# Technology Plan


## Calaveras Unified

July 1, 2012 - June 30, 2015

This plan is for EETT and E-Rate.

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## Background and Demographic Profile

Calaveras Unified School District (CUSD) is located in Calaveras County. CUSD has one comprehensive high school, two alternative education high schools, one middle school, one transition school, one independent study school and six elementary schools. CUSD serves the communities of Jenny Lind, Burson, Valley Springs, San Andreas, Mokelumne Hill, Mountain Ranch, Glencoe, Rail Road Flat, Wallace, West Point, and Wilseyville.

CUSD students come from rural, mountain communities and from a wide variety of socio-economic backgrounds. Parents or guardians work in the following occupations: state and local government including education, construction, services, forestry, trade, and viticulture. The enrollment remains constant between 3200-3500 students. According to CBEDS 2010, 80% Caucasian, 1% African American, 13% Hispanic, 1% Filipino, 1% Pacific Islander, 1%, Asian, 2% American Indian, 1% Multiple.

The CUSD campuses include 190 classrooms, vocational programs including auto, cosmetology, CAD, police science, ROP medical, agriculture shop and agriculture science center, 8 computer labs, 9 gymnasiums, a weight room and 9 libraries. All classrooms are Internet-connected. All CUSD students have access to computers in their classrooms as well as in their libraries and or computer labs.

CUSD has a total of 162 certificated staff members, 162 classified staff members, and 25 management/confidential staff members which includes all site administrators, office staff, classroom aides, custodians, bus drivers, mechanics, maintenance and all district office staff. Staff members have various levels of technology expertise.

CUSD's technology objective is to increase the technological capabilities of students by integrating technology into their classroom activities and curriculum. This higher skill level will be evidenced in classroom lessons, presentations and demonstrations. While raising the technological capabilities of students, a second objective is to identify students with academic deficiencies in core content curricular areas. The purchase and utilization of grade level specific and subject specific software programs will assist teachers in targeting at-risk students and providing academic intervention where necessary. Offering tutorial opportunities in the classroom both during and after school will be an option upon the implementation of new hardware and software.

The district goals affirm that education is a partnership of parents/guardians, staff, students, and the community.

We further affirm that the purposes of education are to:

Encourage personal excellence for all students and staff.

Achieve high academic standards in a safe school environment.

Make informed, moral, ethical, and responsible decisions.

The goals and objectives of the Calaveras Unified School District Technology Plan have been aligned with the California State Content Standards and the State Frameworks. The plan has goals, objectives and activities designed to assist all students in meeting the content and performance standards in the core curricular areas.

## 1. Plan Duration

**July 1, 2012 - June 30, 2015**

This plan will be used for E-Rate purposes and will be revised annually.

## 2. Stakeholders

| Stakeholders | | |
|---|---|---|
| **Name** | **Position** | **CDS** |
| Susan Bratset | Site Administrator | Calaveras Unified Toyon Middle |
| Mark Campbell | District Administrator | Calaveras Unified |
| Annette Danmeier | CSIS/SIS Coordinator | Calaveras Unified |
| Gayla Garman | Technology Support Staff | Calaveras Unified |
| Kathryn Garrahan | Library Media Specialist | Calaveras Unified Jenny Lind Elementary |
| Mark McGuinness | Contracted Technology Support | Calaveras Unified |
| Michael Merrill | District Administrator | Calaveras Unified |
| Maria Ortner | Site Administrator | Calaveras Unified San Andreas Elementary |
| Tom Parker | Classroom Teacher | Calaveras Unified Gold Strike High |
| Melody Reno | Library Media Specialist | Calaveras Unified Valley Springs Elementary |
| Ric Stitt | Site Administrator | Calaveras Unified Calaveras High |
| Eileen Thorpe | Teacher (Non-Classroom) | Calaveras Unified |

The team worked together during the 2011 school year for the development of this plan, which will guide technology planning and implementation through 2015. The team evaluated the previous technology plan, analyzed information from site achievement data, CBEDs, EdTech Profile, district developed surveys, School Site Plans, the District Local Educational Plan and current practices.

The current plan was developed through this process to reflect the district's technology vision for the duration of the plan. Community members were consulted to review the final draft.

## 3. Curriculum

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

**Elementary Summary**

Typical classroom software includes Accelerated Reader, Reading Counts, and Compass Learning, Star Math, Accelerated Math, Inspiration, and software aligned with our curriculum adoptions. All elementary schools have Internet access and a minimum of one Internet ready computer in each classroom. All are connected to the LAN and WAN. In addition some classrooms have multiple workstations, some which may be connected to the network or used as stand-alone workstations. This varies from school to school and grade level to grade level. All elementary schools have at least one computer that is used for managing the library collection. Sites vary in the number of computers available in the library for student use. All staff and students with an Internet Agreement have access in the classroom. In addition, San Andreas Elementary, Railroad Flat Elementary, West Point Elementary and Valley Springs Elementary have computer labs with Internet ready computers. Students at San Andreas, Rail Road Flat Elementary and Valley Springs Elementary Schools use the computers in the lab weekly. Jenny Lind Elementary has four computers in each classroom. All classes at those sites utilize the lab on a rotating basis and may sign up for additional time slots in the computer lab whenever possible. The elementary library/media centers are open during the school hours ranging from two to five hours daily. The number of hours varies from school to school due to funding and staffing levels. Access to computers before or after school varies from site to site due to site funding. English Language Learners and Special Education students at all sites have computer access and adaptive technology as required by their individual education plans. Teachers school-wide have access to the student information system and utilize it daily to handle administrative tasks and grade reports.

**Middle School Summary**

Typical classroom software includes Reading Counts, EduTyping, Microsoft Office, and software aligned with our curriculum adoptions. The students and staff of Toyon Middle School have Internet access and minimum of one Internet ready computer in each classroom. All computers are connected to the LAN and WAN. In addition some classrooms have multiple workstations some of which may be connected to the network. The middle school has one computer that is used for managing the library collection. All staff students with a signed Internet Agreement have access in the classroom. Toyon Middle School has a portable laptop lab that is used in the computer lab. The lab is available to teachers and students. English Language Learners and Special Education students have computer access and adaptive technology as required by their individual education plans. The computer lab is available after school for student tutorials and remediation. Teachers school-wide have access to the student information system and utilize it daily to handle administrative tasks and grade reports.

**High School and Alternative Schools Summary**

Typical classroom software includes Reading Counts, EduTyping, Microsoft Office, and software aligned with our curriculum adoptions. All staff and students with a signed Internet Agreement at the high school and alternative schools have Internet access and a minimum of one Internet ready computer in each classroom. All are connected to the LAN and WAN. In addition some classrooms have multiple workstations, which may be connected to the network or used as standalone workstations. Calaveras High School has two computers that are used for managing and searching the library collection. The high school library/media center contains a thirty computer lab that is open throughout the school day including lunch and break. After school tutoring is offered weekly utilizing math software. Calaveras High School has two classroom labs and Gold Strike High School has one classroom lab where keyboarding and advanced computer classes are taught. English Language Learners and Special Education students at all sites have computer access and adaptive technology as required by their individual education plans. Teachers school-wide have access to the student information system and utilize it daily to handle administrative tasks and grade reports.

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

**Elementary School Summary**

The majority of our teachers are currently using technology in the classroom. Teachers use the student information system for attendance and grading. All teachers use a computerized standards based report card at each trimester. All elementary schools use some form of electronic assessment on a daily basis. Primary teachers use classroom computers daily as centers for skill development and reinforcement, especially in math and language arts. Numerous sites utilize teacher laptops for multiple needs including as a primary source of presentation along with document cameras, projectors and interactive whiteboards. Use of the Internet includes attendance, student information system and presentation of lessons. The CUSD learning portal is available for teachers and students. The portal contains access to educational videos, images, articles, and lesson plans. The intermediate teachers utilize technology and software on a monthly basis for culminating projects that include interdisciplinary project-based learning, published student work and research projects. All special education teachers and administrators use the Internet to access the Special Education Information System (SEIS) program. Special education teachers use SEIS to write the students' Individual Education Plans (IEPs). Staff and students use a library management system in the library media center.

**Middle School Summary**

Teachers use the student information system for attendance and grading. Teachers regularly use Internet research for lesson development and PowerPoint for lesson presentation. Student use of technology at the middle school includes Internet research, desktop publishing and word processing daily in core classes as well as in technology elective classes. The computer lab is available after-school for student tutorials and remediation. Teachers use computers for multiple needs including as a primary source of presentation along with document cameras, and projectors. Use of the Internet includes attendance, student information system and presentation

of lessons. The CUSD learning portal is available for teachers and students. The portal contains access to educational videos, images, articles, and lesson plans. All special education teachers and administrators use the Internet to access the Special Education Information System (SEIS) program. Special education teachers use SEIS to write the students' Individual Education Plans (IEPs). Staff and students use a library management system in the library media center. The library management system is also used to track inventory and circulation of textbooks to students and staff.

**High School Summary**

Teachers use the student information system for attendance and grading. Teachers regularly use Internet research for lesson development and PowerPoint for lesson presentation. Student use of technology at the high school includes Internet research, desktop publishing and word processing daily. The computer lab is available after-school for student tutorials and remediation. Teachers use computers for multiple needs including as a primary source of presentation along with document cameras, and projectors. Use of the Internet includes attendance, student information system and presentation of lessons. The CUSD learning portal is available for teachers and students. The portal contains access to educational videos, images, articles, and lesson plans. Keyboarding and information processing applications are graduation requirements for all students. ROP courses which include Visual Basic Programming, Desktop Publishing, Microsoft Office, Ag Computers, Auto, and four levels of CAD Drafting are offered for more advanced coursework each year. All special education teachers use the Internet for accessing the Special Education Information System (SEIS) program to write the students' Individual Education Plans (IEPs). Staff and students use a library management system in the library media center. The library management system is also used to track inventory and circulation of textbooks to students and staff.

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

The goal is to improve student achievement in the areas of content standards tests, high school exit exam, internal assessments and the graduation rate. Calaveras Unified School district has adopted the Common Core State Standards in the areas of English/Language Arts, Mathematics, History-Social Science and Science. Additionally, course descriptions and objectives have been established which are aligned with the frameworks for foreign language, visual and performing arts, and health/physical education.

Each school site developed a Single Plan for Student Achievement describing plans for improvement and staff development based on student achievement data. As a district, Site Plans along with the Administrative Action Plan are designed to identify and address academic areas of need. These action plans are reviewed and adjusted annually.

Annually, the district meets the annual growth targets for both state and federal accountability measures. The district will make every attempt to fulfill the state and federal requirements for No Child Left Behind.

The district has identified information literacy skills for students K-12 based on the Common Core State Standards for English/Language Arts and History/Social Science. The district will

also follow the National Educational Technology Standards for students. Our objective is to better integrate technology into the classroom to improve student achievement.

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

**Goal 3d.1: Teachers will increase their use of technology to improve teaching and delivery of curriculum aligned with the Common Core State Standards to enhance achievement and to meet or exceed proficiency.**

Objective 3d.1.1: By June 2015, 75% of teachers will use technology tools with Common Core State Standards curriculum in lesson design and delivery of instruction a minimum of twice a week.

Benchmarks:

- Year 1: By June 2013, 45% of teachers will use technology tools to enhance student learning of curriculum aligned with Common Core State standards in lesson design and delivery of instruction a minimum of twice a week.
- Year 2: By June 2014, 60% of teachers will use technology tools to enhance student learning of curriculum aligned with Common Core State standards in lesson design and delivery of instruction a minimum of twice a week.
- Year 3: By June 2015, 75% of teachers will use technology tools to enhance student learning of curriculum aligned with Common Core State standards in lesson design and delivery of instruction a minimum of twice a week.

| Implementation Plan | | | | |
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| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Technology will become a regular agenda item at site and district department meetings and Professional Learning Community meetings in which all teachers participate. Teachers will share information on best practices and model effective strategies at each collaboration meeting. Site and District administrators | Monthly, August through May of each year | Site Administrators, Members of the Technology Advisory Council, Department Chairs | Department Chairs, Principals, or other Administrators will place appropriate items on agendas to facilitate discussion. Minutes of Department meetings will be recorded. Technology Advisory Council will foster positive culture of sharing about technology use. | Agendas and recorded minutes |

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| will include regular discussion of technology integration at their monthly meetings. | | | | |
| Teachers will complete the EdTechProfile Technology Assessment Profile annually to monitor use of technology in instruction. | Annually, in May | Teacher on Special Assignment, Media Specialists, Administrators, Teachers | Teacher on Special Assignment for Technology will lead/monitor the process. Media Specialists will monitor at sites, supported by administrators. The Technology Advisory Council will review results to consider modifications to Tech Plan. | EdTech Profile |
| Teachers will use technology to develop grade-appropriate lessons. | Weekly or as necessary. | Classroom Teachers, Site Administrators | Classroom observations, lesson plans | Classroom observation sheets, lesson plans |

**Goal 3d.2: Students will increase their use of technology by creating grade appropriate curricular projects, including telecommunications and information technology, that align with the Common Core State Standards to enhance achievement and to meet or exceed proficiency.**

Objective 3d.2.1: By June 2015, 75% of students will use technology tools with Common Core State Standards curriculum to create grade appropriate curricular projects, including telecommunications and information technology, a minimum of twice a week.

Benchmarks:

- Year 1: By June 2013, 45% of students will use technology tools with Common Core State Standards curriculum to create grade appropriate curricular projects, including telecommunications and information technology, a minimum of twice a week.
- Year 2: By June 2014, 60% of students will use technology tools with Common Core State Standards curriculum to create grade appropriate curricular projects, including telecommunications and information technology, a minimum of twice a week.
- Year 3: By June 2015, 75% of students will use technology tools with Common Core State Standards curriculum to create grade appropriate curricular projects, including telecommunications and information technology, a minimum of twice a week.

| Implementation Plan | | | | |
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| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Students will learn to use telecommunications, information technology and technology tools to create curricular projects | Weekly or as necessary | Classroom Teachers, Media Specialists, Teacher on Special Assignment | Review students' proficiency by informal observation and evaluation of student work | Student work and assessments |

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

**Goal 3e.1: Students will become proficient at functional technological, information literacy, telecommunications and information technology skills to enhance learning.**

Objective 3e.1.1: By June 2015, 75% of students will meet grade level appropriate instructional technology standards, based on 21st Century Skills (based on NETS Standards), as defined by the district, when they demonstrate competency by creating at least one grade level appropriate desktop published research document, including telecommunications and information technology, per grading period. Teachers and Media Specialists will instruct grade appropriate skills as outlined in the ISTE Standards (see appendix) during the correlating grade span in the classroom or computer lab. These skills will be embedded in academic curricula.

Benchmarks:

- Year 1: 45% of students will meet grade level appropriate instructional technology standards, based on 21st Century Skills (based on NETS Standards), as defined by the district, when they demonstrate competency by creating at least one grade level appropriate desktop published research document, including telecommunications and information technology, per grading period.
- Year 2: 60% of students will meet grade level appropriate instructional technology standards, based on 21st Century Skills (based on NETS Standards), as defined by the district, when they demonstrate competency by creating at least one grade level appropriate desktop published research document, including telecommunications and information technology, per grading period.
- Year 3: 75% of students will meet grade level appropriate instructional technology standards, based on 21st Century Skills (based on NETS Standards), as defined by the district, when they demonstrate competency by creating at least one grade level appropriate desktop published research document, including telecommunications and information technology, per grading period.

| Implementation Plan |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
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| Survey teachers based on the research project that is aligned with the Districts 21st Century Skills curriculum (based on NETS Standards). | Design survey in August 2012. Review survey for effectiveness each grading period. Modifications to survey each grading period. | Teacher on Special Assignment for Technology, and all district teachers. | The Technology Advisory Council will evaluate and review the survey results. | Survey |
| The Technology Advisory Council will address teachers' ongoing need for professional development focused on teaching the 21st Century Skills by providing information regarding training. | Will meet six times a year. | Technology Advisory Council Members and Administrators | Review of sign in sheets and agendas, evaluations, EdTech Profile Proficiency Reports (annually), and informal observations by administrator and technology advisory council members. | Sign in sheets and agendas |
| Assist teachers in implementing technology activities in their classroom through coaching, demonstration lessons, and modeling. | Weekly or as necessary | Teacher on Special Assignment/Site Technology Coaches | Review teachers' proficiency and needs by informal observation and evaluation of student work. | EdTech Profile; Individual informal observation and student work |
| Acceptable Use Policy will be reviewed and turned in by teachers and students. | Fall of each year | Teachers, Administrators, Students, and Parents | Monitor AUP returns annually each Fall | Signed AUP |
| Students will learn the desktop publishing skills, internet research, telecommunications and information technology, and skills necessary to complete projects. | Weekly or as necessary | Teacher on Special Assignment | Classroom Teachers, Media Specialists, Site Administrators | Student work and assessments |

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

**Goal 3f.1: All students will understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior.**

| Implementation Plan | | | | |
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| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Design series of trainings focusing on ethical use of information technology including the following topics: copyright and fair use, downloading and file sharing, and plagiarism. Pre and Post tests will be a component of each training. | July through September, 2012 | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Team of administrators, and selected representatives from Technology Advisory Council | Pre and Post tests |
| Provide training and information focusing on ethical use of information technology for teachers, instructional aides, and administrators. | First Training: October, 2012 District Staff Development Day (Core Day) Quarterly Training to be provided on an ongoing basis | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Sign in sheets for Staff Development Sign in sheets for Staff meetings covering policies and instructional training | Ethical Use Survey/Evaluation Pre and Post test, Online Unit |
| Develop an online Ethical Use of Information Technology Unit for all grade levels to include: copyright and fair use, downloading and file sharing, and plagiarism. Research CTAP Resources on Internet Safety: http://myctap.org Each unit includes pre and post tests and will be designed to be delivered four hours per month. | September through December 2012 | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Unit development completed by January, 2013 Technology Advisory Council minutes and agenda items for discussion | Developed units, minutes and agendas |

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| Train Teachers on Ethical Use of Information Technology Unit delivery and assessment features. | March, 2013 District Staff Development Day (Core Day) | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Evaluations and successful implementation of program as indicated by student pre and post test results. | Evaluations, Pre and Post tests |
| Begin implementation for all students at all sites in March, 2013 K-6: in self-contained classrooms 7-12: in required English Language Arts course | March, 2013 | Site Administrator, Teacher representatives from each site | Teacher will provide a pre and post test to each student before and after a unit is completed. Technology Advisory Council will review results of pre and post test and modifications will be made as needed to the program. | Pre and Post tests will be reviewed |
| Revise Ethical Use of Information Technology Unit as needed | Unit revisions August, 2013 through June, 2015 | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Minutes of meetings with Director of Curriculum and subcommittee composed of group of teachers revising unit. | Revised technology units, meeting minutes |
| Teachers will continue to receive updates to Ethical Use of Information Technology Unit and formal training two times per year. | Formal Training: September and February each year | Teacher Special Assignment, Media Specialists and selected representatives from Technology Advisory Council | Training Evaluations will be reviewed in addition to student pre and post tests following training or unit implementation. | Evaluations following training Student Pre and Post tests |
| Continue to teach the revised Ethical Use of Information Technology Unit to all students. | September, 2013 through June, 2015 | All Teachers | Teacher will provide a pre and post test to each student before and after a unit is completed. Technology Committee will review results of pre and post test. | Students Pre and Post tests |

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

**Goal 3g.1: All students will understand safe and responsible use of the Internet.**

| Implementation Plan | | | | |
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| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Review and update (if needed) District AUP. Ensure that administrators along with the Technology Advisory Council address the AUP in staff meeting and have every employee sign agreement. Verify that each student has a signed AUP on file with parent or guardian signature. | Annually in September | Technology Advisory Council, Media Specialists, and Site Administrators | Review of AUP will be done by Technology Advisory Council members | Signed AUP |
| Design series of trainings focusing on internet safety including the following topics: cyber bullying, social networking, protecting online privacy and avoiding online predators. Pre and Post Tests will be a component for each training. | July through August, 2012 | Technology Advisory Council, Media Specialists, and Site Administrators | Team including members from Technology Advisory Council, Media Specialists, and Site Administrators will review the training prior to the roll out in September 2012. | Pre and Post Tests |
| Provide training and information focusing on internet safety for teachers, instructional aides, and administrators | First Training: October, 2012 District Staff Development Day (Core Day) Training will be offered on an ongoing basis | Teacher on Special Assignment, Technology Advisory Council | Sign in sheets for Staff Development Sign in sheets for training covering policies and instructional training | Internet Safety Survey/Evaluation Pre and Post Test |

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| Develop an Internet Safety curriculum for all grade levels to include: cyber bullying, protecting online privacy and avoiding online predators. Research CTAP Resources on Internet Safety: http://myctap.org Each unit includes pre and post tests and will be designed to be delivered three hours per month. | September through December 2012 | Teacher on Special Assignment, Technology Advisory Council | Unit development completed by January, 2013 Technology Advisory Council minutes and agenda items for discussion | Completed Internet Safety Units |
| Train Teachers on Internet Safety unit delivery and assessment features. | February, 2013 District Staff Development Day (Core Day) | Teacher on Special Assignment, Technology Advisory Council | Sign in sheets for training | Evaluations and successful implementation of program as indicated by student pre and post test results. |
| Begin implementation for all students at all sites in March, 2013 K-6: in self-contained classrooms 7-12: in required English Language Arts course | March, 2013 | Site Administrator, Teacher representatives from each site | Teacher will provide a pre and post test to each student before and after a unit is completed. Technology Advisory Council will review results of pre and post test and modifications will be made as needed to the program. | Pre and Post tests will be reviewed |
| Revise Internet Safety Information Unit as needed | Unit revisions August, 2013 through June, 2015 | Technology Advisory Council, Media Specialists, and Site Administrators | Minutes of Technology Advisory Council when revising unit. | Revised Internet Safety Units |
| Teachers will continue to receive updates to Internet Safety Unit and formal training once a year. | Formal Training: September and March each year, ongoing as needed | Teacher on Special Assignment, Technology Advisory Council | Training Evaluations will be reviewed in addition to student pre and post tests following training or unit implementation. | Evaluations following training Student Pre and Post Tests |
| Continue to teach the revised Internet Safety Unit to all students. | August, 2013 through June, 2015 | All Teachers | Teacher will provide a pre and post test to each student before and after a unit is completed. Technology Advisory Council will review results of pre and post test. | Pre and Post Tests |

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

Where funding is available, sites have provided after-school access to technology. Student participation is limited due to a lack of district-funded transportation and by the large geographical area serviced by the District.

All students including special populations will have access to technology to support learning. Students will abide by the District's Acceptable Use Policy. All classrooms will have a minimum of two Internet accessible computer connections and the site will maintain a ratio of no less than one computer for every ten students. Sites will allocate funds to ensure the availability of a minimum of one Internet capable multimedia computer in all classrooms.

All students with needs for assistive technology, identified through appropriate assessment, will have access to software and hardware specific to supplement IEP driven goals and benchmarks in reading, language arts, and math. This includes the purchase of software and hardware for special needs students as the need arises through the IEP process. Staff is trained to use the software and hardware. The District is piloting the use of small hand-held devices for special needs students.

Special Education teachers and Assistive technology specialist will monitor whether access to high-quality, age appropriate instructional media has made a positive impact on student achievement. Assistive technology specialist will supply data to the Technology committee who will make appropriate recommendations.

The Technology Advisory Council evaluates the district's acceptable use policy for students and staff annually. The district uses a filtering system to monitor and limit access to appropriate web sites.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

**Goal 3i.1: Provide staff and administration a method of accessing real-time information on attendance, grades, testing academic progress, discipline, health, student & parent demographics, in a comprehensive electronic cumulative record.**

Objective 3i.1.1: By June 2015, 100% of teachers, administrators and office staff will utilize the student information system to analyze student academic needs and to make student record keeping and assessment more efficient.

Benchmarks:

- Year 1: 50% of teachers, administrators and office staff will utilize the student information system to analyze student academic needs and to make student record keeping and assessment more efficient.
- Year 2: 75% of teachers, administrators and office staff will utilize the student information system to analyze student academic needs and to make student record keeping and assessment more efficient.
- Year 3: 100% of teachers, administrators and office staff will utilize the student information system to analyze student academic needs and to make student record keeping and assessment more efficient.

| Implementation Plan | | | | |
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| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Ensure that all teachers have access to the student information system. Training on the Student Information System will be provided for all staff on an annual basis. | Beginning of the school year. Before school for new teachers and as needed for other staff. | District Student Information System Coordinator and Teacher on Special Assignment for Technology | Site Administrators, District Student Information System Coordinator and Teacher on Special Assignment for Technology | Sign in sheets |
| Train Media Specialists across all sites in most common user issues and how to support teachers daily usage of student information system | July 2012 and ongoing | District Student Information System Coordinator and Teacher on Special Assignment for Technology | Site Administrators, District Student Information System Coordinator and Teacher on Special Assignment for Technology | |

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

**Goal 3j.1: Teachers and Administrators will continue to utilize the student information system, automated parent notification phone dialer, district portal and/or school web pages to strengthen home-school and community communications. Parents and/or guardians will be encouraged to use email or make phone calls as well as the parent portal available to them through the student information system.**

Objective 3j.1.1: By the end of year 3, 100% of teachers and administrators will be accessible to parents and community members through the student information system portal, automated dialer, and/or school and district web pages. The parent portal will provide parents and students with real-time information on attendance, discipline, grades, homework, and academic progress. Parents and/or guardians will be encouraged to use email or make phone calls as well as to use the parent portal available to them through the student information system. The Technology Advisory Council will review and analyze the surveys and make recommendations for modifications. The Technology Advisory Council will report findings to the District Administrative Council on an annual basis. The District Administrative Council will review recommendations and determine necessary changes.

Benchmarks:

- Year 1: 65% of teachers and administrators will be accessible to parents and community members through the student information system portal, automated dialer, and/or school and district web pages. Parents and/or guardians will be encouraged to use email or make phone calls as well as to use the parent portal available to them through the student information system.
- Year 2: 85% of teachers and administrators will be accessible to parents and community members through the student information system portal, automated dialer, and/or school and district web pages. Parents and/or guardians will be encouraged to use email or make phone calls as well as to use the parent portal available to them through the student information system.
- Year 3: 100% of teachers and administrators will be accessible to parents and community members through the student information system portal, automated dialer, and/or school and district web pages. Parents and/or guardians will be encouraged to use email or make phone calls as well as to use the parent portal available to them through the student information system.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Train all staff on how to post data to the student information system, which will display in the portal. | Initially in July, 2012 with continuing training as needed | District Student Information System Coordinator and Teacher on Special Assignment for Technology, Media Specialists | Use sign-in sheets | Sign-in sheets |
| Media specialists will provide daily site support to teachers experiencing difficulties. | July 2012 and ongoing | Media Specialists | Site Administrators, District Student Information System Coordinator | Tech desk database tickets |
| Survey staff and parents following implementation on an annual basis. | May of each year starting with May 2013 | Teacher on Special Assignment for Technology, Media Specialists | Site Administrators, District Student Information System Coordinator | Survey in student information system through portal |
| Train parents/guardians on how to use the District parent portal, which will display student information in real time. | The beginning of each school year | District Student Information System Coordinator and Teacher on Special Assignment for Technology, Media Specialists | Use sign-in sheets | Sign-in sheets |

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

Student achievement data will be collected from local and state assessments. This data will be collected at each quarter, trimester, and annually. Teachers, site and district administrators will collect and summarize the data. Data will be queried from the student information system, transferred to a report and distributed to site and district administrators for evaluation. Based on the data, modifications to the program will be made. Success indicators will be determined by an increase in student achievement as measured by state and local assessments.

## 4. Professional Development

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

For the past three years, CUSD teachers and administrators have been involved in a number of professional development experiences using technology. CUSD has developed a professional development program that provides training in software programs, web page development and assessment evaluation. On-site support is provided for technology integration at all the district schools in presentation software, concept-mapping software, core curriculum software, digital streaming, e-mail, web site design, spreadsheet, word processing, database, Internet use and the student information system. The results of the teachers and administrators development yielded the following outcomes:

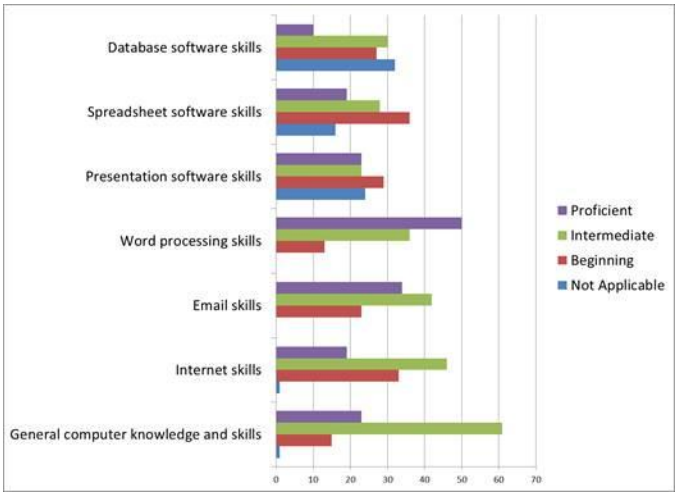
100% of elementary, middle school, high school teachers and administrators utilize the student information system for report cards; 100% of kindergarten through twelfth grade utilize the attendance program; seventh through twelfth grade teachers utilize the gradebook program; majority of the teachers and administrators use email to communicate; 100% of Special Ed teachers and administrators utilizes the web based IEP forms; and, elementary teachers and administrators routinely utilize electronic assessment software;

Data from EdTech Profile is displayed below. Calaveras Unified District has 165 credentialed teachers; this chart represents the assessment summary for 99 teachers or 60%. This includes both fully completed and partially completed assessments.

The most recent results from the EdTech Profile indicate significant higher use of general computer knowledge and skills, Internet skills, email, and word processing skills. Areas of need appear to be presentation software, database and spreadsheets skills.

Computer Knowledge and Skills

| Computer Knowledge and Skills | General Computer Knowledge and Skills | | Internet Skills | | Email Skills | | Word Processing Skills | | Presentation Software Skills | | Spreadsheet Software Skills | | Database Software Skills | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Proficency Level | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Not Applicable | 1 | 1% | 2 | 2% | 0 | 0% | 0 | 0% | 30 | 24% | 20 | 16% | 43 | 34% |
| Beginning | 22 | 17% | 42 | 33% | 26 | 21% | 15 | 12% | 39 | 31% | 49 | 39% | 35 | 28% |
| Intermediate | 75 | 59% | 58 | 46% | 55 | 44% | 48 | 38% | 28 | 22% | 34 | 27% | 34 | 27% |
| Proficient | 30 | 23% | 24 | 19% | 45 | 36% | 63 | 50% | 29 | 23% | 23 | 18% | 15 | 12% |
| Total Responses | 128 | 100% | 126 | 100% | 126 | 100% | 126 | 100% | 126 | 100% | 126 | 100% | 127 | 100% |




In evaluating the data from the Computer Knowledge and Skills, the results of the survey show that staff would like training in the following:

- Presentation software skills;
- Spreadsheet software skills;
- Database software skills.

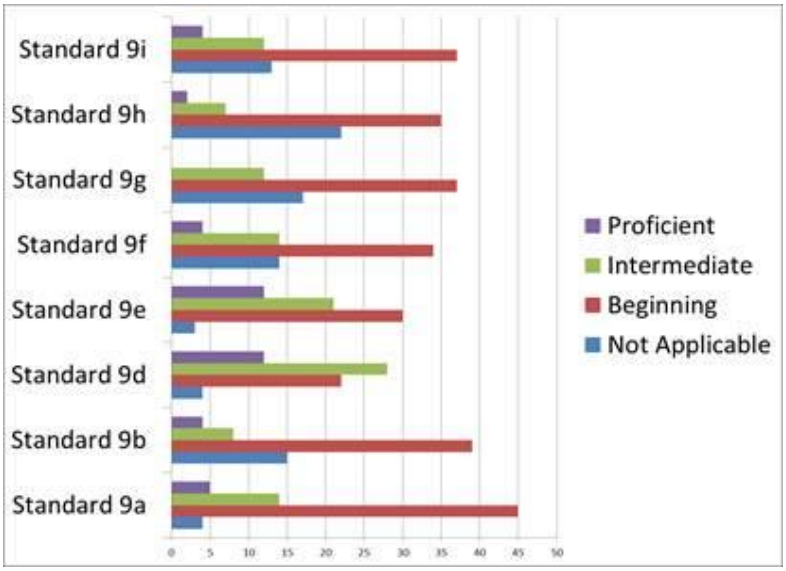
Past surveys also demonstrate a need for training in the following:

- Incorporating technology into instruction; and,
- Enhancing the use of data-driven decision making for designing curriculum and instruction;
- Accessing the Portal for digital streaming/downloading for instructional purposes;
- Investigating teacher resources available on the Portal and their use for instruction and assessment;

**Using Technology in the Classroom:**

The most recent results from the EdTech Profile indicate significant higher use of managing records and communicating through printed media. Teachers feel comfortable communicating through email and using computer-based collaboration. Areas of need appear to be the process for selecting relevant software and utilizing electronic research tools.

| CCTC Program Standard 9: Using Technology in the Classroom | Standard 9a | | Standard 9b | | Standard 9d | | Standard 9e | | Standard 9f | | Standard 9g | | Standard 9h | | Standard 9i | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Proficency Level | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Not Applicable | 5 | 6% | 17 | 20% | 5 | 6% | 3 | 4% | 15 | 18% | 24 | 28% | 28 | 33% | 13 | 15% |
| Beginning | 53 | 61% | 49 | 58% | 28 | 33% | 38 | 45% | 44 | 52% | 45 | 53% | 44 | 52% | 49 | 58% |
| Intermediate | 24 | 28% | 14 | 16% | 38 | 45% | 27 | 32% | 21 | 25% | 16 | 19% | 10 | 12% | 17 | 20% |
| Proficient | 5 | 6% | 5 | 6% | 14 | 16% | 17 | 20% | 5 | 6% | 0 | 0% | 3 | 4% | 6 | 7% |
| Total Responses | 87 | 100% | 85 | 100% | 85 | 100% | 85 | 100% | 85 | 100% | 85 | 100% | 85 | 100% | 85 | 100% |

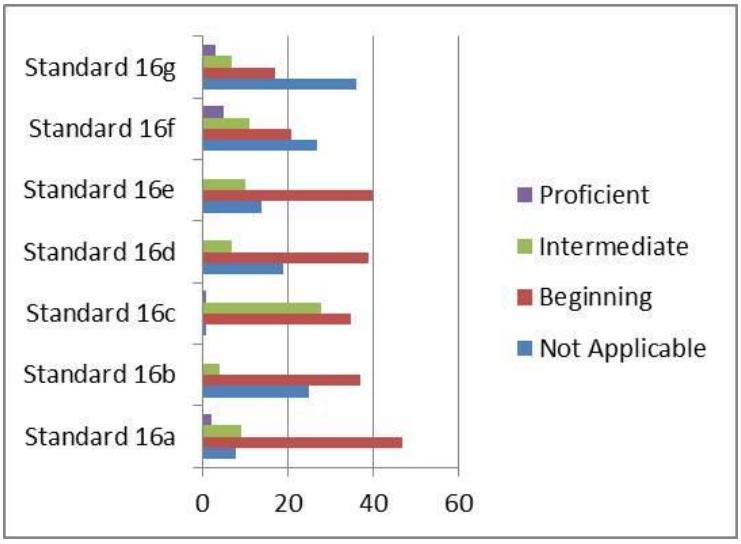



In evaluating this data, the results of the survey show that staff would like training in the following:

- Evaluating and selecting software which aligns with content standards;
- Electronic research tools and validity of online learning sources;

Teachers' proficiency levels in CCTC Program Standard 16 sub-categories:

| CCTC Program Standard 16 Using Technology to Support Student Learning | Standard 16a | | Standard 16b | | Standard 16c | | Standard 16d | | Standard 16e | | Standard 16f | | Standard 16g | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Proficency Level | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Not Applicable | 8 | 12% | 25 | 38% | 1 | 2% | 19 | 29% | 14 | 22% | 27 | 42% | 36 | 57% |
| Beginning | 47 | 71% | 37 | 56% | 35 | 54% | 39 | 60% | 40 | 63% | 21 | 33% | 17 | 27% |
| Intermediate | 9 | 14% | 4 | 6% | 28 | 43% | 7 | 11% | 10 | 16% | 11 | 17% | 7 | 11% |
| Proficient | 2 | 3% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% | 5 | 8% | 3 | 5% |
| Total Responses | 66 | 100% | 66 | 100% | 65 | 100% | 65 | 100% | 64 | 100% | 64 | 100% | 63 | 100% |




The most recent results from the EdTech Profile indicate significant higher use of communication through electronic media. Teachers actively participate in using technology resources available in the classroom, library media centers, and computer labs. Areas of need appear to be the process for using technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. Other areas of need include competency in evaluating the authenticity, reliability and bias of data, and the ability to monitor and reflect upon the results of using technology in instruction and adapting lessons accordingly.

In evaluating this data, the results of the survey show that staff would like training in the following:

Planning, locating, evaluating, selecting and using technology in lessons;

Evaluating and selecting authentic, reliable and unbiased websites, which align with content standards;

The Staff Development Needs survey from the EdTech Profile show the following results:

- 90% of teachers participated in staff development during the past three years
- 30% of teachers want training on basic computer/technology skills
- 70% of teachers want training on integrating technology into the curriculum
- 72% of teachers prefer small group technology training
- 49% of teacher prefer training during the school day; and
- 33% of teachers prefer training after the school day.

The District Technology Advisory Council reviewed the above data. While a variety of professional development has been provided, it has been fragmented. The district vision is the development of a comprehensive plan in which staff development is delivered at the same level to all sites rather than the historic piecemeal fashion. Therefore, the following goals have been developed.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

**Goal 4b.1: All staff will have the opportunity to participate in sustained, ongoing professional development in support of this Technology Plan. Based on the assessment from the EdTech Profile and other district surveys, professional development will be offered. Training will be individual, site specific or district wide. Delivery of this training will be increasing online opportunities, collaboration between teacher to teacher and teacher to student.**

Objective 4b.1.1: By June 2015, 85% of teachers will participate in professional development to assist them in using the technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents.

Benchmarks:

- Year 1: 45% of teachers will participate in professional development to assist them in using the technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents.
- Year 2: 65% of teachers will participate in professional development to assist them in using the technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents.
- Year 3: 85% of teachers will participate in professional development to assist them in using the technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Teacher on Special Assignment for Technology will work with District Curriculum Council to design training focused on technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents. | July - December 2012 | Teacher on Special Assignment and District Curriculum Council | Minutes of meetings | Agendas and Sign-in Sheets |
| Teacher on Special Assignment for Technology will offer teachers training focused on technology components of adopted standards-based curriculum; information literacy, including copyright and Internet safety; student assessment and data collection, and communication with parents. | One offering of training per semester per school year | Teacher on Special Assignment and Media Specialists | Site Administrator review of training content, observation of training, and use and implementation of programs and strategies learned during training. | Sign-in Sheets, training evaluations, Ed Tech Profile |
| Teacher on Special Assignment for Technology will provide coaching and support to teachers as they implement programs and strategies introduced at training. | January, 2013 and ongoing | Teacher on Special Assignment and Media Specialists | Coaching notes will be reviewed by District Curriculum Council, EdTech Profile | Coaching Notes Ed Tech Profile |

Objective 4b.1.2: By June 2015, 85% of media specialists and office staff will participate in professional development to assist them to appropriately, effectively and efficiently use technology to support necessary hardware and software pertaining to their job duties.

Benchmarks:

- Year 1: 45% of media specialists and office staff will participate in professional development.
- Year 2: 65% of media specialists and office staff will participate in professional development.
- Year 3: 85% of media specialists and office staff will participate in professional development.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Technology Department and District Teacher on Special Assignment will work with the Assistant Superintendent of Business and Coordinator of Personnel to update and implement the Skills Development program for media specialists and office staff. Research and evaluate current technology applications that enhance and increase productivity as well as support site needs. | July - December 2012 | District Teacher on Special Assignment, Assistant Superintendent of Business and Coordinator of Personnel | Minutes of meetings | Agendas and Sign-in Sheets |
| Teacher on Special Assignment for Technology and contracted trainers will offer training focused on technology to support necessary hardware and software pertaining to job duties. | Bi-weekly training based on site needs | Teacher on Special Assignment and contracted trainers | Site Administrator review of training content, use and implementation of specific skills learned during training. | Log sheets on training, training evaluations, Ed Tech Profile |

| | | | | |
|---|---|---|---|---|
| Teacher on Special Assignment for Technology and contracted trainers will provide coaching and support to media specialists and office staff as they implement skills introduced at training. | January, 2013 and ongoing | Teacher on Special Assignment, contracted trainer and Coordinator of Personnel | Coaching notes will be reviewed by Site Administrators, EdTech Profile | Coaching Notes Ed Tech Profile |

Objective 4b.1.3: By June 2015, 100% of technology staff will participate in professional development to assist them to appropriately, effectively and efficiently use technology to support necessary hardware and software pertaining to their job duties.

Benchmarks:

- Year 1: 60% of technology staff will participate in professional development.
- Year 2: 80% of technology staff will participate in professional development.
- Year 3: 100% of technology staff will participate in professional development.

| Implementation Plan | | | | |
|---|---|---|---|---|
| **Activity** | **Timeline** | **Person(s) Responsible** | **Monitoring & Evaluation** | **Evaluation Instrument** |
| Technology Department will work with the Chief Technology Officer and Coordinator of Personnel to evaluate skill level of current technology staff. Research and implement an appropriate training program that will align technician skill level with modern technology proficiency. | July - December 2012 | Chief Technology Officer, Coordinator of Personnel and Teacher on Special Assignment for Technology | Minutes of meetings | Sign-in Sheets |
| Technology staff will complete courses as outlined in the technology training program. | When applicable classes are available with a minimum of two classes per year | Chief Technology Officer | Completion certificates from classes | Certificates |
| Technology staff will meet with the Technology Advisory Council to keep them apprised of current progress. | January, 2013 and ongoing | Chief Technology Officer, Technology Advisory Council | Progress will be reviewed by Technology Advisory Council | Minutes of Meetings, Sign-in Sheets |

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

Using the EdTech Profile, teachers, administrators, media specialists, office staff and students will be surveyed annually. Local surveys for onsite training will be used to collect data on professional development activities. Certificates provided by the technology staff will serve as verification of classes taken and provide data for analysis. The data will be used through the evaluation, objective analysis and modification processes. The members of the Technology Department, Technology Advisory Council, site and district administrators will analyze the data and make recommendations as needed. All decisions made based upon the collected data will be reported to stakeholders.

## 5. Infrastructure, Hardware, Technical Support, and Software

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

**Existing Hardware:**

In this plan, technology hardware is defined as all of the end user equipment necessary to meet the goals of both curriculum integration and professional development. This equipment includes computers, printers, video conferencing units, LCD/video projectors, student response systems, and other devices essential for effective teaching and learning. CUSD has 500 computers that are less than 48 months old.

Jenny Lind Elementary (K-6)

- Local area network connects 33 self-contained classrooms, cafeteria, and office/Library
- 10 desktop in Office, Library and Cafeteria
- 20-4 station NComputing classrooms
- 2 Learning Centers with 4 student stations each
- 3-K classrooms 2 student stations
- 26 teacher/administrator laptops
- 24 LCD projectors
- 22 Digital Document Cameras
- 30 laptop lab (not in use)
- 22 iPads

Valley Springs Elementary (K-6)

- Local area network connects 27 self-contained classrooms, cafeteria, and office
- 46 internet-connected classroom computers (PC)
- Lab – 8 NComputing Host Computers w/24 Clients (32 workstations total) Internet connected workstations
- 3 Classrooms with Ncomputing, 4 Workstations each.
- 6 classrooms with student desktop
- 2 video projectors
- 30 teacher laptop computers
- 20 small Acer student laptops
- 20 Classroom document cameras and projectors

San Andreas Elementary (K-6)

Local area network connects 23 self-contained classrooms, cafeteria, and office

- 81 internet connected classroom computers (PC)
- Lab – 33 Internet connected workstations
- 13 teacher laptops
- 3 document cameras
- 3 iPod touch
- 2 classroom sets of ActiVotes
- 15 ActivBoards
- 40 iPads

Mokelumne Hill Elementary (K-6)

- Local area network connects 11 self-contained classrooms, cafeteria, and office
- 24 internet-connected classroom computers (PC)
- Lab – 3 Internet connected workstations
- 6 video projectors
- 6 document cameras

Rail Road Flat Elementary (K-6)

- Local area network connects 7 self-contained classrooms, cafeteria, and office
- 15 internet-connected classroom computers (PC)
- Lab – 2 Ncomputing Servers with 6 Internet connected workstation
- 6 teacher laptop computers
- 2 Mimeo

West Point Elementary (K-6)

- Local area network connects 10 self-contained classrooms, cafeteria, and office
- 20 Internet-connected desktop computers (PC), 5 Internet-connected laptops
- Library – 11 internet connected workstations
- 20 iPads
- 4 projectors and 4 document cameras

Toyon Middle School (7-8)

- Local area network connects 25 self-contained classrooms, cafeteria, and office
- 24 Internet-connected computers (PC)
- 16 Library workstations (PC)
- Lab – 30 Internet-connected workstations
- 5 iPads

Calaveras High School (9-12)

- Local area network connects 49 self-contained classrooms, cafeteria, and office
- 50 Teacher computers
- 25 Student computer Internet-connected computers (PC)
- 6 laptops
- 2 document camera
- 10 LCD projectors
- 6 ActivBoards

- 30 in Library and 17 in Career Center
- Labs – 109 connected workstations (Capable of internet connection)

Gold Strike High School (9-12)

- Local area network connects 4 self-contained classrooms, cafeteria, and office
- 5 Internet-connected computers (PC)
- Labs – 21 Internet-connected workstations
- 3 teacher laptops
- 3 video projectors

Jenny Lind High School (9-12)

- Local area network connects 2 self-contained classrooms
- 6 Internet-connected computers (PC)

Transition (5-9)

- Local area network connects 1 self-contained classroom, office
- 10 Internet-connected computers (PC)
- 1 teacher laptop
- 1 video projector
- 1 document camera

Sierra Hills Education Center (K-12)

- Local area network connects 1 self-contained classroom, office
- 8 Internet-connected laptops
- 1 teacher laptop

**Existing Internet Access:** Calaveras Unified School District network infrastructure is a one-gigabyte fiber optic backbone with 10/100/1000 managed switches. Plans are to move to OptiMan when that service becomes available. This provides Internet Access to the district and a connection to the county office business program. From the district office, four sites have a 100-megabyte fiber connection, three sites have a 20-megabyte wireless connection, and four sites have direct T-1 lines.

Jenny Lind Elementary (K-6)

- Internet access through 20 megabyte microwave from district office, with 10/100/1000 switch network, 100 megabyte fiber connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Valley Springs Elementary (K-6)

- Internet access through 20 megabyte microwave from district office, with 10/100/1000 switch network, 100 megabyte fiber connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

San Andreas Elementary (K-6)

- Internet access through 20 megabyte microwave from district office, with 10/100/1000 switch network, 100 megabyte fiber connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Mokelumne Hill Elementary (K-6)

- T-1 from district office, with 10/100/1000 switch network, category 6 connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Rail Road Flat Elementary (K-6)

- T-1 from district office, with 10/100/1000 switch network connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

West Point Elementary (K-6)

- T-1 from district office, with 10/100/1000 switch network, connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Toyon Middle School (7-8)

- Internet access through 100 megabyte fiber from the district office, with 10/100/1000 switch network, multiple category 5.5/6 drops in classrooms, wireless

Calaveras High School (9-12)

- Internet access through 60 megabyte microwave from district office, with 10/100/1000 switch network, 100 megabyte fiber connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Gold Strike High School (9-12)

- Internet access through 20 megabyte microwave from either CHS or SAE, with 10/100/1000 switch network, multiple category 5.5/6 drops in classrooms, wireless

Jenny Lind High School (9-12)

- T-1 from JLE, with 10/100/1000 switch network, connectivity to the main switch which connects to the site server, multiple category 5.5/6 drops in classrooms, wireless

Transition (5-9)

- 10/100/1000 switch network connectivity, multiple category 5.5/6 drops in the classroom, wireless

Sierra Hills Education Center (K-12)

- 10/100/1000 switch network connectivity, multiple category 5.5/6 drops in the classroom, wireless

**Existing Electronic Learning Resources:** Jenny Lind Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Reading Counts, SRI, Star Math, Accelerated Reader, Accelerated Math, Kids World, Math Land, Multimedia Workshop, Math Steps, Spelling Spree, Wiggleworks Plus Network, Math Facts in a Flash, Chuck Wagon Bill, Number Heroes, Inspiration, Wordsort, Spelling Spree, Word Muncher, FasttMath, Fraction Nation, SMI, Go Solve

Valley Springs Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Reading Counts, SRI, Web based online programs.

San Andreas Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Accelerated Reader, Accelerated Math, Star Math, Star Reader, Star Reading, Kid Pix, Kid Pix Deluxe, Word Sort, Hyperstudio, Wiggleworks Plus Network, Cruncher, Multimedia Workshop, Star Early Literacy, Cruncher, Dancing Dinos, Fearless Lou, Flying Colors, Kidworks, Graph Club, Multi Media Workshop, Odell, Penny Panda, Math Blaster, Mighty Math Astro Algebra, Mighty Math Carnival Countdown, Mighty Math Heroes, Faces, Reading Rabbit, Midnight Rescue 3-6, Treasure Galaxy, Reading Rabbit 3, Student Writing Center, Reading Rabbit 2, Treasure Mountain, Treasure Math Storm, Graph Club, Word Munchers, Inspiration, Kidspiration, ABC World, Baileys Book House, Millies Math House, Punctuation, Roxies ABC Fish, Roxies Math Fish, Roxies Reading Fish, WildWest Math, Operation Neptune, Oregon Trail, Oregon Trail 2, Yukon Trail, Carnival Countdown K-2, Jumpstart Kindergarten, Zoo Zillions, Mavis Beacon Teaches Typing for Kids, Typing Tutor 6, Astro Algebra, Calculating Crew, Counting Change, Math Bingo, Math Blaster, Math Concepts, Number Munchers, Outnumbered, Troggle Math, Alpha Betty, Amy, Grammer 3-6, Letter Sounds, Mickey, Phonics K-3, Picture Phonics, Reader Rabbit 2 K-4, Reader Rabbit 3, Reading Journey, Roxies ABC's-123's, Word Search Deluxe, Word Zap, Kid Works 2, Multi Media Workshop, Wordsort, Flying Colors, iPad apps, Edmark Sight Word Program

Mokelumne Hill Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Accelerated Reader, Jump Start Kindergarten, Math Land, Wiggle Works Plus Network, Creative Writer, Word Sort, Math Rabbit, Math Blaster, Reader Rabbits Reading 1, Best Math Program Ever, Best Reading Program Ever

Rail Road Flat Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Compass Learning, Word Sort, Accelerated Reader, Math Land, Wiggle Works Plus Network, Kids Keys 2.0, A to Zap, KidsWorks 2, Memory Fun, Munster Math, Star Reading, SunBuddy Math Playhouse, The Graph Club, Type to Learn, Inspiration

West Point Elementary (K-6)

- MS Office, MS Outlook used by all staff for email, Word Sort, Compass Learning, Reading Counts, SRI, Basic Skills, Type to Learn, Edmark Reading

Toyon Middle School (7-8)

- MS Office, MS Outlook used by all staff for email, Math Trek, EduTyping, Algebra Class

Calaveras High School (9-12)

- MS Office, MS Outlook used by all staff for email, Accelerated Math, Reading Counts, Math Pro, Skillsbank, Mythology, Shakespeare, Encarta 99, Zap a Graph, Poetry, Spanish, Skiquations
- Labs: MS Office, Micro Type Pro., Micro Pace Pro, Visual Basic , Corel Draw, Adobe Photoshop, CAD Lab: Auto CAD

Gold Strike High School (9-12)

- MS Office, MS Outlook used by all staff for email, Scholastic Reading Inventory and Reading counts, Star Reader, Math Trek, Typing Tutor, Accelerated Math, Star Math

Jenny Lind High School (9-12)

- MS Office, MS Outlook used by all staff for email, Scholastic Reading Inventory and Reading counts, Star Reader, Math Trek, Typing Tutor, Accelerated Math, Star Math

Transition (5-9)

- MS Office, MS Outlook used by all staff for email, Scholastic Reading Inventory and Reading counts, Star Reader, Math Trek, Typing Tutor, Accelerated Math, Star Math

Sierra Hills Education Center (K-12)

- MS Office, MS Outlook used by all staff for email, Compass Learning

**Existing Technical Support:** CUSD has two main sources for technical support at the sites. One source is the district technology department. The district has one technology specialist who provides on-site computer hardware, software and network support. The second source of support is the library media specialist funded by the District general fund. The library media specialists are the first point of contact for help and assistance in resolving technical problems. If the site media specialist is unable to solve the problem, an online tech request in TechDesk or an email message is sent to the district technology department for assistance. If the site has a problem that prevents teaching, the technology department will go to the site within the day. With the online tech request system, the technology department monitors site tech requests to resolve issues in a timely manner. Onsite support and phone technical support are provided. Through remote access, assistance is given for network login problems, email issues and software support. Support is provided for the student information system software. All new computers, desktops/laptops/iPads, are purchased with a three-year warranty. All other technology equipment is purchased with a three- year warranty if available. The ratio of current computer repair is about 1 person to 670 machines.

CUSD has support contracts with: 3Com, Blackboard Connect, EduTone Portal and Infinite Campus. The Calaveras County Office of Education supports our Internet. We have service contracts with VIPTone, Lightspeed, NetSquad, NetBots, Brocade, Enterprise Gold, VMWare, and Quantum. These contracts support our network infrastructure, which includes our VoIP system.

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

**Hardware Needed:** The National Educational Technology Plan states that the essential underlying principle is that the infrastructure includes people, processes, learning resources, and policies and sustainable models for continuous improvement in addition to broadband connectivity, servers, software, management systems, and administrative tools. This supports the goal that every student and educator should have an access device. Learning takes place in and out of the classroom; therefore, students and educators need Internet access devices for around-the-clock use from any location. CUSD will consider that technology continually evolves. Therefore, all desktop, laptop/netbook/iPad, mobile phones, and wireless readers will be included in the list of appropriate technology devices.

**Electronic Learning Resources Needed:** Continue to purchase yearly licenses for academic software and the student information system. Purchase Microsoft Office upgrades as necessary. Explore the use of free systems such as Microsoft Live@edu or Google docs. The Technology Advisory Council will research available free and purchased software for classroom use and make recommendations to Curriculum Council and Principals' Cabinet. The Technology Advisory Council will approve software purchases. Software will be distributed by individual license, server license and online applications. CUSD has a learning portal, which includes video access, images ADD

**Networking and Telecommunications Infrastructure Needed:** As CUSD moves toward a "one-to-one" technology atmosphere, the District will need more wireless access points. The District will move from a windows based filtering system to a Linux appliance based system, which would essentially double the bandwidth. The filtering system prevents inappropriate Internet access aligned with CIPA and AB 307. The security measures that are in place will continue, as they are sufficient. The District will continue to purchase appropriate subscriptions for filtering software and hardware.

The District will continue to use the student information system to provide data for analysis and student recordkeeping. Home school communication will be facilitated through the District portal, which is a part of the student information system. The student information system is compatible with local and state data collection systems.

CUSD plans to set up a SharePoint or similar server so students and teachers can access their work from any location. Using resources such as WebDAV make the Web a read and write medium. "Cloud" computing, considered the next-generation computing, can support both academic and administrative services.

Parents and community members will continue to access school information from the District web site. The student information system portal will be fully utilized to improve home school communication.

**Physical Plant Modifications Needed:** CUSD recently completed an infrastructure upgrade. Plans are to move to OptiMan when that service becomes available. When that service becomes available, the three sites that have a 20 megabyte wireless connection will be upgraded to fiber.

**Technical Support Needed:** With the expiration of our current support contract, the District plans to renovate the technology department. The plan is to blend instructional technology and the traditional information technology departments into a cohesive organization. This will require hiring staff to fill new positions. The technical staff should include a network engineer with the education and experience to support the network, and support technicians who can troubleshoot network and computer issues. The library media specialists will still be the first point of contact for help and assistance in resolving technical problems. If the site media specialist is unable to solve the problem, an online tech request in TechSets or an email message is sent to the district technology department for assistance. The target ratio is 1 technician to 200 computers.

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

| **Year 1 Benchmark:** | | |
|---|---|---|
| **Recommended Actions/Activities** | **Timeline** | **Person(s) Responsible** |
| Implement Technology Department based on blended model. | July, 2012 | Superintendent, Assistant Superintendent of Business, Personnel Department, Technology Department |
| Create a District purchasing policy based on a technology classroom model. Include a one-to-one model based on current educational technology trends. | August, 2012 | Technology Advisory Council, Technology Department, Assistant Superintendent of Business |
| Create a District inventory system. | October, 2012 | Teacher on Special Assignment for Technology, Accounting Supervisor, Purchasing Clerk |
| Update the technology replacement policy to a more efficient system. | December, 2012 | Technology Department, Accounting Supervisor |
| Purchase laptops/netbooks/iPads based on District purchasing policy. | April, 2013 | Site Administrators, Technology Department |
| Purchase software specific to grade level needs and equipment. | April, 2013 | Teacher on Special Assignment for Technology |

| Year 2 Benchmark: | | |
|---|---|---|
| **Recommended Actions/Activities** | **Timeline** | **Person(s) Responsible** |
| Upgrade to Optiman. | When available 2013-2014 | Assistant Superintendent of Business |
| Renew web-based subscription programs. | June, 2014 | Site Administrators, Media Specialists |
| Purchase more wireless routers, hubs and wireless cards for computers. | June, 2014 | Assistant Superintendent of Business, Technology Department |
| Purchase interactive whiteboards. | June, 2014 | Assistant Superintendent of Business, Site Administrators |

| Year 3 Benchmark: | | |
|---|---|---|
| **Recommended Actions/Activities** | **Timeline** | **Person(s) Responsible** |
| Renew web-based subscription programs. | June, 2015 | Site Administrators, Media Specialists |
| Purchase more wireless routers, hubs and wireless cards for computers. | June, 2015 | Assistant Superintendent of Business, Technology Department |
| Purchase interactive whiteboards. | June, 2015 | Assistant Superintendent of Business, Site Administrators |

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

Inventories from each school site and the district office will be updated and reported annually to the Technology Advisory Council, the Administrative Council and the Curriculum Council. Site media specialists and administrators will report on software acquisitions and installations. The data will be used through the evaluation, objective analysis and modification processes. The members of the district Technology Advisory Council, the Administrative Council and the Curriculum Council will analyze the data and make recommendations as needed. All decisions made based upon survey data will be reported to all stakeholders.

## 6. Funding and Budget

6a. List of established and potential funding sources.

**Established Funding Sources:** CUSD general fund and grant funds support the salaries of the technology administrator, district's teacher on special assignment, technology specialists, and media specialists. The District supports a per-student allocation to all sites for technology repair and support. Some of this, based on the needs of the site, is channeled towards student instructional needs including technology based support materials.

The District has been eligible for E-rate Funding, which includes funding for Internet connections, hubs, and other needed infrastructure.

One-time monies and parent-teacher group donations have been part of technology funding, but are limited.

**Potential Funding Sources:** The District will continue to pursue grants from the California State Department of Education such as the EETT Grant and Microsoft K-12 Voucher Program, and other private and public sources as eligibility arises.

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

| Item Description | Year 1 | Year 2 | Year 3 | Funding Source Including E-Rate |
|---|---|---|---|---|
| **1000-1999 Certificated Salaries** | | | | |
| Technology Department Salaries - Certificated | $200,000 | $200,000 | $200,000 | General Fund |
| **2000-2999 Classified Salaries** | | | | |
| Technology Department Salaries - Classified | $200,000 | $200,000 | $200,000 | General Fund |
| **3000-3999 Employee Benefits** | | | | |
| Employee Benefits | $73,340 | $73,340 | $73,340 | |
| **5000-5999 Other Services and Operating Expenses** | | | | |
| Certificated Professional Development | $12,000 | $10,000 | $10,000 | Title II |
| Classified Professional Development | $2,000 | $2,000 | $2,000 | EIA, General Fund, Site Funds |
| Software, Office Suite, Operating, Upgrades, Subscriptions | $12,500 | $15,000 | $17,500 | Site funded lottery, EIA, General Fund, Site Funds |
| Antivirus/Filtering | $30,000 | $30,000 | $30,000 | General Fund |
| Student Information System | $38,000 | $38,000 | $38,000 | General Fund |
| Library software | $20,000 | $4,000 | $4,000 | Microsoft K-12 Vouchers, Site Funds |
| School-to-home Communication System | $13,540 | $13,540 | $13,540 | General Fund |
| Tower Rentals | $26,000 | $26,000 | $26,000 | General Fund, E-Rate |
| Optiman Upgrade | $0 | $100,000 | $100,000 | General Fund, E-Rate |
| Service Contracts for VoIP, Wireless, Internet, Telecommunications and Support | $205,000 | $210,000 | $215,000 | General Fund, E-Rate |
| **6000-6999 Equipment** | | | | |
| Upgrade network equipment | $25,000 | $25,000 | $25,000 | General Fund |
| Classroom - iPads/Netbooks/ Laptops/Desktops | $65,000 | $65,000 | $65,000 | General Fund |
| Classroom - Projectors/ ActivBoards/Document Cameras | $25,000 | $25,000 | $25,000 | Title I, EIA, Site Budgets |
| Totals: | $947,380 | $1,036,880 | $1,044,380 | |

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

The District's past practice has been to repair computers and/or printers for three years. At this time, no computers are discarded unless they cannot be repaired or no longer support district software. Computers will be removed as they become obsolete and replaced with new computers. Currently, the administrative council working with the technology department has decided that a clear timeline for equipment replacement is necessary to insure adequate technology is maintained within the district. The district will replace equipment that is six years or older.

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

The assistant superintendent of business has analyzed the district's technology budget. From this study, it has been determined that technology is integrated in to the district's general budget but not to the degree that is necessary to maintain standards-based technology district wide. The administrative council, technology department and curriculum council have been researching best practices for monitoring technology funding. The members of these groups are responsible for collecting data on technology implementation within the district. At their regularly scheduled meetings, technology is discussed. These meetings will be used to support the implementation plan, discuss the difficulties of implementation and determine the appropriate revisions to decide how to resolve problems.

## 7. Monitoring and Evaluation

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

The Chief Technology Officer and the Teacher on Special Assignment for Technology will assist the Technology Advisory Council to monitor and evaluate the implementation of the plan. The Teacher on Special Assignment will compile the data and evaluate its impact on technology, using the district-wide goals set to measure academic success for all student populations.

As described in Sections 3 and 4, curriculum and professional development objectives and their impact on student learning will be evaluated through student achievement data. This includes (standardized test scores, state content standards test scores, high school portfolios, local assessments determining mastery of content standards, student attendance and college entrance rates, and student access to labs/sign-in sheets); surveys (from staff, parents and students) and artifacts of the implementation of technology produced annually (student products and teacher lessons) and budget expenditures to support program goals.

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

The evaluation process described above will take place by April 1st of each school year and the final program and budget report will be submitted to the board of trustees by June 1st for approval.

| Data and Indicators | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Technology Advisory Council Meetings | X | | X | | X | | X | | X | X | |
| Intervention/CSR Data | | | | X | | | | X | | | X |
| Technology Assessment Profile (Ed Tech Profile) | X | | | | | | | | | X | |
| California Standards Test (STAR) | X | | | | | | | | | | |
| Staff Technology Proficiency Survey (Ed Tech Profile) | | | | | | | | | | X | |
| Curriculum Council Professional Development Survey | | | | | | | X | | | | |
| Maintenance, repair & replacement analysis | | | | | | | | | | | X |
| Technology Department Support Evaluation | | | X | | | | X | | | | X |
| Professional Development Training Evaluation | | | X | | | | X | | | | X |
| Review Technology Plan and Implementation | | | X | | | | X | | | | X |

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

The Technology Advisory Council is comprised of administrators, teachers, members of the technology department, and library media specialists. This body will communicate findings to sites in their annual report to site councils. The report will include recommendations that will assist sites as they revise their school plans for annual board approval. In addition, through an end-of- year report to the superintendent and the board of trustees, there will be an opportunity to deliver the evaluation process as well as actual district progress and changes to the technology implementation plan in a public setting, which all community stakeholders can access.

## 8. Collaborative Strategies with Adult Literacy Providers

The Calaveras Unified School District provides adult education courses to the general community. Offerings include one-on-one tutoring, English for Spanish speaking adults, and computer training. Computer training is offered one day a week at the main library in San Andreas. Classes are kept small and pre-registration is required. Volunteers offer the training. In addition, we have identified the following adult education providers in our area: Calaveras County Office of Education.

During the spring of 2012, the Calaveras Unified Technology Advisory Council will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents and the general community. Possible assistance may include providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

## 9. Effective, Researched-Based Methods and Strategies

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

Calaveras Unified curricular objectives call for students to improve their reading and math mastery through the use of skill building software, particularly Accelerated Reader/Reading Counts and Star Math. This objective was based on relevant research that found that computer assisted instruction and skill building software improves student academic achievement.

"As a result of these meta-analyses, many conclude that computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests (Kulik, 1994; Sivin- Kachala & Bialo, 2000), in all major subject areas, preschool through higher education (Coley, 1997)."

*Sivin-Kachala, J., & Bialo, E. (2000). 2000 research reports on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association*

Other technology plan objectives call for students to complete project-based writing assignments and cross-curricular, thematic projects using electronic tools and Internet research. These are based on relevant research that states that students who participated in project-based assignments were more engaged in their work.

In another longitudinal study, researchers investigated the impact of project-based learning using multimedia. Data from teachers' self-reports, as well as classroom observation data, suggest that project teachers were less likely to lecture than non-project colleagues, and instead took on the role of facilitator or coach. In project classrooms, students spent a greater amount of time than non-project peers in active, small-group collaborative activities or small group discussions. In short, project classrooms were much more student centered than non-project classrooms, and were "organized around the collaborative construction of complex products"

*Penuel, B., Golan, S., Means, B., & Korbak, C. (2000). Silicon Valley Challenge 2000: Year 4 report. Menlo Park, CA: SRI International.*

"These technologies provided an excellent conceptual environment where children could collect information in multiple formats and then organize, play, visualize, link, and eventually construct new ideas about relationships among facts and events. The same technology could then be used powerfully by students to communicate their ideas to others, to argue and critique their beliefs, to persuade and teach others, to add greater levels of understanding to their own growing knowledge (p.5-6)."

*Dwyer, D. (1992). ACOT: History, findings, impact. Cupertino, CA: Apple Computer, Inc.*

Calaveras Unified professional development goals call for teachers to be trained in both the essential productivity software including skill-building software and in technology integration using a cadre of site technology coaches. This was based on the relevant research listed below.

"& results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student

achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours."

*Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on the effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association.*

• **Mentors** who can help teachers adapt technology applications to their classroom needs are important to the success of innovative uses of technology

*Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). Conditions for classroom technology innovations. Teachers College Record, 104(3), 482–515.*

Just in Time Learning "Staff development must be individualized to the needs of the teacher. Teachers must decide on what the topic should be and when the staff development or training should occur. Time for teachers to plan, learn about, and implement technology applications is essential. Educators need an understanding of ways to integrate technology into education reform initiatives. Involvement of teachers in planning statewide, school, and classroom uses of technology is critical."

Cradler, J., & Cradler, R. (1995). Prior studies for technology insertion. San Francisco, CA: Far West Laboratory.

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

CUSD teachers use technology to present and distribute course material and curricula. To help teachers learn to use technology more effectively, the District Teacher on Special Assignment works with individual teacher during school hours in classrooms. Training is also provided to teachers through workshops, on Core Day and after school. The Technology Advisory Council has been researching blended learning environments and structure to improve staff development.

CUSD Independent Study program has been developing a blended learning community, which will be a model for online learning for the District. Using a web-based subscription program and a testing program, the Independent Study program will explore resources and strategies to apply in a blended learning environment.

The Technology Advisory Council will continue to work with teachers to improve communication with the educational community through e-mail and web pages. They will also help teachers to plan, evaluate and implement new technology strategies to enhance learning.

Currently CUSD has implemented a web portal. The portal connects teachers and students to web-base research, digital media and online learning programs. CUSD is also considering an on-line open source course management system to help teachers create online learning communities. The online system would enable students to participate in distant learning.

CUSD is considering an online learning program for all employees. The web hosted learning site for anytime, anywhere learning which is self directed. Employees would have the option for self-directed learning and reference opportunities to increase their knowledge and skills.

The CUSD technology committee will continue to investigate new possibilities for the use of technology throughout the district. Plans include, but are not limited to:

**Collaborative Partnerships:**

CUSD has implemented an online technology work order system. In partnership with TechSets, a state-funded organization, CUSD has been actively using the TechDesk system to effectively manage technology district wide. The system gathers information on technology equipment, provides effective communication between the technology department and district employees, and creates inventory history.

CUSD has continued to work with CTAP6. CTAP6 supplies training, grant-writing support, and reminders for deadlines, district tech support and information for available grants.

Expand the district's web site to continually update content rich materials and resources for the classroom and community.

The District Teacher on Special Assignment will continue to provide training and Internet resources to schools as new technology is implemented and information and services are added which will enrich the district's Internet content.

**Distance Learning**

New, innovative, hands-on technical training and distance learning projects will be explored to enhance the curriculum. Technology found to be effective in delivering a more rigorous curriculum would be used to expand content offerings to K-12 classes. Various applications and multimedia will be utilized to maximize student and teacher participation in these programs.

Utilizing various systems, the District Teacher on Special Assignment will produce online collaborative educational content for staff, student, and parents. The Library Media Specialists will be the first line trouble-shooting support in instructional applications, infrastructure implementation, and on-site technical assistance.

**Internet Use**

Teachers will utilize web-based lessons that enrich the core curriculum in their classrooms. These lessons will be shared with same grade level and/or subject-area staff via the district web site.

Under the direction of the Technology Department, staff will continue to work to define and implement the Child Internet Protection Act provisions to ensure an environment where students and their parents feel protected from outside predators.

*Foltos, Les. Puget Sound Center for Teaching Learning and Technology. (2002) Peer Coaching's Role in Integrating Technology to Enhance Student Achievement.* *http://www.pugetsoundcenter.org/t2ci/ctools-lfpeercoaching.pdf*

# Appendix I

**National Educational Technology Standards for Students 2007**

**Creativity and Innovation**

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

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

**Communication and Collaboration**

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

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

**Research and Information Fluency**

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

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

**Critical Thinking, Problem Solving, and Decision Making**

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

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

**Digital Citizenship**

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

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.

d. Exhibit leadership for digital citizenship.

**Technology Operations and Concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

# Appendix II

**National Educational Technology Standards for Teachers 2008**

**Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. Promote, support, and model creative and innovative thinking and inventiveness.
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

**Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

**Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

**Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

**Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

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

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

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

| **1. PLAN DURATION CRITERION** | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)** | 3 | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx). | The plan is less than three years or more than five years in length.<br><br>Plan duration is 2008-11. |
| **2. STAKEHOLDERS CRITERION**<br>Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| **Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.** | 4 | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |

| **3. CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.** | 5 | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| **b. Description of the district's current use of hardware and software to support teaching and learning.** | 6 | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| **c. Summary of the district's curricular goals that are supported by this tech plan.** | 7 | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
| **d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.** | 8 | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|---|
| **e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.** | 10 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |
| **f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism** | 12 | The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading. | The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals. |
| **g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.** | 14 | The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety. | The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety. |

| | | | |
|---|---|---|---|
| **h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.** | 16 | The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals. | The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| **i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.** | 17 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| **j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.** | 18 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| **k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | 19 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities. |
| **4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |

| | | | |
|---|---|---|---|
| **a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.** | 20 | The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. |
| **b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.** | 24 | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan. | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component. |
| **c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.** | 28 | 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**<br>Corresponding EETT Requirement(s): 6 and 12 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |

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|---|---|---|---|
| **a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.** | 29 | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail. |
| **b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.** | 35 | The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components. | The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| **c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.** | 36 | The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when. | The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when. |
| **d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.** | 37 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |

| **6. FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. List established and potential funding sources.** | 38 | The plan clearly describes resources that are available or could be obtained to implement the plan. | Resources to implement the plan are not clearly identified or are so general as to be useless. |
| **b. Estimate annual implementation costs for the term of the plan.** | 39 | Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan. | Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed. |
| **c. Describe the district's replacement policy for obsolete equipment.** | 40 | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components. | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented. |
| **d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.** | 40 | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| **7. MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |

| | | | |
|---|---|---|---|
| **a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.** | 41 | The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success. | No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing. |
| **b. Schedule for evaluating the effect of plan implementation.** | 41 | Evaluation timeline is specific and realistic. | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan. |
| **c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.** | 42 | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |
| **8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
| **If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)** | 43 | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |

| **9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | **Page in District Plan** | **Example of Adequately Addressed** | **Example of Not Adequately Addressed** |
|---|---|---|---|
| **a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.** | 44 | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |
| **b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.** | 45 | The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources). | There is no plan to use technology to extend or supplement the district's curriculum offerings. |

## Appendix J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 05 - 61564
School Code (Direct-funded charters only):
LEA Name: Calaveras Unified
*Salutation: Ms.
*First Name: Eileen
*Last Name: Thorpe
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* Required information in the ETPRS