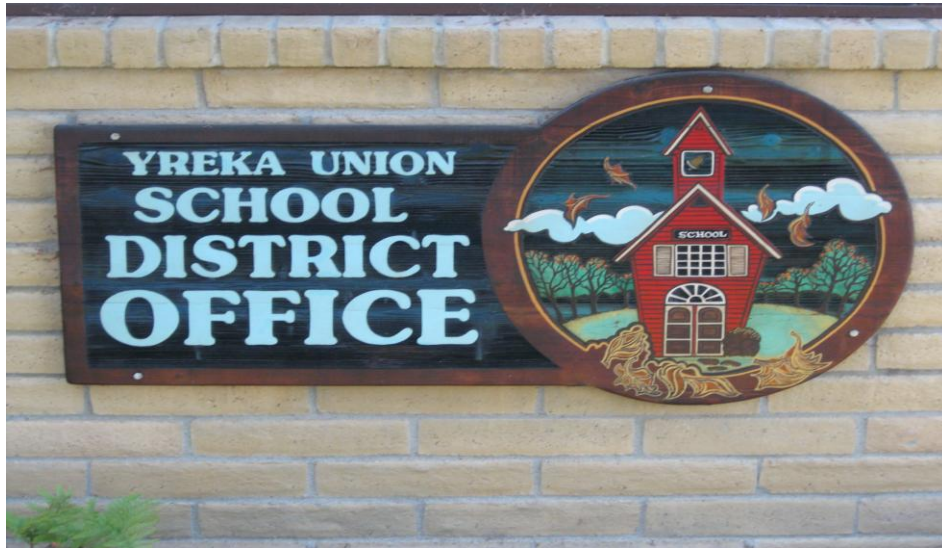


YREKA UNION ELEMENTARY SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN JULY 1, 2010 – JUNE 30, 2015



*"In times of drastic change, it is the learners who inherit the future.
The learned usually find themselves beautifully equipped
to live in a world that no longer exists."
—Eric Hoffer*

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Acknowledgments

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Karen Zimbelman, Technology Specialist
Beth Sandahl, Teacher/Technology Mentor – Evergreen School
Amy Dunlap, Teacher/Technology Mentor, Gold Street School

District Personnel

Curriculum / Data Personnel

Dr. Vanston Shaw, Superintendent

Technology Personnel

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Siskiyou Web Design, Owner – Casey Gabriel

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District Profile

The Yreka Union School District is located about 22 miles south of the Oregon Border along Interstate 5. The following data offers a snapshot of our district during the 2007-08 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>), Dataquest (<http://data1.cde.ca.gov/dataquest/>), California <http://www.jftk-ca.org/> web sites.

Yreka School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	2	558	28	20:1
Middle	1	435	22	20:1
Alternative	1	5	1	5:1
Total	4	998	51	19:1

Yreka District, Student & Teacher Data			
	District %		District %
American Indian	18%	English Learners	3.4%
Asian	1%	Students with Disabilities	10%
Pacific Islander	.1%	Graduates (prior year)	n/a
Filipino	1%	UC/CSU Eligible Grads (prior year)	n/a
Hispanic	12%	Mobility	n/a
African American	2%	% Fully Credentialed Teachers	100%
White	68%	Avg. Pupil / Teacher Ratio	19:1
Multiple/No Response	2%	Avg. Class Size	19
Total	100%	% Free or Reduced Price Meals	61%

Yreka District State Accountability: Academic Performance Index (API)		
2008 API Base	2009 API Growth	Growth in the API from 2008 to 2009
779	787	8

Yreka District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: Yes		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	Yes	Yes
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	Not in PI	

Section 1: Tech Plan Vision & Duration

This revised EdTech Plan encompasses the next five years, from **July 1, 2010 – June 30, 2015**. It is the result of many hours of discussion and collaboration among a diverse representation of administrators, teachers, parents, students, and business partners. Our Technology Committee began reviewing our former research-based 2005-2010 Education Technology Plan in the spring of 2009. We assessed our achievements to date, discussed lessons learned, determined our new district vision for the next five-years, and developed strategies to get us there. Our revised tech plan envisions a 21st century teaching and learning environment grounded in the reality of our knowledge-based, Digital Age. Used as a tool, not an end in itself, technology will be an integral part of the way we work, teach, and learn. Students will use technology seamlessly, as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators will learn to use technology to create teachable moments, not

just wait for them and to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and decision-making within the district. Interactive communication and activities among home, school, and community will increase and improve student learning.

Section 2: Stakeholders

Our ongoing technology planning is guided by a collaborative vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district and its community. Annually in the fall, our Technology Committee reviews the district's curriculum goals and current student achievement data and then determines how technology may be effectively and efficiently used to help students reach the academic goals for the year. Our Technology Committee is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses. The CTAP representative on our tech plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-Rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

Our Technology Committee meets quarterly to:

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

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

Section 3: Curriculum & Data Driven Technology Goals

3a. Current Technology Access

According to current district records, our student to computer ratio **for computers four years old or newer is 12:1**. All students in the Yreka USD have equal access to technology. All students in grades 1-8 have guaranteed scheduled and unscheduled opportunities in the Technology Center with their teacher. Student activities revolve around classroom curriculum applied to technology skills utilizing productivity software with embedded National Education Technology Standards (NETS). Flexible time is available for those students to use technology available for curricular activities. All students have equal access and opportunity to utilize technology in their academic endeavors.

All teachers at all Yreka Union schools in our district have access to a minimum of one multi-media computer with Internet access in their classrooms as well as in the Library/Media Centers, and/ or Computer Labs, before, during, and after school hours. All teachers schedule

before and/ or after school access to Internet connected computers and electronic learning resources as needed by students to complete classroom activities. In addition, each classroom (1st through 6th grade) is outfitted with a Promethean Interactive Whiteboard, an overhead mounted LCD projector, and computer connected to both devices. Many of those classrooms have document cameras that project items on the interactive white board. Several upper grade teachers and some primary teachers have Student Response Systems (SRS) integrated into their classroom (ActiVotes). These are used to have each student make choices on multiple choice questions and are excellent tools into increase student involvement.

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

Elementary Schools

Evergreen School (Kindergarten – 2nd grade)	
Enrollment (Unofficial CBEDS 2009)	352
Total # of Computers for Instructional Use	56
Total # of Computers in Classrooms	31
Total # of Internet Connected Computers in Classrooms	31
Total # of Computers in Classrooms older than 48 months	13
Total # of Computers in Classrooms 48 months old or newer	18
Student to Computer Ratio – Computers 48 months old or newer only	15:1
Total # of Computers in Computer Labs	24
Total # of Computers in Library/Media Center	1
Internet Access Connection Speed (DSL, T-1, >T-1)	DSL
Before & After School Student Access to Computers – Days & Time	M-F, 2:20 - 6 PM

Gold Street School (3rd – 4th grade)	
Enrollment (Unofficial CBEDS 2009)	206
Total # of Computers for Instructional Use	48
Total # of Computers in Classrooms	18
Total # of Internet Connected Computers in Classrooms	18
Total # of Computers in Classrooms older than 48 months	7
Total # of Computers in Classrooms 48 months old or newer	11
Student to Computer Ratio – Computers 48 months old or newer only	11:1
Total # of Computers in Computer Labs	29
Total # of Computers in Library/Media Center	7
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1
Before & After School Student Access to Computers – Days & Time	M-F, 2-6 PM

Jackson Street School (5th -8th grade)	
Enrollment (Unofficial CBEDS 2009)	435
Total # of Computers for Instructional Use	145
Total # of Computers in Classrooms	78
Total # of Internet Connected Computers in Classrooms	78
Total # of Computers in Classrooms older than 48 months	49
Total # of Computers in Classrooms 48 months old or newer	29
Student to Computer Ratio – Computers 48 months old or newer only	10:1
Total # of Computers in Computer Labs	57
Total # of Computers in Library/Media Center	10
Internet Access Connection Speed (DSL, T-1, >T-1)	DSL
Before & After School Student Access to Computers – Days & Time	M-F, 3-6 PM

Alternative Education Schools

Yreka Community Day School (6 th – 8 th)	
Enrollment (Unofficial CBEDS 2009)	1
Total # of Computers for Instructional Use	6
Total # of Computers in Classrooms	6
Total # of Internet Connected Computers in Classrooms	6
Total # of Computers in Classrooms older than 48 months	2
Total # of Computers in Classrooms 48 months old or newer	4
Student to Computer Ratio – Computers 48 months old or newer only	.2:1
Total # of Computers in Computer Labs	n/a
Total # of Computers in Library/Media Center	n/a
Internet Access Connection Speed (DSL, T-1, >T-1)	DSL
Before & After School Student Access to Computers – Days & Time	None

3b. Current Technology Integration in Curriculum

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

Subject Area	Typical Uses of Technology	Typical Frequency
English / Language Arts	K-3: Use of electronic white board (IWB) for calendar and basic skill development in language instruction 4-6: Use IWB for Daily Oral Language and writing skills. Use word processing to writing stories and reports 7-8: Use computer lab and classroom computers to compose writing tasks	K-3: daily in many classes 4-6: daily and weekly 7-8: 2-3 times per week
Mathematics	K-3: Use IWB with math text software to do visual graphic 4-6: Use IWB to work through problems and math supplemental materials. Use document camera to share student work 7-8: not used extensively	K-3: weekly 4-6: 2 X week 7-8: n/a
Science	K-3: Use LCD projector to present science DVDs 4-6: Use IWB to view DVDs and science lessons. Use document camera to show artifacts to entire class. 7-8: Use IWB to review information use document camera to share with entire class	K-3: monthly 4-6: monthly 7-8: weekly
Social Science / History	K-3: Use LCD to share topical DVDs, video streaming and IWB reinforce lessons. 2-8: Use ActiveVotes for Study Island and reinforcement activities. Use document camera to share artifacts and student work 7-8: Use IWB to reinforce lessons and show related DVDs	K-3: weekly 4-6: weekly 7-8: 2 X week
P.E. / Health	K-3: Use LCD to share health related information 4-6: Use IWB to do health related lessons 7-8: Use Wii II to do activities in after school program	K-3: monthly 4-6: monthly 7-8: 2 X week
Visual & Performing Arts	K-3: Use LCD and IWB to do Arts Attack lessons 4-6: Use LCD to for Arts Attack lessons 7-8: Use IWB to have students write musical notation. Show student use of instruments. Use digital camera for year-book and student newsletters	K-3: 2 X month 4-6: 2 X month 7-8: daily
Electives	7-8: Use digital cameras for photo class. Use computers for word processing to do school yearbook.	7-8: daily
After School Program	2-8: Use Wii interactive consoles for fitness activities in the after school program. Use IWB for student lessons.	2-4: weekly 5-8: 3 X week
Special Education	K-3: Use word processing to have students type 4-8: Use document camera, IWB, and LCD to do interactive lessons	K-3: 2 x week 4-6: daily 7-8: daily
Library	K-3: Use computer to check out books 4-6: Use computer to check books in/out 7-8: Use IWB for lessons as appropriate	K-3: daily / weekly 4-6: daily / weekly 7-8: weekly

In addition to the typical uses of technology described above, educators at all grade levels use our student information system (SIS) **PowerSchool** daily for attendance and lunch count. All teachers use e-mail to receive district announcements and communicate with district personnel and certain parents. Parents also utilize e-mail to contact staff and use the district webpage to keep current on what is happening in the district and their child's school. In addition, our 4th-8th grade teachers use PowerSchool as their electronic gradebook. Parents can go to our district website (<http://yrekasd.net>) to access PowerSchool and check their child's attendance and grades. Our district is planning to purchase a district-wide electronic learning assessment system, Galileo, to be used by all applicable teachers during common district quarterly grade level assessments.

3c. Summary of District's Curricular Planning Documents

Yreka Union School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive district planning documents and efforts. The common underpinning of all our district and school improvement plans is to improve student achievement of the state content standards.

Yreka Union School District Curricular Goals

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

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

1. All schools in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By June 30, 2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. The district will meet all of its AYP criteria annually including requirements for numerically significant subgroups.
3. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
4. The district will work with site administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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

- California academic content standards and frameworks.

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

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

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

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

Here is a summary of our curricular driven Education Technology goals.

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2013-14 school year.

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

ALL Students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 3: Student Acquisition of Digital Citizenship Skills

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

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

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

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

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

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

YREKA UNION DISTRICT TECHNOLOGY ACTION PLAN

July 1, 2010– June 30, 2015

(Appendix C Sections: 3d-3k)

Section 3d

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

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

Target Group: All students including Special Education, Social Economically Disadvantaged, and GATE students.

Goal 1: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 100% of all district students will be proficient or advanced with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time (Professional Learning Community). *NCLB AMO benchmark for all students including significant subgroups by 2014)

Goal 1: Annual Benchmarks for Objective 1

Year 1: minimum of **69%** by June 2011

Year 3: minimum of **89%** by June 2013

Year 2: minimum of **79%** by June 2012

Year 4: minimum of **100%** by June 2014

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

Goal 1: Evaluation Instrument(s) & Data

Instruments: Quarterly Grade level assessments;(Galileo); Annual STAR/CST test results in English/Language Arts

Data: Percentage scoring proficient or above/ passing

Instrument: Grade/subject level district and site professional development and collaboration meeting times / agendas / participation records and outcomes.

Data: Percentage of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by principal aligned to teachers' evaluation schedule

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

Instrument: Annual CDE EdTech Profile online tech proficiency survey

Data: teacher's self-assessed technology and integration skills

Data reviewers

Site principals, the Technology Committee and technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines

1. Beginning in the 2010-11 school year and continuing through the duration of the technology plan, the LEA will coordinate quarterly grade and / or subject area district professional learning community meetings to develop and refine the district's common viable articulated ELA and math curriculum comprised of common essential grade level content standards, relevant information & communication technology skills and aligned assessments.
2. Annually, the district and the school(s) will invest the necessary time to identify and/ or review grade level essential standards and assessments.
3. Annually, purchase as needed state adopted instructional materials (K-8) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) and ensure they are being used with fidelity in the classroom during monthly classroom visits by school administration.
4. Ongoing, the district, principal, and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school.
5. Annually, the district and the school(s) will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
6. Annually, support site-based selective class size reduction in key curricular areas identified as needing attention.
7. Annually, increase-learning time in key curricular areas identified as needing attention.
8. During the 2010-11 school year, develop a reading and math intervention programs for students in grades 5 to 8, inclusive, whose reading scores are Far below Basic and Below Basic in the CST performance level. The tiered intervention program will be implemented by fall 2010.
9. Annually, provide on going direct instruction in reading at grade level.
10. By fall 2011, the district will purchase Galileo (Electronic Learning Assessment). The school will provide initial and ongoing training to all district teachers and implement the ELAR by
11. Every school year, use Galileo (ELAR) to assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
12. Annually, provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
13. Annually, provide professional development on adopted curriculum and technology resources (such as SB 472 (formerly AB 466) for teachers, AB 430 (formerly AB 75) training for site principals)
14. Beginning in fall 2011 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.
15. Beginning in the fall 2010 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed.
16. Annually, continue to provide technology productivity and integration training as needed.
17. Provide ongoing district support and professional development opportunities for the integration of E/LA skills and standards across the curriculum.

Goal 1: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning and PLATO products, Reading Counts, California Streaming
- Galileo (Electronic Learning Assessment Resource (ELAR))
- Diagnostic reading, writing, and math proficiency software.
- Microsoft Office and other productivity software.

- Internet Access and Resources, PowerSchool (SIS)
- SchoolMessenger - an automated calling web based software program – used to contact parents and staff.
- Peripherals, such as Interactive White Boards (IWB), document cameras, LCD projectors, Student Response Systems (SRS), digital cameras, video cameras, and printers.
- Online Professional Development

Section 3e

Goal 2: Student Acquisition of Technology and Information Literacy Skills

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

Target Group: All students including Special Education, English Learner, and GATE students.

Goal 2: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 40% of students in grades K-8 students will be proficient or better with grade level NETS standards (or district equivalent).

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

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

Goal 2: Annual Benchmarks for Objective 1

Year 1: minimum of 5% by June 2011

Year 3: minimum of 20% by June 2013

Year 2: minimum of 10% by June 2012

Year 4: minimum of 30% by June 2014

Year 5: minimum of 40% by June 2015

Goal 2: Evaluation Instrument(s) & Data

Instrument: End of year electronic technology skills using the District grade level skills checklist for K-8.

Data: Percentage of students achieving proficiency with district grade-level standards and district skills checklist.

Instrument: Annual CDE Ed Tech Profile

Data: Teachers' self-assessed technology integration proficiency skills.

Data reviewers

District Technology Specialist, site administrators, the Technology Committee and technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

Goal 2: Student Acquisition of Technology & Information Literacy Skills

Implementation Strategies / Timelines

1. During the 2010-11 school year, the Technology Committee will research and develop an articulated K-8 technology standards matrix.
2. Beginning in the summer/fall 2010 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to K-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion.

3. By fall 2010, students will begin systematically learning the district technology grade level skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
4. By spring 2011, begin administering an annual assessment using the district K-8 technology standards checklist.

Goal 2: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning and PLATO products, Accelerated Reader, Reading Counts, Study Island, Promethean Active Studio, Dreamweaver, Freedom web publishing software, and California Streaming
- Powerteacher grading program
- Web-based student assessment platform, Galileo and web-based student information and reporting platform, PowerSchool.
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as Interactive White Boards (IWB), Student Response Systems (SRS), LCD projectors, digital cameras, video cameras, document cameras, and printers.

Sections 3f & 3G

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

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

Target Group: All students including Special Education, English Learner, and GATE students.

Goal 3: Specific Measurable Objective by June 2015

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

Goal 3: Annual Benchmarks for Objective 1

Year 1: minimum of **60%** by June 2011

Year 3: minimum of **80%** by June 2013

Year 2: minimum of **70%** by June 2012

Year 4: minimum of **90%** by June 2014

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

Goal 3: Evaluation Instrument(s) & Data

Instrument: Lesson plans integrating ethical use of technology including copyright and plagiarism, Internet safety, and cyber-bullying

Data: Percentage of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism, Internet Safety, and cyber-bullying.

Instrument: End of year district technology skills assessment (Ex. grade-level checklists) from the K-8 classes and ongoing teachers' reviews of grade level technology integrated curricular projects.

Data: Percentage of students achieving proficiency with district grade level Digital Citizenship standards (based on the NETS standards #3: Research and Information Fluency and # 5: Digital Citizenship)

Instrument: Annual EdTech Profile Survey

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

Data reviewers

District Technology Specialist, site administrators, the Technology Committee and technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

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

1. By fall 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.
2. By fall 2010, roll-out a revised acceptable use policy for students addressing Internet safety, cyberbullying, and plagiarism.
3. Beginning in the fall 2010 and then annually thereafter, all K-8 grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.
4. In fall 2010, research and choose a technology assessment for grades 4-8.
5. Grade level technology assessments will be conducted at the end of each school year for grades 4-8.
6. Develop grade-level rubrics and checklists.

Goal 3: Digital Resources to be Integrated

- Adopted Text Supplemental Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/ or free Digital Citizenship Internet resources
- Microsoft Office Professional Suite and other productivity software.
- Peripherals such as Interactive White Boards, LCD projectors, digital cameras, video cameras, printers, and document cameras.

Section 3h

District Policy on Equitable Access

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

Section 3i

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

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

Target Group: All district schools.

Goal 4: Specific Measurable Objectives by June 2015

Objective 1: By June 2015, 80% of teachers will use the district's full suite of Galileo (electronic learning assessment tool) and PowerSchool (SIS) to analyze student data and make data-driven decisions to meet individual student academic needs.

Goal 4: Annual Benchmarks for Objective 1

Year 1: minimum of **35%** by June 2011

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

Year 2: minimum of **45%** by June 2012

Year 4: minimum of **65%** by June 2014

Year 5: minimum of **80%** by June 2015

Goal 4: Evaluation Instrument(s) & Data

Instrument: Electronic learning assessment tools – Galileo; usage records

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

Instruments: Galileo (ELAR) and PowerSchool training participation records

Data: Percentage of teachers completing training – all components

Data reviewers District Technology Specialist, site administrators, the Technology Committee and technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

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

1. During the 2011 - 2012 school year and every year thereafter until we meet our June 2015 objective, continue the rollout of Galileo integrated student assessment components.
2. During the 2011 – 2012 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in Galileo.
3. Teachers in grade 4-8 will continue to use Powerteacher to track student progress and save planning/prep time. Reports of student progress will be printed and shared with parents at conferences, mid-term, and quarter breaks. A copy of these reports will be forwarded to the administration any time a student is in danger of failing any subject area.
4. Continue to train teachers in use of the electronic grade book.
5. In the 2011- 2012 school year and after that, the Technology Committee will analyze end of the year results and report to stakeholders annually in October.

Goal 4: Digital Resources to be Integrated

- PowerSchool (SIS)
- Powerteacher (electronic gradebook)
- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform - Galileo.

Section 3j

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

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

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

Goal 5: Specific Measurable Objective by June 2015

Objective 1: By June 2015, 50% of all teachers will have pertinent, timely, up-to-date homework assignments and class calendars posted on school (and / or district) web sites.

Annual Benchmarks for Objective 1

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

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

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

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

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

Objective 2: By June 2015, 50% of teachers will offer parents password-protected, online access to up to date student attendance, assignments, and grades on the district’s web-based student information system.

Goal 5: Annual Benchmarks for Objective 1

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

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

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

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

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

Goal 5: Evaluation Instrument(s) & Data

Instrument: Ongoing “how to access” Powerteacher communications and/ or trainings, parent password requests, and parent usage records.

Data: Percentage of parents trained; Percentage of parents sent web-based information and student passwords.

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

Data: Evidence of efforts to improve two-way communication

Data reviewers

District Technology Specialist, site administrators, the Technology Committee and technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

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

Implementation Strategies / Timelines

1. By fall 2010, ensure all district schools have the hardware, infrastructure, and training needed to implement the parent component of the district’s online student information system.
2. By fall 2011, all district schools will be providing all district parents with access and training on using the parent component of the district’s online student information system.
3. In the fall of 2010, implement SchoolMessenger software to contact parents about emergencies, school events, etc.
4. Annually the district, school, and teachers will continue to communicate to all stakeholders (teachers, paraprofessionals, parents, students, and the community) via a variety of media (E-mail, websites, class and school booklets, classroom posters, newsletters, newspaper articles). E-mail links will also be found on the school website.
5. At the beginning of each school year, parents will be provided email access to communicate with teachers regarding their student(s) progress. Links to staff email addresses will be provided on the district/school websites.
6. By the end of the first reporting period in 2010, teachers at each school site will provide parents with progress reports informing parents of their students’ academic progress.
7. Annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
8. In the 2010-11 school year and after that, the Technology Committee will analyze end of the year results and report to stakeholders annually in October.

Goal 5: Digital Resources to be Integrated

- PowerSchool, Galileo
- Web publishing software
- Word, desktop publishing, and SISNET E-mail.
- Equipment inventory database

Section 3K: Ongoing Monitoring for Continuous Improvement

The district Technology Committee, and the school administrators will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015.

Section 4: Professional Development

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

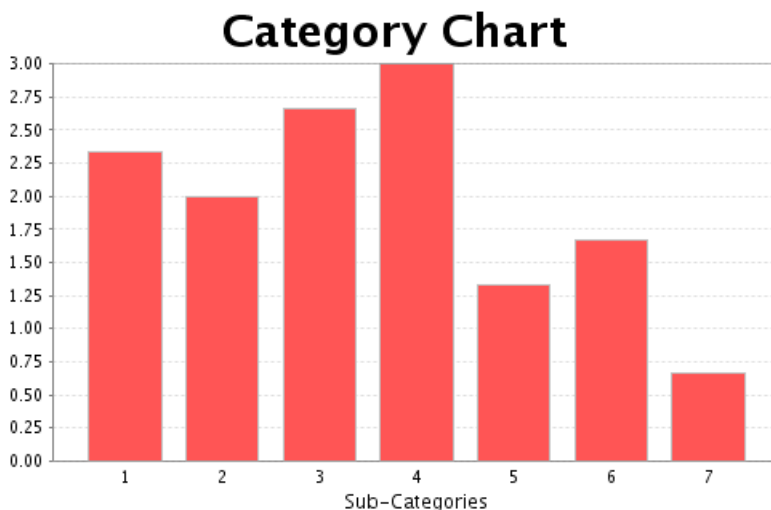
Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the CDE's Ed Tech Profile. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified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

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

Site Administrators' Survey Data

The CDE's Ed Tech Profile survey data of district school site administrators as of October 2009, indicates that most administrators are at proficient levels with general computing, Internet, e-mail, and word processing and at the intermediate level in presentation, spreadsheet, and database skills.

Implication: Administrators need professional development opportunities in basic Personal Technology proficiencies.

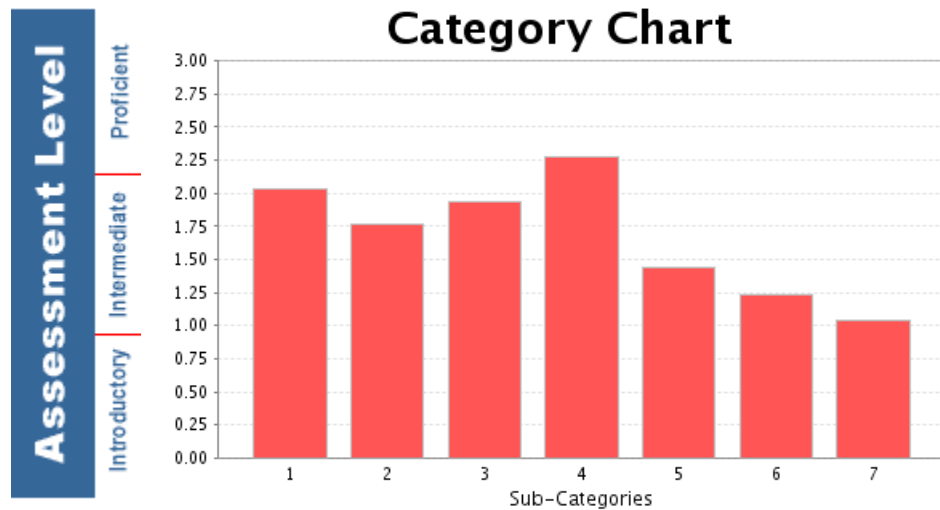


- 1 General computer knowledge and skills (Includes 3 in calculation)
- 2 Internet skills (Includes 3 in calculation)
- 3 Email skills (Includes 3 in calculation)
- 4 Word processing skills (Includes 3 in calculation)
- 5 Presentation software skills (Includes 3 in calculation)
- 6 Spreadsheet software skills (Includes 3 in calculation)
- 7 Database software skills (Includes 3 in calculation)

District Teachers' Survey Data

The CDE's Ed Tech Profile survey data of district teachers as of October 2009, indicates that most teachers are at similar intermediate levels as administrators with general computing, Internet, e-mail, and word processing, presentation, spreadsheet, and database skills.

Implication: Teachers need professional development opportunities in basic Personal Technology proficiencies also including PowerSchool, Promethean and Galileo software.



- 1 General computer knowledge and skills (Includes 58 in calculation)
- 2 Internet skills (Includes 48 in calculation)
- 3 Email skills (Includes 48 in calculation)
- 4 Word processing skills (Includes 48 in calculation)
- 5 Presentation software skills (Includes 48 in calculation)
- 6 Spreadsheet software skills (Includes 48 in calculation)
- 7 Database software skills (Includes 48 in calculation)

In addition, the following district technology training preferences came from 2009 Ed Tech Profile survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	22%	78%	1%

Implication: Although we will continue to offer both Basic Personal Proficiency and Professional Proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.

The training format I prefer is:	22%	55%	23%
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Implication: We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	46%	26%	2%	0%	26%

Implication: We will offer technology training at a variety of times, with most offerings after school. Some professional development will occur during the school day with subs and during summer workshops and conferences.

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

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

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

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

Goal 3: District administrators and teachers will be proficient use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers’ individual technology training needs.

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

The district will offer a variety of training options such as face-to-face training, online training, collaboration time, and one-on-one coaching. We will maximize the use of existing and free

technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Annually provide face-to-face NETS technology skill and technology integration professional development opportunities provided by the district, the county office, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.
- Content and grade-band specific technology integration face-to-face professional development offered by the district, the county office, and CTAP Region 2, and free online resources.
- Annual completions of the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- Work through the Promethean website (prometheanplanet.com) providing training in use of Active Classroom technology (Interactive White Boards, Student Response Systems, document cameras, etc).
- National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site What Works Clearinghouse. We will regularly examine and use relevant data from the What Works Clearinghouse (WWC) that was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.
- We will also rely on the district, the county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; and the Technology Information Center for Administrative Leadership (TICAL- <http://www.portical.org/>) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs.

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

YREKA UNION DISTRICT ED. TECH PROFESSIONAL DEVELOPMENT

July 1, 2010 – June 30, 2015

Section 4b

Goal 1 –Technology Literacy & Integration

District teachers will be proficient with the same general grade level district technology standards (based on the NETS technology standards) required of their students as well as be proficient with technology integration skills and teacher/ admin. electronic learning and productivity tools.

Target Group: Certificated teachers

Goal 1: Specific Measurable Objectives by June 30, 2015

Objective 1: By June 2015, 100% of teachers, who participate in district-sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELL, Special Education, and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks for Objective 1

Year 1: minimum of **80%** by June 2011

Year 3: minimum of **90%** by June 2013

Year 2: minimum of **85%** by June 2012

Year 4: minimum of **95%** by June 2014

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

Goal 1: Evaluation Instrument(s) & Data

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

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

Instrument: District and site-based training agendas and records

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

Data reviewers

District Technology Specialist, site administrators and Technology mentors will analyze end of school year results annually and report to stakeholders annually in October.

Goal 1: Technology Literacy & Integration

Implementation Strategies / Timelines

1. Annually in the spring, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
3. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators and for teachers during the school year aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.
4. Annually in the fall, schedule and promote district-sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.

5. Annually, the district will train and support site-based Technology Mentors to support teachers, paraprofessionals, and administrators at the site level.
6. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.
7. In the 2010-11 school year and after that, the Technology Committee will analyze end of the year results and will report to stakeholders annually.

Goal 1: Digital Resources to be Integrated

- Microsoft Office Suite, E-mail, and Internet
- Diagnostic reading, writing, and math proficiency software (Galileo, etc.)
- Peripherals such as Interactive White Boards (IWB), LCD projectors, Student Response Systems (ActiVotes), Document cameras, digital cameras, video cameras, and printers
- CLRN approved curriculum-based software
- Online resources including SETs and CDE's Ed Tech Profile

Goal 2 - Using Technology to Support Data Driven Instruction

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

Specific Measurable Objectives by June 30, 2015

Objective 1: By June 2015, 80% of teachers and site administrators will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

Annual Benchmarks for Objective 1

Year 1: minimum of **60%** by June 2011

Year 3: minimum of **70%** by June 2013

Year 2: minimum of **65%** by June 2012

Year 4: minimum of **75%** by June 2014

Year 5: minimum of **80%** by June 2015

Goal 2: Evaluation Instrument(s) & Data

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

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

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

Data: Professional development participation

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

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

Data reviewers

District Technology Specialist, site administrators and Technology Mentors will analyze end of school year results annually and report to stakeholders annually in October.

Goal 2: Using Technology to Support Data Driven Instruction

Implementation Strategies / Timelines

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.

2. Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.
4. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators and for teachers during the school year on all PowerSchool components.
5. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system and integrated electronic learning assessment system (Galileo).
6. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Goal 2: Digital Resources to be Integrated

- Microsoft Office Suite, E-mail, Internet
- PowerSchool (SIS) – Powerteacher electronic gradebook
- Electronic learning assessment and diagnostic applications (Galileo)
- Peripherals such as Interactive White Boards (IWB), LCD projectors, Student Response Systems, Document cameras, digital cameras, video cameras, and printers
- Online resources including SETs and CDE's Ed Tech Profile

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

District site administrators and teachers will learn to use technology to improve two-way communication between home, school, and community.

Target Group: Certificated teachers, administrators, and clerical staff

Goal 3: Specific Measurable Objectives by June 30, 2015

Objective 1: By June 2015, 80% of teachers will be proficient with using technology to disseminate pertinent and timely school, and student information weekly/monthly school newsletters, websites, telephone, E-mail, standards-based progress reports, and report cards

Objective 2: By June 2015, 80% of teachers will offer parents password-protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system. (Show growth from 2008-09 baseline proficiency data.)

Year 1: minimum of 50% by June 2011

Year 3: minimum of 70% by June 2013

Year 2: minimum of 60% by June 2012

Year 4: minimum of 75% by June 2014

Year 5: minimum of 80% by June 2015

Goal 3: Evaluation Instrument(s) & Data

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

Data: Percentage of teachers trained; Percentage of parents requesting passwords and instructions; Percentage of parents accessing the parent connect portion of PowerSchool.

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

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

Instrument: Documentation of training attendance

Data: Percentage of teachers and administrators attending training

Data reviewers

District Technology Specialist, site administrators and Technology Mentors will analyze end of school year results annually and report to stakeholders annually in October.

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

1. Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district-sponsored technology training programs.
2. Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators, clerical and for teachers on using Microsoft Word and other desktop publishing software.
4. As desired, the school will provide teachers training in how to use simple web publishing software (Ex. School Loops) to develop a classroom website and link it to the school website.
5. At the beginning of each school year, parents will be provided email access to communicate with teachers regarding their student(s) progress. Links to staff email addresses will be provided on the school website.
6. Annually in the fall, schedule and promote district-sponsored technology workshops for administrators and for teachers on the district's web-based student information (PowerSchool) and reporting system and client e-mail software (SISNET email).
7. Annually in the fall, schedule and promote district-sponsored technology workshops for parents.
8. By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually.
9. In the 2010-11 school year and after that, the Technology Committee will analyze end of the year results and will report to stakeholders annually.

Goal 3: Digital Resources to be Integrated

- District's Student Information System - PowerSchool
- District's Web publishing application
- District's Electronic Learning Assessment Resources –Galileo (to be purchased)
- Email client software and online, remote access – SISNET email
- Low cost, no cost online resources including SETs
- CDE's Ed Tech Profile

4C: Ongoing Monitoring for Continuous Improvement

The District Technology Specialist will track tech plan implementation and report progress at our technology/ committee meetings. The district and technology specialist, school administrators, technology mentors and the rest of the Technology Committee will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2015. The Technology Specialist is responsible for a mid-year tech plan implementation status report to stakeholders in February. Annual summative data analysis and professional development needs assessments will be conducted, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The Technology Specialist is responsible for an annual summative performance report to stakeholders in October.

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

5a: Current Status

The entire district obtains firewall protection, content filtering, email, and anti-virus software from the Siskiyou County Office of Education.

District Office

Current Infrastructure

Gigabit fiber optic connection to SCOE which is connected to the CENIC node site

Current Hardware

1 fiber optic Switch, Firewall, 4 computers <4 yrs, 1 laptop <4 yrs, 1 networked color laser printer, 1 networked multifunction laser printer

Current Electronic Learning Resources/Software

Microsoft Office, Powerschool, QSS, SASC, Nutrikids, Dreamweaver

Current Technical Support

- District IT technician
- SCOE
- Network specialist – contracted service

The district IT tech tries to respond within the hour for all district office needs

Evergreen Elementary School

Current Infrastructure

Gigabit fiber optic connection to SCOE which is connected to the CENIC node site

Current Hardware

1 Router
4 Switches + small switches in classrooms
Wireless adapter in cafeteria
47 computers used for instruction only \leq 48 months old
4 computers used for instruction $>$ 48 months old

Current Electronic Learning Resources/Software

Microsoft Office, Powerschool, Destiny, Scholastic SRI and Reading Counts, PLATO, Study Island, Brain Pop Jr., California Streaming, Houghton Mifflin Math, ActivStudio

Current Technical Support

- Site mentor response time – within the current day
- District IT technician response time – within 1 or 2 days

Gold Street School

Current Infrastructure

T-1 connection to JSS, Gigabit fiber optic connection to SCOT that is connected to the CENIC node site

Current Hardware

1 Router
2 Switches
Wireless adapter in cafeteria
16 computers used for instruction only \leq 48 months old
31 computers used for instruction only $>$ 48 months old

Current Electronic Learning Resources/Software

Microsoft Office, Powerschool, Destiny, Scholastic SRI and Reading Counts, PLATO, Study Island, Brain Pop, California Streaming, Houghton Mifflin Math, ActivStudio

Current Technical Support

- Site mentor response time – within the current day
- District IT technician response time – within 1 or 2 days

Jackson Street Middle School

Current Infrastructure

Gigabit fiber optic connection to SCOE which is connected to the CENIC node site

Current Hardware

1 Router
12 Switches
2 Domain Controllers
6 Servers
1 Wireless adapter
59 computers used for instruction only \leq 48 months old
67 computers used for instruction only $>$ 48 months old

Current Electronic Learning Resources/Software

Microsoft Office, Powerschool, Destiny, Scholastic SRI and Reading Counts, PLATO, Study Island, California Streaming, Houghton Mifflin Math, ActivStudio, UltraKey, Typing Tutor

Current Technical Support

- District IT technician response time – within 1 or 2 days

Yreka Community Day School

Current Infrastructure

Gigabit fiber optic connection to SCOE which is connected to the CENIC node site

Current Hardware

1 Switch
1 Wireless adapter
4 computers used for instruction only \leq 48 months old
2 computers used for instruction only $>$ 48 months old

Current Electronic Learning Resources/Software

Microsoft Office, Powerschool, Destiny, Scholastic SRI and Reading Counts, PLATO, Study Island, California Streaming, Houghton Mifflin Math, ActivStudio, UltraKey, Typing Tutor, Renaissance Math

Current Technical Support

- District IT technician response time – within 1 or 2 days

5b: District Needs During the Next Five Years

This is a list and summary of each site's technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support that will be needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan by the end of the five year time frame of this plan.

Evergreen Elementary

Infrastructure

- File server
- Internet drop in cafeteria

Hardware

- Upgrade staff computers >48 mo. old (21)
- Replace student computers >48 mo. old with thin clients (30)
- Overhead mounted LCD Projectors (4)
- Document camera (4)
- ActivBoard (4)
- ActivVotes (?)

Software

- Electronic Learning Assessment resources
- Educational applications aligned with state and district standards

Technical Support

- Tech support is adequate at this time.

Gold St. School

Infrastructure

- Gigabit fiber optic connection to SCOE which is connected to the CENIC node site
- File server
- Internet drop in cafeteria

Hardware

- Upgrade staff computers >48 mo. old (12)
- Replace student computers >48 mo. old with thin clients (35)

Software

- Electronic Learning Assessment resources
- Educational applications aligned with state and district standards

Technical Support

- Tech support is adequate at this time.

Jackson St. School

Infrastructure

- Two file servers
- Fiber optic connections within school

Hardware

- Upgrade staff computers >48 mo. old (30)

- Replace student computers >48 mo. old with thin clients (96)
- Document cameras (5)

Software

- Electronic Learning Assessment resources
- Educational applications aligned with state and district standards

Technical Support

- Hire one tech mentor

Yreka Community Day School

Infrastructure

- None needed

Hardware

- Upgrade staff computers >48 mo. old (2)
- Replace student computers >48 mo. old with thin clients (4)

Software

- Electronic Learning Assessment resources
- Educational applications aligned with state and district standards

Technical Support

- Tech support is adequate at this time.

District Office Needs

Hardware Needs

Laptop for office use

Electronic Learning Resources/Application Needs

Software upgrades, ex. Microsoft Office, Windows OS

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

Evergreen Elementary

Benchmark	Year	Action Step	Monitoring
LAN			
Purchase File Server	2010-2014	Compare Pricing for file server and installation Install	Admin Tech Facilitator
Internet Drop in Cafeteria	2010-2012	Create work order for custodians to install	Admin Tech Facilitator
Hardware Student			
Computers > 48 months Thin clients	2010-2011	Purchase 9 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2011-2012	Upgrade 5 computers >48 months Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2012-2013	Upgrade 5 computers >48 months Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months	2013-2014	Upgrade 5 computers >48 months	Admin

Thin clients		Purchase 7 thin clients	Tech Facilitator
Computers > 48 months	2014-2015	Upgrade 6 computers >48 months	Admin Tech Facil
Benchmark Teaching Tools	Year	Action Step	Monitoring
ActivBoards LCD Projector ActivVotes Document Cameras	2010-2013	Purchase and install 4 ActivBoards Purchase and install 4 LCD Projectors Purchase 4 ActiVote sets Purchase 4 document cameras	Admin Tech Facilitator
Benchmark ELRs	Year	Action Step	Monitoring
All software	2010-2015	Survey and increase license as needed	Admin Tech Facilitator
ELRs	2014-2015	Investigate, review, and revise data on research-based ELRs and strategize funding	Admin Tech Facilitator

Gold Street School

Benchmark LAN	Year	Action Step	Monitoring
Purchase File Server	2010-2014	Compare Pricing for file server and installation Install	Admin Tech Facilitator
Internet Drop in Cafeteria	2010-2012	Create work order for custodians to install	Admin Tech Facil
Benchmark Hardware Student	Year	Action Step	Monitoring
Computers > 48 months Thin clients	2010-2011	Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2011-2012	Upgrade 6 computers >48 months Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2012-2013	Upgrade 6 computers >48 months Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2013-2014	Purchase 7 thin clients	Admin Tech Facilitator
Computers > 48 months	2014-2015	Purchase 7 thin clients	Admin Tech Facilitator
Benchmark Teaching Tools	Year	Action Step	Monitoring
ActivVotes	2010-2013	Purchase 4 ActiVote sets	Admin Tech Facilitator
Benchmark ELRs	Year	Action Step	Monitoring
All software	2010-2015	Survey and increase license as needed	Admin Tech Facilitator
ELRs	2014-2015	Investigate, review, and revise data on research-based ELRs and strategize funding	Admin Tech Facilitator

Jackson Street School

Benchmark LAN	Year	Action Step	Monitoring
Upgrade JSS LAN wiring to Fiber	2010-2015	Compare Pricing for wiring/install	Administration Technology
Upgrade servers	2010-2011 2010-2013	Upgrade JSS_PLATO by 2011 Purchase new file server by 2013	Administration Technology
Benchmark Hardware Student	Year	Action Step	Monitoring
Computers > 48 months Thin clients	2010-2011	Upgrade 6 computers >48 months Purchase 16 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2011-2012	Upgrade 6 computers >48 months Purchase 20 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2012-2013	Upgrade 6 computers >48 months Purchase 20 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2013-2014	Upgrade 6 computers >48 months Purchase 20 thin clients	Admin Tech Facilitator
Computers > 48 months Thin clients	2014-2015	Upgrade 6 computers >48 months Purchase 20 thin clients	Admin Tech Facilitator
Benchmark Teaching Tools	Year	Action Step	Monitoring
ActivBoards ActivVotes Document Cameras	2010-2013	Purchase and install 3 ActivBoards Purchase 8 ActiVotes Purchase 10 document cameras	Admin Tech Facilitator
Benchmark ELRs	Year	Action Step	Monitoring
All software	2010-2015	Survey and increase license as needed	Admin Tech Facilitator
ELRs	2014-2015	Investigate, review, and revise data on research-based ELRs and strategize funding	Admin Tech Facilitator

Yreka Community Day School

Benchmark LAN	Year	Action Step	Monitoring
		None needed	
Benchmark Hardware Student	Year	Action Step	Monitoring
Computers > 48 months	2010-2011	Upgrade 1 computers >48 month	Admin Tech Facilitator
Thin clients	2011-2012	Purchase 2 thin clients	Admin Tech Facilitator
Thin clients	2012-2013	Upgrade 1 computers >48 month Purchase 2 thin clients	Admin Tech Facilitator
Benchmark Teaching Tools	Year	Action Step	Monitoring
		None needed	
Benchmark ELRs	Year	Action Step	Monitoring
All software	2010-2015	Survey and increase license as needed	Admin Tech Facilitator
ELRs	2014-2015	Investigate, review, and revise data on research-based	Admin

		ELRs and strategize funding	Tech Facilitator
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District Office

Benchmark LAN	Year	Action Step	Monitoring
		None needed	
Benchmark Hardware Student	Year	Action Step	Monitoring
Computers > 48 months	2010-2015	Upgrade 4 computers >48 months	Admin Tech Facilitator
Laptop	2010-2012	Purchase laptop for district office use	Admin Tech Facilitator
Benchmark ELRs	Year	Action Step	Monitoring
All software	2010-2015	Survey and Increase license as needed	Admin Tech Facilitator

Annual Benchmarks:

Year 1: 20% of all programs upgraded to Gigabit LAN by June 2011

Action Steps & Timeline:

1. Submit E-rate 470 form annually in the fall and include router/switch upgrades to Gigabit Ethernet LAN.

Action Steps & Timeline:

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

Annual Benchmarks:

1. School sites will have access to district approved electronic learning and productivity resources to support math and ELA curriculum and intervention programs.

Section 5d: Benchmark Monitoring and Evaluation Process

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

Section 6: Education Technology Funding & Budget

6a. Established and Potential Funding Sources

Established Funding Sources

Our school district receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, K12 Voucher, Erate discounts, CA DAS discounts, Title II Part A, and GATE funds. We also receive donations from the community members and businesses. However, economic conditions in California and the nation may continue to impact K-12 education budgets and grants through the duration of our 5-year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

The district General Fund generally covers the costs for:

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

The district Ed Tech budget pays for:

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

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

Potential Funding Sources

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

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

1. Improve technical support at school sites and reduce response time
2. Continue to upgrade our Electronic White Board accessories (document cameras, student response systems, etc)
3. Increase up to date student and teacher computers and productivity software
4. Provide Ed Tech Staff development for teachers and paraprofessionals
5. Purchase curricular software & associated Internet subscriptions
6. Upgrade infrastructure
7. Provide Ed Tech Staff development for administrators

6b. Estimate of Annual Implementation Costs

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

During the spring/summer of each school year for the duration of our tech plan, we will review, revise, and update our tech plan to align with our annual Ed Tech budget realities.

Category	Item Description 2007-08 Expenditures	Estimated TCO Year One	ERATE* Eligible Amount ?	Year One Funding Source(s) for Non ERATE Eligible items
1000-1999 Certificated Salaries	<i>Substitutes and stipends for staff development and Technology Mentor Stipend</i>	\$5,000	N/ A	General Fund
2000-2999 Classified Salaries	<i>Tech Support Specialist Salary</i>	\$31,000	N/ A	General Fund
3000-3999 Employee Benefits	<i>Benefits for classified Technology Specialist</i>	\$19,000	N/ A	General Fund
4000-4999 Books and Supplies	<i>Misc. Infrastructure</i>	\$3,000	\$1,000	General Fund
	<i>Computers</i>	\$8,000	N/ A	Technology Fund
	<i>Printers/Toner</i>	\$5,000	N/ A	General Fund
	<i>Interactive White Boards & misc.</i>	\$11,000	N/ A	Technology Fund
	<i>Student Response System (ActiVotes)</i>	\$18,000	N/A	Technology Fund
	<i>LCD Projectors/Bulbs</i>	\$9,000	N/ A	Technology Fund
	<i>Misc. Other Peripherals</i>	\$2,000	N/ A	General Fund
	<i>Misc. Software -- MS Office, SIS, Plato, Scholastic</i>	\$12,000	N/ A	General Fund
5000 -5999 Services, operating expenses, travel	<i>ELARs – (Electronic Learning Assessment Resources) Galileo</i>	\$2,000	N/ A	General Fund
	<i>Staff Development Prof. Dev</i>	\$5,000	N/ A	General Fund
	<i>Internet Access</i>	\$23,000	\$19,000	General Fund
	<i>Web Site Publishing & Hosting</i>	\$500	N/A	General Fund
6000-6999	<i>Telecommunications</i>	\$12,000	9,000	General Fund
	<i>Capital Outlay</i>	\$0	N/ A	General Fund
TOTALS		TCO Estimate Year One \$165,500	Minus ERATE Discounts Year one \$29,000	\$136,500

(*see annual ERATE supplement for details)

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

Total Cost of Ownership for 5 year Tech Plan	yr 1	yr 2	yr 3	yr 4	yr 5
Ed Tech Professional Development Stipends and Supplies	5,000	5,000	5,000	5,000	5,000
TCO Technical Support	50,000	51,000	52,000	52,000	53,000
TCO Hardware and Peripherals	53,000	36,000	30,000	25,000	25,000
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	9,000	6,000	6,000	6,000	6,000
TCO Networking and Telecommunications Infrastructure*	8,000	8,000	7,000	7,000	7,000
TCO Web site hosting / Publishing services	500	500	500	500	500
TCO Contracted Services <i>Prof. Development, Internet Access, Tech Support, and/or Retrofitting</i>	10,000	10,000	10,000	10,000	10,000
TCO Maintenance	1,000	1,000	1,000	1,000	1,000
Total Estimated Cost Per Year	136,500	117,500	111,500	106,500	107,500
Five Year Total Cost of Ownership Cost Estimate* (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	\$579,500				
*Potential E-rate discounts are not included in TCO in this chart. See annual ERATE Budget supplement for potential discount details.					

6c. District's Replacement Policy for Obsolete Equipment

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

6d. District's Budget and Funding Monitoring Process

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

The district superintendent, school board, technology specialist and site principals have the primary responsibility for funding goals and objectives specified in this plan. The Superintendent takes budget recommendations and revision requests to administrative level meetings and the School Board as needed. The Business Manager will monitor Ed tech implementation costs as part of the district's regular budget and purchase order processing. School site technology budgets are the domain of site principals and school site councils.

Section 7: Monitoring & Evaluation of Technology Plan

7a. Evaluation Process

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

Each identified objective in our Technology Plan will be reviewed and evaluated by the district Superintendent, who has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the district's Technology Committee will track the development and implementation of all activities and accomplishments during quarterly meetings as well as review the latest data and any needed revisions to the plan. In addition, the technology specialist is responsible for providing stakeholders with a formative assessment of tech plan implementation every February and an annual summative evaluation report in October.

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

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

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

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

Section 8: Adult Literacy and Technology

The Yreka Union Elementary School District does not provide adult education courses at this time. However, we have identified the following adult education providers in our area: College of the Siskiyous, located in the town of Yreka. The college provides ongoing classes to meet the needs of TED, ESL, and citizenship.

In our immediate area, Siskiyou County Office of Education in Yreka, College of the Siskiyous in Weed, Shasta College and Simpson College in Redding and Southern Oregon University in Ashland, and Oregon Institute of Technology of Klamath Falls offer adult technology classes. These colleges are all within commuting distance from Yreka.

Another way adults have access is through a close partnership with the Siskiyou County Regional Occupational Program (ROP). The Siskiyou ROP offers a variety of computer training opportunities such as Introduction to Computer Applications, Web Design and Desktop Publishing. These free classes are open to all residents of Siskiyou County, who are at least 16 years old. Classes are offered mornings, afternoons and evenings, at the district offices and at high school campuses. This flexible training program provides citizens within the community with career guidance, hands-on training, and job placement assistance to help ensure success.

Section 9: Effective, Research-Based Strategies

9a. Summary of Relevant Research

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

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

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind.
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **CoSN, Total Cost of Ownership (TCO)Tool**
The TCO Tool offers schools a formalized process for assessing the costs of technology investments.
<https://k12tco.gartner.com/home/default.aspx>

Curriculum Component Research

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

This white paper (e-paper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st century standards, assessments, curriculum, instruction, professional development and learning

environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

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

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf>. (21st Century Skills Assessment, 2007)

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

"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf>. (21st Century Skills Assessment, 2007)

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

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008

<<http://www.copyright.gov/>>.

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

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

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

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

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

Marzano, R, Pickering, D., and Pollock, J. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: association for Supervision and Curriculum Development.

Intensive research in a variety of technology rich classrooms are the basis for this research paper which promoted the effective addition of IWB integration in schools.

McKenzie, J. (1999). *How teachers learn technology best*. Bellingham, WA: FNO Press
Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning (“androgogy”) and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

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

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

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

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

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

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

Professional Learning Component Research

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

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

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

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

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

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

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Marzano, R, Pickering, D., and Pollock,J. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: association for Supervision and Curriculum Development.

Intensive research in a variety of technology rich classrooms are the basis for this research paper which promoted the effective addition of IWB integration in schools.

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

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based technology to have the most impact on student learning.

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

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

Infrastructure, Hardware, Technical support, and Software Component Research

Marzano, R, Pickering, D., and Pollock, J. (2001) Classroom instruction that works: Research-based strategies for increasing student achievement. Virginia: association for Supervision and Curriculum Development.

Intensive research in a variety of technology rich classrooms are the basis for this research paper which promoted the effective addition of IWB integration in schools.

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

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

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

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

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, <u>What Works in Schools</u> , 2003.	"The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions."
Information Literacy Skills History/Social Studies	<u>Critical Issue: Using technology to improve student's achievement</u> , 1999 NCREL web site.	"Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments."
Core Content, including Math and Science	Sivin-Kachala and Bialo, <u>2000 research report on the effectiveness of technology in schools</u> , 2000.	"Computer-assisted instruction and drill-and-practice software can significantly improve students' scores on standardized achievement tests in all major subject areas."
Reading	<u>Results!</u> California Professional Development Institute. Research includes: Moats, <u>Educational Leadership</u> , March	"Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and

	2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <i>Educational Leadership</i> , February 1994.	phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly."
Learning as a Process	Glasgow & Hicks, <u>What Successful Teachers Do</u> , 2003.	"Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning." "Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project."
Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u> , 2004.	"Eight Step Improvement Process....Step 1- Disaggregate Data, Including Test Results...."
Staff Development: Adult Learning Models	Schacter, <u>The impact of education technology on student achievement: What the most current research has to say</u> . Milken Family Foundation web site, 1999	"The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning."
Internet Safety	www.wiredsafety.org – "Helping to Make You Cyber Safe and Information Literate", 2006; www.techlearning.com "Cyberbullying – Responsibilities & Solutions", 2008.	"Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers." "What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims."
Ethical Issues/ Copyright	www.techlearning.com - "Educators Guide to Copyright and Fair Use", 2003. "Net Wise Teens: Safety, Ethics and Innovation", by Poftak, 2002.	"Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects."

9b. Extending District Curriculum

Our district is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the staff development of innovative strategies for using technology including the use of free or low-cost Promethean Planet classes. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students.

APPENDIX

Appendix C – Criteria for EETT Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the county office's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)</i>	1	The technology plan describes the county offices use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.

2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>	2	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	2-4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	4-5	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	5-6	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</i>	7-9	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</i>	9-10	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. <i>List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</i>	10-11	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. <i>List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</i>	10-11	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	11	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
i. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</i>	11-12	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	12-13	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>	13	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i>	14-16	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
<i>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</i>	16-21	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
<i>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i>	21	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12.	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</i>	22-23	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. <i>Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</i>	24-25	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. <i>List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</i>	25-28	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</i>	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.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>List established and potential funding sources.</i>	28-29	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. <i>Estimate annual implementation costs for the term of the plan.</i>	29-31	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. <i>Describe the district's replacement policy for obsolete equipment.</i>	31	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	31	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	31-32	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.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	32	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.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	32	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS Corresponding EETT Requirement: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</i>	33	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. <i>Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i>	33-38	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. <i>Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</i>	38	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

E-rate Supplemental Budget Analysis

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

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

Use this form:

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

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

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

PART 1: Identification, Certification, and Signatures	
E-rate Year:	July 1, 2010 - June 30, 2015
School District or Local Educational Agency (LEA):	Yreka Union School District
CDS Code Number:	47-70508
Authorized E-rate Contact:	Dr. Vanston Shaw
Authorized E-rate Contact’s Signature:	Date:
Certification:	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure</u> the financial resources listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.
District Superintendent’s Name:	Dr. Vanston Shaw
District Superintendent’s Signature:	Date:

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

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

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

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

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

PART 5: Analysis of Non E-rate Eligible Resources
Required to Meet EETT Technology Plan Goals

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

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

Part 5 a Infrastructure required to achieve EETT Technology Plan:			
E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$:	\$:		
%	%		

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

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

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

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

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

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

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

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

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

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

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

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

PART 3: List the educational technology plan goals that will be addressed using the service(s)

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

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

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

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

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

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

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

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

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

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