers in Classrooms 48 months old or newer	3
Student to Computer Ratio – Computers 48 months old or newer only	172:1
Total # of Computers in Computer Labs	61
Total # of Computers in Library/Media Center	1
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1

Current Electronic Learning Resources/Software

WIS utilizes Microsoft office, integrated into the curriculum along with the use of Renaissance Learning software for Mathematics and English / Language Arts. WIS has its two computer labs

for teachers to bring their classes to for computer usage. Filtered internet access is available for all student computers.

Current Technical Support

The District Technology Assistant (shared throughout district) provides the first level of support. He is backed up by the Director of Technology Services. Our goal is to provide same day acknowledgement (communication that issue was received) and then if the issue is minor to fix same day. If not, to schedule time to fix within 48 hours. Password resets and user account setups are given high priority.

At Murdock Elementary School

Current Infrastructure

MES is connected via WAN to WHS and the rest of the district. E-rate discounts have been applied for basic phone service and internet access.

Current Hardware

A domain controller and core switch (Cisco 3570 ME) are located in the server closet. Other switches are distributed on this campus to serve the other rooms. With the exception of the core switch, the network hardware is more than 4 years old and is in need of replacement.

The following chart shows the classroom education computer at MES

Murdock Elementary School	
Enrollment (Unofficial CBEDS 2009)	654
Total # of Computers for Instructional Use	93
Total # of Computers in Classrooms	56
Total # of Internet Connected Computers in Classrooms	56
Total # of Computers in Classrooms older than 48 months	29
Total # of Computers in Classrooms 48 months old or newer	27
Student to Computer Ratio – Computers 48 months old or newer only	24:1
Total # of Computers in Computer Labs	36
Total # of Computers in Library/Media Center	1
Internet Access Connection Speed (DSL, T-1, >T-1)	>T-1

Current Electronic Learning Resources/Software

MES utilizes Microsoft office, integrated into the curriculum along with the use of Renaissance Learning software for Mathematics and English / Language Arts. MES has a library/computer lab that teachers bring their classes to for computer usage. Filtered internet access is available for all student computers.

Current Technical Support

The District Technology Assistant (shared throughout district) provides the first level of support. He is backed up by the Director of Technology Services. Our goal is to provide same day acknowledgement (communication that issue was received) and then if the issue is minor to fix same day. If not, to schedule time to fix within 48 hours. Password resets and user account setups are given high priority.

5b: District Needs Over the Next Five Years

Willows Unified School District needs to modernize the technology infrastructure and hardware/software significantly in the coming five years (as money is available). The information is the same for all sites unless noted otherwise.

Network: A new managed fiber backbone network needs to be installed on all campuses to connect all classrooms, labs and offices. The backbone should be able to run at 1 gigabit speed, but be able to scale to 10 gigabit in the future. The exception is WHS. It does have fiber to about half the campus but only at 100 megabit speed. It needs to be tested and upgraded as appropriate. Unfortunately the central termination point for network connection is in the wrong location (because of historical reasons). It needs to be relocated to the current server room. Preliminary estimates indicate that it could be relocated without too much difficulty. The other rooms that are not connected to the main building need to have fiber run to them.

Currently the networks on each campus are connected via Cat 5e cable at 100 megabit. The switches and cabling to all classroom labs and offices need to be tested to see if they can support 1 gigabit speed.

The current WAN connection between sites is 100 megabits as is the connection to the K12 HSN (via the Glenn County Office of Education). These should both scale to 1 Gigabit to meet anticipated utilization of internet resources.

All campuses need to have managed high speed wireless access points for staff and student usage.

Servers: All campuses need new domain controllers. The average age of the domain controllers is approximately 6 years old running Windows server 2003. All domain controllers need to be capable of running Windows 2008 R2 Enterprise 64 bit software or what is current at the time of purchase. Other member servers need to be updated as well as they are equally as old.

Telephone systems: All campuses need to have updated telephone systems. The WCHS/DO is the most antiquated. Since we are a small district a single managed VOIP system that could scale to all 4 physical locations would make sense.

Surveillance/Security: In view of the fact that we have administrators covering multiple campuses, a unified IP based security camera system for each campus would make be a major improvement to our current analog system that is independent on each campus.

Storage Needs: As technology usage increases, the need for storage of data does as well. Each site need to have additional network storage for students, staff as well as document storage. A district wide document retention system needs to be implemented.

Funding sources: in light of current budgetary constraints both in the general fund and in categorical funding it is important for WUSD to develop new ways to fund the technology needs of the district. Currently due to budget issues we are not able to renew all of our hardware/software support contracts. This needs to be funded.

Staffing Levels: As funding is available, it would be beneficial to have 1 FTE technology staff member per site.

Internet Resources: as funding becomes available it would be beneficial to all school sites to have services such as United Streaming that could deliver relevant video content to all classrooms.

Communication systems: as funding becomes available a campus wide video network should be installed on each campus to communicate with students as well as meet the needs of classrooms. Most classrooms have a television in them, but they are older and not energy efficient or large enough for all students to see clearly.

Professional Development: There is a great need in WUSD for technology professional development. A managed approach to manage current abilities and future development is needed.

Attitude: The culture of WUSD needs to evolve so that technology is view as a tool and part of the process of education rather than a side issue.

5c: Annual Benchmarks, Action Steps, Timelines, and Monitoring

Annual Benchmarks: (subject to available funding)

Year 1: By June 2011, replace 25% of existing instructional computers > than 48 months old.

Year 2: By June 2012, replace 25% of existing instructional computers > than 48 months old.

Year 3: By June 2013, replace 25% of existing instructional computers > than 48 months old.

Year 4: By June 2014, replace 25% of existing instructional computers > than 48 months old.

Year 5: By June 2015, replace 25% of existing instructional computers > than 48 months old.

Action Steps & Timeline:

1. *Annually in the spring, all district school site district administrators will include a budget line item for replacing existing instructional computers > than 48 months old.*
2. *Annually in the summer, the district will ghost and replace instructional computers > than 48 months old at school site.*

Annual Benchmarks: (subject to available funding)

Year 1: 20% of all programs upgraded to Gigabit LAN by June 2012

Year 2: 40% of all programs upgraded to Gigabit LAN by June 2013

Year 3: 60% of all programs upgraded to Gigabit LAN by June 2014

Year 4: 80% of all programs upgraded to Gigabit LAN by June 2015

Year 5: 100% of all programs upgraded to Gigabit LAN by June 2016

Action Steps & Timeline:

1. *Submit Erate 470 form annually in the fall and include router/switch upgrades to Gigabit Ethernet LAN.*
2. *If Erate application is approved, the selected Erate vendor will upgrade 20% of all district school sites annually.*

Section 5d: Benchmark Monitoring and Evaluation Process

The district Technology Director and school site administrators will track the accomplishment of benchmarks and the implementation of necessary action steps and inventories, subject to available funding. Modifications to our district activities will be made as needed in order to insure that we meet or exceed annual benchmarks. District Technology Director, school site admins., and school site tech coordinators will analyze progress annually in September and report to district stakeholders in October.

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, lottery funds, K12 Voucher, Erate discounts, CA DAS discounts, Title II Part A, Title III, Title IV, Title V, Title VI – Subpart 1 and GATE funds. We also receive donations from the community members and businesses. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The district General Fund generally covers the costs for:

- The salaries for the Information Technology Services staff
- Aeries (SIS), including implementation & training costs.
- The student learning assessment system, including implementation & training costs
- Internet Connectivity costs that are not covered by Erate
- Equipment, resources, and tools used by the Information Technology Services department.
- Elementary grades standards-based report card system

The district Ed Tech budget pays for:

- Teacher technology staff development to meet Ed Tech curricular goals (basic and integration proficiencies)
- Teacher & school webpage design and publishing resources and training
- Advanced training for our IT technical staff
- Extra technical help for special project deployment
- Security and productivity applications
- Some hardware costs as the ed tech budget allows.

The continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help are the biggest budget challenges for technology in our district. District and Site Ed Tech budgets from various sources help pay for needed hardware. School sites often choose to pay for additional site-based technical support, educational software, additional computers & peripherals, etc. as their budgets allow.

Potential Funding Sources

Potential additional funding sources include additional K12 Vouchers to be released to Round One voucher applicants; ongoing EETT Formula funds; new Federal, State, and Private Grants; new block grants and other categorical funds; in-kind services; fundraisers; and donations.

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

1. Improve technical support at school sites and reduce response time
2. Increase up to date student and teacher computers and productivity software
3. Upgrade infrastructure
4. Provide Ed Tech Staff development for teachers and paraprofessionals
5. Purchase curricular software & associated internet subscriptions
6. Provide Ed Tech Staff development for administrators
7. Purchase auto attendant communication/ notification system

6b. Estimate of Annual Implementation Costs

While the charts that follow project realistic total costs of implementing our district's technology plan, actual amounts the district office will expend in each year of our tech plan will be contingent on fiscal realities as well as district office priorities each academic school year.

During the spring/summer of each school year for the duration of our tech plan, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities. Currently our district is operating under a spending freeze so very minimal upgrades are planned in the first year of the tech plan.

Category	Item Description 2008-09 Expenditures	Estimated TCO Year One	ERATE* Eligible Amount ?	Year One Funding Source(s) for Non ERATE Eligible items
2000-2999 Classified Salaries	<i>Tech Support Salaries</i>	\$100,304.00	N/ A	\$100,304.00
3000-3999 Employee Benefits	<i>Benefits for certificated and classified related to Ed Tech Plan</i>	\$26,975.00	N/ A	\$26,975.00
4000-4999 Books and Supplies	<i>Misc. Infrastructure</i>	\$8000.00	N/A	\$8000.00
	<i>Computers</i>	0	N/ A	0
	<i>Printers</i>	0	N/ A	0
	<i>LCD Projectors</i>	0	N/ A	0
	<i>Misc. Other Peripherals</i>	0	N/ A	0
	<i>Productivity Software</i>	\$26,000.00	N/ A	\$26,000.00
	<i>ELRs –(Electronic Learning Resources) Accelerated Math & Reading</i>	\$16,000.00	N/ A	\$16,000.00
5000 -5999	<i>Staff Development Prof.</i>	\$1300.00	N/ A	\$1300.00

Services, operating expenses, travel	<i>Dev</i>			
	<i>Internet Access</i>	\$42,000.00	\$33600.00	\$8400.00
	<i>Web Site Publishing & Hosting</i>	\$6,936.00	5548.00	\$1388.00
	<i>Lease for Firewall & Core Switch</i>	\$4300.00	N/A	\$4300.00
6000-6999	<i>Capitol Outlay</i>	0	N/ A	0
TOTALS		TCO Estimate Year One \$231,815.00	Minus ERATE Discounts Year one \$39,148.00	 \$192,667.00

(*see annual ERATE supplement for details)

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	0	0	0	0	0
TCO Technical Support	\$127,279	\$127,279	\$127,279	\$127,279	\$127,279
TCO Hardware and Peripherals	0	0	0	0	0
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	\$42,000	\$42,000	\$42,000	\$42,000	\$42,000
TCO Networking and Telecommunications Infrastructure*	\$12,300	\$12,300	\$12,300	\$12,300	\$12,300
TCO Web site hosting / Publishing services	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
TCO Contracted Services <i>Prof.Development, Internet Access, Tech Support, and/or Retrofitting</i>	\$43,300	\$43,300	\$43,300	\$43,300	\$43,300
TCO Maintenance	0	0	0	0	0
Total Estimated Cost Per Year	\$231,879	\$231,879	\$231,879	\$231,879	\$231,879
Five Year Total Cost of Ownership Cost Estimate* (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	\$1,159,395				
*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. Site administrators work with the district technology staff to determine whether the obsolete computers can be repurposed for less

demanding applications or upgraded. Or if 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 or 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, The School Board, Director of Technology Services, Director of Business Services and the Site Administrators have the primary responsibility for funding goals and objectives specified in this plan. In addition, the district technology committee, the EdTech Team, 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 the Technology Director. The Technology Director takes budget recommendations and revision requests to cabinet-level meetings and the School Board as needed. The Director of Business Services will monitor Ed Tech implementation costs as part of the district's regular budget and purchase order processing. The Technology Director, EdTech Team, and parent organizations routinely research new funding opportunities for district education technology. School site technology budgets are the domain of site principals and school site councils.

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, & 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 monthly by the district Technology Director, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district's EdTech Team, 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. Between meetings, the district technology director communicates tech planning issues and setbacks to EdTech Team members and solicits feedback via e-mail and voice-mail on an ongoing basis. In addition, the technology director is responsible for providing stakeholders with a formative assessment of tech plan implementation every February and an annual summative evaluation report in October.

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
District Technology Director & Tech. Committee	Provide overall Tech Plan management and coordination	Ongoing	Ongoing
District Technology Director, Tech. Committee, and Curriculum Director	Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development.	Ongoing	Annually in June
District Technology Director, Tech. Committee, and Curriculum Director	Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students NETS skills.	Ongoing	Annually in June
District Technology Director & Tech. Committee	Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance.	Ongoing	Annually in August
District Superintendent, Technology Director, & Tech. Committee	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing	Annually in August
District Superintendent, Technology Director, & Tech. Committee	Collect and analyze staff development data on technology proficiencies through the annual completion of the EdTechProfile survey.	Annually April / May	Annually in June
District Superintendent, Technology Director, & Tech. Committee	Coordinate ongoing tech committee and stakeholder involvement.	Ongoing	Annually in August
District Technology Director, Tech. Committee, and Data Director	Collect and analyze data regarding students' NETS skills and students' academic achievement	Ongoing	Annually in August
District Superintendent and Technology Director	Communicating tech plan implementation update to stakeholders including the district school board.	Annually in February and whenever circumstances warrant	N/A
District Superintendent and Technology Director	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.	N / A	Annually in October after all tech plan data for the year is in.

Section 8: Adult Literacy and Technology

Our district does not provide adult literacy education itself. However, the county office does run a Regional Occupational Program (ROP) that offers a variety of technology and 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 high school campuses in the region. This flexible training program provides adults with career guidance, hands-on training, and job placement assistance. Our district technology director will meet with the county ROP director annually in June to discuss the possibility of additional outreach efforts in 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.

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

"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.

"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.

Geisert, P., Futrell, M. (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

Hubbard, L. (2000). Technology-based math curriculums, custom built for today's classroom [Feature]. Technology Horizons in Educations Journal, 28 (3). Retrieved from <http://www.thejournal.com/magazine/vault/A3129.cfm>.

High school principal Lawrence Hubbard shares the history of a project involving his algebra teachers with top cognitive psychologists from nearby Carnegie Mellon University. The Carnegie Mellon team believed that "students were more successful in solving problem in which they had solid numbers for their starting point, but did not know the ending point, instead of starting from a unknown point to reach a known goal." They developed a software program called Cognitive Tutor that presents students with problems based on real world context and tracks their leaning style and pinpoints flaws in reasoning. Langley High School students who participated in this program outperformed those students in traditional classes.

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.

National Center for Missing & Exploited Children. (2008). National Center for Missing & Exploited Children. 4 Sep 2008 <<http://www.missingkids.com/>>.

Site provides resources and comprehensive training program on Internet safety with a focus on predator issues.

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.

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 in 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.

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.

Professional Learning Component Research

"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 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 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.

"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.

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. Its curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers(e.g., Classroom Computer Connections, Bossing a CPU).

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.

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 in 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.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sept 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

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. A curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers (e.g., Classroom Computer Connections, Bossing a CPU).

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 emphasizes importance of technology tools connecting to classroom curriculum.

9b. Extending District Curriculum

Our district is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on Calaxy (<http://www.k12hsn.org/calaxy>) via the California High Speed Network. 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 curricula online to our students.

APPENDIX

Appendix C – Criteria for EETT Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>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)</i>	2	The technology plan describes the district 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 2009-11.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>	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 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. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	6	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. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	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. <i>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.</i>	10	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. <i>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.</i>	12	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. <i>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</i>	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. <i>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.</i>	13	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. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	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.

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
i. <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.</i>	15	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. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	16	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. <i>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.</i>	17	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i>	17	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.
<i>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.</i>	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 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.
<i>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.</i>	22	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. <i>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.</i>	26	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. <i>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.</i>	29	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. <i>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.</i>	31	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. <i>Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</i>	32	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. <i>List established and potential funding sources.</i>	33	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. <i>Estimate annual implementation costs for the term of the plan.</i>	33	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. <i>Describe the district's replacement policy for obsolete equipment.</i>	34	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. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	35	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. <i>Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	35	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. <i>Schedule for evaluating the effect of plan implementation.</i>	35	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. <i>Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	35	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. <i>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.)</i>	36	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
<i>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i>	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.
<i>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.</i>	42	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.

E-rate Supplemental Budget Analysis

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 E-rate 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 E-rate 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. <u>This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.</u>			
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 E-rate 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 E-rate 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.