

# EDUCATION TECHNOLOGY PLAN

## JULY 1, 2006 – JUNE 30, 2011



County Name: Butte County  
District Name: Paradise Unified School District  
CDS Code: 04-61531  
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# Acknowledgments

## **School Board of Trustees**

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## **District Educational Technology Plan Team**

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### **Financial Personnel**

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Bruce Crist, Principal, Children's Community Charter  
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### **Teachers**

Jim Moore

### **Parents / Students**

Lee Brown, parent  
Virginia Irby, parent  
Kayla Cloyd, student

## **Government Agencies**

CTAP Region 2, EdTech Plan Coordinator – Nancy Silva

## **Community Group & Businesses**

Butte Community Bank  
Cedar Creek Publications

## **Higher Education**

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# Appendix I – Education Technology Plan Benchmark Review

California Department of Education  
Enhancing Education Through Technology (EETT)  
Education Technology Plan Benchmark Review  
EETT-F02BR (rev. 09/04)

EETT-F02BR

## Education Technology Plan Benchmark Review For the grant period ending June 30, 2006

### IDENTIFYING INFORMATION:

CDS # 04-61531

**Applicant Name: Paradise Unified School District**

The *No Child Left Behind Act* requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.

1. Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

PUSD has provided staff development to implement the technology resources integrated into the district, state adopted, language arts programs, *Legacy of Literacy*, Houghton Mifflin, and McDougal Littel Literacy and provided STAR and Accelerated Reader training to teachers, grades K-8. Additionally, the district has provided "Step Up to Writing" training and CTAP technology training to integrate technology, information literacy, and California Language Arts Writing Standards into Grades 4-8 Language Arts curriculum.

As part of our EETT Competitive Grant, PUSD has targeted grades 7 & 8 Language Arts, Math, Science, and Social Science for intensive staff development to integrate technology into the respective curricula and support California State Standards. Training in STAR Math has also been begun at some sites to support interventions facilitating proficiency in algebra. A Round 4/5 EETT Competitive plan targeting Accelerated Math for grades 4-6 was submitted but not funded.

PUSD piloted the PowerSchool student information system in the high schools and then purchased and implemented the Aeries student information system district-wide during the 2005-2006 school year. Necessary servers and workstations complying with district minimum specifications were purchased, all site personnel were trained, and secondary school teachers were provided staff development for attendance, grade book, and grade reporting. Year 2 EETT Competitive Grant funds are currently being used to train teachers at the middle and intermediate schools as well, with elementary teachers to follow. Parents have been provided access to their students' attendance and grade book data. Additionally, the district has:

- Provided email accounts to all district staff to facilitate communication among administrators, teachers, and parents.

- Developed technology acquisition goals aligned with the district’s acquisition plan and minimum specifications. PUSD Technology Policies adopted in the Spring of 2005 outline acquisition, use, and support policies.
- Developed a web-based Title I assessment database and provided follow-up site support for implementation.

The district will administer a parent survey at Back-to-School night to assess parent satisfaction with Aeries and school communication, now that Aeries is district-wide.

2. Describe your district’s progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)

PUSD has provided CTAP 100 training twice annually to district staff, focused on information literacy and the use of basic computer applications, including e-mail, word processing, electronic publishing, spreadsheets, databases, Internet use, and applications to facilitate student instruction in grade level technology curricular goals. As part of our Round 2 EETT Competitive Grant, a total of 54% of middle and intermediate school teachers have received training, while 90% of high school and continuation school staff completed training funded by Digital High School. Some elementary teachers received training and were targeted by a Round 4/5 EETT Competitive Grant plan that was not funded.

Seventy percent of high school and continuation school certificated staff have completed training covering methods and strategies to design standards-based instructional components that integrate various educational technologies. Fifty-four percent of middle and intermediate school teachers have received training and have or will have designed standards-based lessons integrating technology into curricula by June 2006. Elementary teachers were targeted by the unfunded Round 4/5 EETT Competitive Grant plan.

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

**For CDE Use Only**

**Date Added:** \_\_\_\_\_

**Selected For Random Review:** \_\_\_\_\_

**Comments:**

Stephen A. Jennings  
 PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Superintendent  
 TITLE OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
 SIGNATURE DATE

# DISTRICT PROFILE

The Paradise Unified School District is located in the Sierra Nevada foothills about ninety miles north of Sacramento and covers 32.3 square miles. The following data offers a snapshot of our district during the 2004-05 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Paradise Unified School District 2004-05 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	5	2,316	129.5	17.9
Middle	3	973	49.6	19.6
High School	1	1,650	75.6	21.8
K-12	1	99	8.2	12.1
Alternative	1	79	4.8	16.5
Community Day	1	11	1.0	11.0
Continuation	1	130	8.0	16.3
<b>Total</b>	<b>13</b>	<b>5,258</b>	<b>276.7</b>	<b>19.0</b>

Paradise Unified School District, Students by Ethnicity 2004-05		
	District	
	Enrollment	Percent of Total
American Indian	79	1.5%
Asian	28	0.5%
Pacific Islander	15	0.3%
Filipino	17	0.3%
Hispanic	350	6.7%
African American	52	1.0%
White	4,704	89.5%
Multiple/No Response	13	.2%
<b>Total</b>	<b>5,258</b>	<b>100%</b>

Paradise Unified School District, Student & Teacher Data 2004-05	
English Learners	11 (0.2%)
Fluent-English-Proficient Students	50 (1%)
Students Re-designated FEP	0
Graduates (prior year)	377
UC/CSU Eligible Grads (prior year)	44 (11.7%)
Dropouts (prior year, grade 9-12)	61
1 Yr Drop Rate (prior year, grade 9-12)	3.2%
4 Yr Drop Rate (prior year, grade 9-12)	12.7%
% Fully Credentialed Teachers	97.3%
Pupil Teacher Ratio	19 : 1
Avg. Class Size	24.6
Free or Reduced Price Meals	2141 (40.7%)
CalWORKs (formerly AFDC)	678 (12.8%)

# EDUCATION TECHNOLOGY PLAN OVERVIEW

The mission of Paradise Unified School District, as the educational leader of the community, is to graduate knowledgeable, productive, responsible citizens who are motivated to continue learning and are able to function successfully, with integrity, in a complex, changing world. The district's specific goals are created with participation and input from business and community members, parents, teachers, staff member and administrators.

([http://www.paradise.k12.ca.us/para\\_pgs/goals.html](http://www.paradise.k12.ca.us/para_pgs/goals.html)).

## **Our community's goals for education are:**

- Graduate 100% of our students by providing multiple pathways to meet graduation requirements.
- All students competent in basic skills.
- Technology skills for all students and staff in well-equipped, interconnected schools.
- Character education for all students and competence in interpersonal skills.
- Educational programs to meet the individual needs of all students.
- Partnerships with home for academic learning and student conduct.
- Reciprocal partnerships with the community in which our schools are community learning centers.
- Disciplined, safe, alcohol- and drug-free schools.
- Provide for smaller schools and class sizes.
- Professional development for staff.

## **Vision:**

Paradise Unified District's technology vision is to enhance learning opportunities in all curricular areas through the use of technology. Technology will be integrated into the instructional program to impact student achievement, empower students in the learning process, and increase teaching effectiveness. PUSD is dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. The district will provide equal access to technology regardless of age, gender, ability, ethnicity, or special needs and will direct resources toward the goal of ensuring equity.

The district views its responsibility for technology leadership as integrating technology seamlessly into all curricular areas to effectively implement state instructional standards.

To do so, technology leaders need to do the following:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding flowing and manage the technology budgets.
- Administer technology infrastructure, hardware, and software to provide teachers and students with up-to-date resources to connect with larger learning communities, provide

opportunities to individualize and apply learning experiences, and to offer real-world contexts for learning.

- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.
- Provide opportunities for professional development to ensure staff has a high level of training in basic proficiency, teaching students to use technology in the learning process, and integration of technology into the curriculum.

### **Education Technology Mission Statement:**

*The technology mission of Paradise Unified School District is to ensure that all students graduate with the ability to communicate, collaborate, and use the technological skills necessary to be successful, productive citizens in the 21<sup>st</sup> century.*

This revised Education Technology Plan is the result of many hours of collaboration among a diverse representation of administrators, teachers, parents, and business partners. The original District Technology Stakeholder Committee was formed in the fall of 2002. The committee developed a comprehensive, research-based Education Technology Plan for the 2002-2006 school years that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2002. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are optimistically moving forward with this updated tech plan.

Our Education Technology Plan is intended to serve as both a guide for technology related decision-making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised tech plan and has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning, providing equitable technology access and support, providing secure, timely information flow between home, school, and community, and providing coordinated, ongoing high quality educational technology professional development.

## **1A. PLAN DURATION**

The Paradise Unified School District educational technology plan covers five years, from July 1, 2006 through June 30, 2011. It will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by district curriculum, data, and technology administrators, school administrators and district library/technology coordinators during monthly education support meetings and reviewed and revised annually by technology stakeholders after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the district Superintendent and school board. The district library/technology coordinators will then work with the Superintendent to implement any required revisions directly with site-based administrators.

## 2A. STAKEHOLDERS

Our District's original Educational Technology Planning Team has become our implementation oversight team. The planning team is comprised of a wide range of stakeholders who will implement and monitor the plan; they include instructional services assistant superintendent, library/technology coordinators, site administrators and teachers, students, parents, and community representatives from businesses, and government agencies. The team provided input throughout the planning process and attended general meetings. They will be key figures in monitoring and evaluating the implementation of the project annually.

The team originally convened during the 2002-03 school year to serve as a strategic planning committee to develop our original technology plan. Since then, the team has met annually with the core technology advisory team and sub groups meeting more frequently as needed. In addition, progress is reviewed at monthly district technology leadership meeting with district administration 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.

This plan builds upon and incorporates the work of previous planning committees and district plans.

As stakeholders review technology plan outcome and process data, the following key questions are addressed:

- Are the district and schools' visions for student success aligned to today's technology-based, information-literate workplace? Are administrators committed to the vision?
- Is student academic achievement improving where technology is being used effectively?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?
- Are funding sources available to meet the high cost of technology implementation?

### Stakeholder Groups

**District Curriculum Personnel** – the Superintendent, Assistant Superintendents

**Design & Implementation Roles:** Representatives on our Tech Plan team direct and facilitate the technology team's development of goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21<sup>st</sup> century skills into the overall vision for student achievement. Curriculum personnel define

clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems, monitor school performance, make adjustments based on school performance, and provide input for professional development.

**District Technology Personnel** –Elementary and Secondary Library/Technology Coordinators, IT Operations Manager and IT Assistant.

**Design & Implementation Roles:** Library/Tech Coordinators team chair the technology committee, provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan. Coordinators design and deliver staff development based on periodic needs assessments. IT Operations manager oversees the implementation of necessary infrastructure, hardware, and software required to support the technology plan’s goals and objectives to support student learning.

**District Financial Personnel** – the Finance Officer and staff

**Design & Implementation Roles:** Representatives on our Tech Plan team provide coordination of technology funds and budget issues.

**Site Administration** – Site Principals and Assistant Principals

**Design & Implementation Roles:** Representatives on our Tech Plan team provide site-based updates on tech plan implementation and needs; monitor teacher performance and student learning; make adjustments based on teacher and student performance; ensure the use of adopted materials, research-based best practices and instructional programs; provide input on how technology can better support the teaching of standards-aligned academic objectives.

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

**Design & Implementation Roles:** Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning. Additionally, teachers participate in professional development and integrate recommendations for professional development into curriculum.

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

**Design & Implementation Roles:** Representatives on our Tech Plan team provide input on the district and schools’ efforts to integrate technology and 21<sup>st</sup> century skills in the standards-aligned curriculum. Parents and students advocate for equity in access to technology and the opportunity to master core subjects and 21<sup>st</sup> century skills.

**Government Agencies** – representatives from the California Technology Assistance Project (CTAP) Region 2.

**Design & Implementation Roles:** Representatives on our Tech Plan team provide technical assistance with the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate compliance issues: hardware, software, and infrastructure.

**Community Groups & Businesses** – Butte Community Bank, Cedar Creek Publications

**Design & Implementation Roles:** Representatives on our Tech Plan team offer assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications. They also provide input for technology goals and objectives as they relate to the business community.

**Higher Education** – Butte Community College: College Connection and CATS program on-campus instructors

**Design & Implementation Roles:** Representatives on our Tech Plan team reviewed a draft of our tech plan and offered input on research-based best practices in the adoption and integration of technology by teachers and students.

The Paradise Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion 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.

## **3: CURRICULUM DRIVEN TECHNOLOGY GOALS**

### **Overview**

This section is the heart of our district technology plan. It addresses each of our six strategic curriculum driven technology goals and the development of each of our remaining technology plan components. State, district and site research-based curriculum planning documents and survey data, state and local student achievement results, and EdTech Profile survey data have served to guide our technology team in determining which research-based best practices to include in our 2006-2011 curriculum driven technology goals.

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

**Goal 1:** District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

**Goal 2:** District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

**Goal 3:** 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 4:** All students will have equal access to technology 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 5:** The district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Goal 6:** The district and schools will use technology to improve two-way communication between home and school.

### 3a. Current Technology Access

The following describes 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 inventory records, annual California School Tech Survey data. The 2005-06 data has been summarized below.

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 13:1. Approximately half of the teachers in the 13 Paradise Unified School District k-12 schools have access to a minimum of one four-year-old-or newer multi-media computer with Internet access in their classrooms as well as in their Library/Media Centers, and/ or Computer Labs during school hours. Most of the remaining teachers have computers over four years old. However, inasmuch as half of instructional use computers will be obsolete within the next two years, the ratio will increase in upcoming years without a dramatic infusion of funds for computer replacement. Currently Paradise High School is the only school to provide before and after school hour student access to computers.

#### *Elementary Schools*

<b>Cedarwood Elementary</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>18</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>18</b>
<b># of computers* in Classrooms</b>	<b>8</b>
<b># of computers* in Library/media centers</b>	<b>10</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># of laptop computers* in Laptop Carts</b>	<b>0</b>
<b># Available times for Student access to computers before and after school</b>	<b>No before or after school time</b>

<b>Paradise Elementary</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>0</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>0</b>
<b># of computers* in Classrooms</b>	<b>0</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># of laptop computers* in Laptop Carts</b>	<b>0</b>
<b># Available times for Student access to computers before and after school</b>	<b>No before or after school time</b>

<b>Pines Elementary</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>21</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>21</b>
<b># of computers* in Classrooms</b>	<b>21</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># of laptop computers* in Laptop Carts</b>	<b>0</b>
<b># Available times for Student access to computers before and after school</b>	<b>No before or after school time</b>

<b>Ponderosa Elementary</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	53
Total # of computers* 4 years old or newer with Internet access	53
# of computers* in Classrooms	48
# of computers* in Library/media centers	5
# of computers* in Computer Labs	0
# of laptop computers* in Laptop Carts	0
Available times for Student access to computers before and after school	No before or after school time

### *Junior High Schools*

<b>Mountain Ridge Middle School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	56
Total # of computers* 4 years old or newer with Internet access	56
# of computers* in Classrooms	27
# of computers* in Library/media centers	0
# of computers* in Computer Labs	2
# of laptop computers* in Laptop Carts	27
Available times for Student access to computers before and after school	No before or after school time

<b>Paradise Intermediate School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	49
Total # of computers* 4 years old or newer with Internet access	49
# of computers* in Classrooms	20
# of computers* in Library/media centers	0
# of computers* in Computer Labs	2
# of laptop computers* in Laptop Carts	28
Available times for Student access to computers before and after school	No before or after school time

### *Comprehensive High School*

<b>Paradise High School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	97
Total # of computers* 4 years old or newer with Internet access	97
# of computers* in Classrooms	31
# of computers* in Library/media centers	27
# of computers* in Computer Labs	39
# of laptops computers* in Laptop Carts	0
Available times for Student access to computers before and after school	7:30 – 8:23am / 3:15 – 4pm

## Continuation High School

<b>Ridgeview High School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	5
Total # of computers* 4 years old or newer with Internet access	5
# of computers* in Classrooms	0
# of computers* in Library/media centers	0
# of computers* in Computer Labs	5
# of laptop computers* in Laptop Carts	0
Available times for Student access to computers before and after school	No before or after school time

## Alternative School – grades 7-12

<b>Community Day School</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	0
Total # of computers* 4 years old or newer with Internet access	0
# of computers* in Classrooms	0
# of computers* in Library/media centers	0
# of computers* in Computer Labs	0
# of laptop computers* in Laptop Carts	0
Available times for Student access to computers before and after school	No before or after school time

## Charter Schools

<b>Children's Community Charter School - Grades k-8</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	34
Total # of computers* 4 years old or newer with Internet access	34
# of computers* in Classrooms	8
# of computers* in Library/media centers	1
# of computers* in Computer Labs	0
# of laptop computers* in Laptop Carts	25
Available times for Student access to computers before and after school	7:45-8:15 a.m. & 3:10-6:00 pm. as needed

<b>HomeTech Charter School - Grades k-12</b>	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer ( <i>*instructional use</i> )	31
Total # of computers* 4 years old or newer with Internet access	31
# of computers* in Classrooms	18
# of computers* in Library/media centers	0
# of computers* in Computer Labs	6
# of laptop computers* in Laptop Carts	0
Available times for Student access to computers before and after school	No before or after school time

<b>Paradise Charter Middle School - Grades 6-8</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>4</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>4</b>
<b># of computers* in Classrooms</b>	<b>4</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>0</b>
<b># of laptop computers* in Laptop Carts</b>	<b>0</b>
<b>Available times for Student access to computers before and after school</b>	<b>No before or after school time</b>

<b>Paradise Charter Network - Grades K-12</b>	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>36</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>36</b>
<b># of computers* in Classrooms</b>	<b>13</b>
<b># of computers* in Library/media centers</b>	<b>2</b>
<b># of computers* in Computer Labs</b>	<b>16</b>
<b># of laptop computers* in Laptop Carts</b>	<b>8</b>
<b>Available times for Student access to computers before and after school</b>	<b>No before or after school time</b>

### **3b. Current Technology Integration in Curriculum**

The following data offers a snapshot of hardware /software use and typical frequency and technology / information literacy skills integrated in the curriculum in our district from the 2004-05 EdTech Profile certificated staff survey data. Complete Paradise Unified School District data is available in our district EdTech Profile reports.

#### ***Paradise Unified School District Technology Integration***

Technology is being integrated in core curricular areas for word processing, reinforcement and practice, online research, and creating reports or projects. EdTech Profile data indicate that the majority of high school and middle/junior high school teachers use technology tools daily or several times per week for classroom instruction. Elementary teachers, however, use technology on a less consistent basis. Elementary respondents indicate a wide range of technology tool use, with the majority using technology less than daily.

Additionally, high school and middle/junior high school teachers use technology tools most often to create instructional materials, manage student grades and attendance, to communicate with parents and students, and to gather information for planning lessons. The majority of elementary teachers do not use technology tools heavily in any category.

EdTech Profile data also indicate that high school teachers require students to use technology fairly evenly across the spectrum, ranging from daily use to less than monthly. That trend continues through the middle/junior high schools and elementary schools as well. (See details in charts below)

Analysis of EdTech Profile data for CCTC Program Standards 9 and 16 indicates an increased use of technology in the classroom and use of technology to support student learning as the grade levels progress. For Standard 9, most elementary school teacher responses were in the high introductory/low intermediate level, with the exception of email and collaboration. Middle/junior

high teachers assessed themselves in the intermediate range, with the exception of choosing software, information literacy, and copyright/acceptable use issues, in which they too were in the introductory range. High school teachers, who have had more staff development due to Digital High School, responded in the intermediate/proficient range in all categories.

For Standard 16, elementary teachers were in the low introductory range except for using technology to communicate, creating technology-enhanced lessons aligned with adopted curriculum, and using lessons which develop information literacy and problem solving skills, the latter two scoring in the intermediate range. Middle/junior high teachers were in the intermediate range throughout, with the exception of using technology to collaborate with other professionals, in which they assessed as introductory. Again, high school teachers were in the high intermediate range, with the exception of using technology to collaborate with other professionals.

**Paradise Unified School District School Software Used:**

Paradise Unified has standardized on Microsoft Office applications (MS Word, Excel, PowerPoint) and Internet browsers Internet Explorer and/or Safari. Renaissance Learning applications used at the middle and elementary school levels include Accelerated Reader, Star Reading, and Accelerated Math. Primary grades use those applications as well as Earobics.

Paradise High School provides the online periodical databases EBSCO and SIRS to students, with EBSCO available at home as well as at school. All district libraries are in the process of converting to the Sagebrush cataloging and circulation system Infocentre as an upgrade from the same company’s Athena.

This year PUSD has purchased the student information system Aeries district-wide for online attendance, grades, and information sharing, with parental and student access to data to improve school/parent/student communication. High school teachers are currently using both the attendance and grade book features to record and monitor data, with the intermediate and middle schools to follow. Ultimately elementary schools will transition from paper or scantron to online attendance reporting. One of our Elementary Schools is piloting the use of *Edusoft*, an online student achievement reporting system.

**PUSD High School EdTechProfile Results:**

**EdTechProfile: Personal Use section questions 1-10**

How often do teachers use the following technology tools for classroom instruction? Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	81	10	0	5	5	0
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	33	14	33	2	2	0
Video based creation tools (video camera, digital camera, etc.)	14	5	5	24	28	24
Internet	16	10	1	0	1	0
Email	81	5	5	5	5	0
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	5	14	0	0	14	67

**EdTechProfile: Personal Use section questions 11-21**

<b>How often and in what subject areas teachers use technology tools for instruction. Value Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Available, but I never use it</b>	<b>Not available</b>
Reading/Language Arts	24	14	14	0	5	38
Mathematics	5	5	5	5	67	62
Science	14	14	0	10	10	52
History/Social Science	5	10	10	14	10	48
PE/Health	5	5	5	10	14	57
Fine Arts	5	5	5	19	14	48
Business/Computer Science	10	5	5	0	19	52
Foreign Language	5	0	0	0	24	67
Home Economics	0	5	0	0	23	67
Industrial Arts	0	0	5	5	14	71
Careers	10	5	10	5	10	57

**EdTechProfile: Personal Use section questions 22-28**

<b>In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school. Values shown %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Create instructional materials	52	29	14	5	0
Deliver classroom instruction	29	14	33	10	14
Manage student grades and attendance	86	5	0	0	10
Communicate with parents or students	71	19	5	5	0
Gather information for planning lessons	29	43	19	5	5
Access model lesson plans and best practices	14	29	24	29	5

**EdTechProfile: Personal Use section questions 30-34**

<b>To what degree do teachers use the following technology tools at your school to support and improve home/school communication? Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Voice Mail	52	5	14	5	5
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	48	19	10	10	14
Video Conferencing	0	0	0	0	100
Electronic Grading System	76	5	10	5	5
Online Student Assessments	10	0	10	33	57

**EdTechProfile: Student Use section question 1**

<b>Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations. Values Shown in %</b>	<b>Library media center</b>	<b>Computer Lab</b>	<b>Classroom or other instructional areas</b>	<b>My students don't use technology tools.</b>	<b>Total Responses</b>
My students use technology tools in	57	71	13	0	19

**EdTechProfile: Student Use section questions 2,5, 6 & 7**

How often teachers require students to use technology tools for classroom assignments. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	24	10	29	24	10
Internet	14	19	19	29	14
Email	19	14	14	14	29
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	5	0	5	0	19

**EdTechProfile: Student Use section questions 8-11**

How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	25	10	29	19	19
Reinforcement and practice	19	14	5	24	38
Research, using the Internet and/or CD-ROMs	14	14	33	19	19
Creating reports or projects	14	10	38	24	14

**EdTechProfile: Student Use section questions 12-15**

How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	14	0	19	29	38
Correspondence with experts, authors, students from other schools, etc., via email or Internet	5	0	5	33	57
Solving problems or analyzing data	10	0	5	38	48
Graphically presenting information	5	5	0	33	57

**PUSD Middle School/Junior High EdTechProfile Results:**

**EdTechProfile: Personal Use section questions 1-10**

How often do teachers use the following technology tools for classroom instruction? Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	73	27	15	12	0	9
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	6	21	49	27	15	18
Video based creation tools (video camera, digital camera, etc.)	9	3	18	27	46	33
Internet	36	33	18	21	15	15
Email	24	24	18	21	24	18
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	3	6	3	9	3	100

**EdTechProfile: Personal Use section questions 11-21**

<b>How often and in what subject areas teachers use technology tools for instruction.</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Available, but I never use it</b>	<b>Not available</b>
Reading/Language Arts	21	15	18	18	12	52
Mathematics	3	12	6	18	33	64
Science	3	9	15	9	15	82
History/Social Science	6	9	18	15	9	76
PE/Health	0	3	3	3	15	100
Fine Arts	3	0	0	12	21	94
Business/Computer Science	6	0	0	3	15	100
Foreign Language	0	0	0	0	15	100
Home Economics	0	0	3	0	15	100
Industrial Arts	3	0	0	3	15	100
Careers	0	0	3	6	9	100

**EdTechProfile: Personal Use section questions 22-28**

<b>In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Create instructional materials	33	36	33	18	12
Deliver classroom instruction	12	30	27	42	27
Manage student grades and attendance	70	18	6	9	27
Communicate with parents or students	3	21	24	33	55
Gather information for planning lessons	15	39	36	27	12
Access model lesson plans and best practices	3	21	36	46	30

**EdTechProfile: Personal Use section questions 30-34**

<b>To what degree do teachers use the following technology tools at your school to support and improve home/school communication? Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Voice Mail	61	39	9	12	12
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	9	15	6	18	85
Video Conferencing	0	0	0	3	100
Electronic Grading System	49	18	18	6	39
Online Student Assessments	1	1	1	4	37

**EdTechProfile: Student Use section question 1**

<b>Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations. Values Shown in %</b>	<b>Library media center</b>	<b>Computer Lab</b>	<b>Classroom or other instructional areas</b>	<b>My students don't use technology tools.</b>	<b>Total Responses</b>

My students use technology tools in:	24	100	55	0	0
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**EdTechProfile: Student Use section questions 2,5, 6 & 7**

How often teachers require students to use technology tools for classroom assignments. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	12	15	39	21	30
Internet	3	9	30	27	39
Email	0	3	3	15	61
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	0	3	0	0	27

**EdTechProfile: Student Use section questions 8-11**

How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	3	24	46	36	27
Reinforcement and practice	6	18	24	30	61
Research, using the Internet and/or CD-ROMs	0	6	42	49	33
Creating reports or projects	0	6	49	39	39

**EdTechProfile: Student Use section questions 12 - 15**

How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	3	0	27	24	73
Correspondence with experts, authors, students from other schools, etc., via email or Internet	0	0	9	27	97
Solving problems or analyzing data	3	3	21	36	70
Graphically presenting information	3	6	15	42	67

**PUSD Elementary EdTech Profile Results:**

**EdTechProfile: Personal Use section questions 1-10**

How often do teachers use the following technology tools for classroom instruction? Values Shown in %	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Computers and Peripherals (scanner, printers, etc.)	67	33	33	33	17	50
Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)	17	17	67	67	17	67
Video based creation tools (video camera, digital camera, etc.)	0	17	50	17	17	100
Internet	67	33	50	17	17	50
Email	50	50	17	33	33	50
Hand-held electronic devices (PDA, GPS, heart monitor, etc.)	0	0	0	0	17	100

**EdTechProfile: Personal Use section questions 11-21**

<b>How often and in what subject areas teachers use technology tools for instruction. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Available, but I never use it</b>	<b>Not available</b>
Reading/Language Arts	67	50	50	50	50	17
Mathematics	33	0	100	33	50	17
Science	0	0	67	33	67	67
History/Social Science	0	0	50	67	33	83
PE/Health	0	0	17	33	83	100
Fine Arts	0	0	33	33	67	100
Business/Computer Science	0	0	0	0	100	100
Foreign Language	0	0	0	0	100	100
Home Economics	0	0	0	0	100	100
Industrial Arts	0	0	0	0	83	100
Careers	0	0	17	0	83	100

**EdTechProfile: Personal Use section questions 22-28**

<b>In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Create instructional materials	50	67	17	17	83
Deliver classroom instruction	17	17	67	16	100
Manage student grades and attendance	33	17	17	17	100
Communicate with parents or students	33	0	67	17	100
Gather information for planning lessons	0	33	83	17	100
Access model lesson plans and best practices	0	33	83	17	100

**EdTechProfile: Personal Use section questions 30-34**

<b>To what degree do teachers use the following technology tools at your school to support and improve home/school communication? Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week &amp; monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Voice Mail	17	50	50	0	100
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	0	0	0	33	100
Video Conferencing	0	0	0	0	100
Electronic Grading System	17	0	17	0	100
Online Student Assessments	0	0	0	0	100

**EdTechProfile: Student Use section question 1**

<b>Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations. Values Shown in %</b>	<b>Library media center</b>	<b>Computer Lab</b>	<b>Classroom or other instructional areas</b>	<b>My students don't use technology tools.</b>	<b>Total Responses</b>
My students use technology tools in	83	50	100	0	100

**EdTechProfile: Student Use section questions 2,5, 6 & 7**

<b>How often teachers require students to use technology tools for classroom assignments. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Available, but I never use it</b>
Computers and peripherals (scanner, printer, etc.)	50	33	33	0	100
Internet	0	0	50	50	100
Email	0	100	0	100	67
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	0	0	0	17	100

**EdTechProfile: Student Use section questions 8-11**

<b>How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Word processing	0	17	17	67	100
Reinforcement and practice	33	33	0	33	83
Research, using the Internet and/or CD-ROMs	0	0	17	67	100
Creating reports or projects	0	0	17	83	100

**EdTechProfile: Student Use section questions 12 - 15**

<b>How often teachers assign students in their typical classroom, work that involves using technology tools. Values Shown in %</b>	<b>Daily</b>	<b>2-4 days a week</b>	<b>Between once a week and monthly</b>	<b>Less than monthly</b>	<b>Never</b>
Demonstrations or simulations	0	0	0	33	100
Correspondence with experts, authors, students from other schools, etc., via email or Internet	0	0	0	17	100
Solving problems or analyzing data	0	0	0	17	100
Graphically presenting information	0	0	0	17	100

### **3c. Summary of District’s Curricular Planning Documents**

**Summary of the district’s curricular goals and academic content standards as spelled out in various district and site comprehensive planning documents.**

Paradise Unified School District establishes annual curricular goals based on achievement of the academic content standards. Performance and progress is monitored by district and site-based assessment systems, and referenced in the Local Educational Agency Plan (LEAP) and the district strategic plan. The common underlying purpose of all our district and site improvement plans is to improve student achievement of the state content standards.

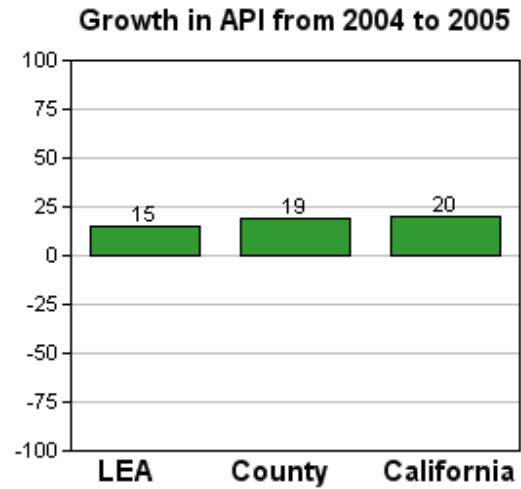
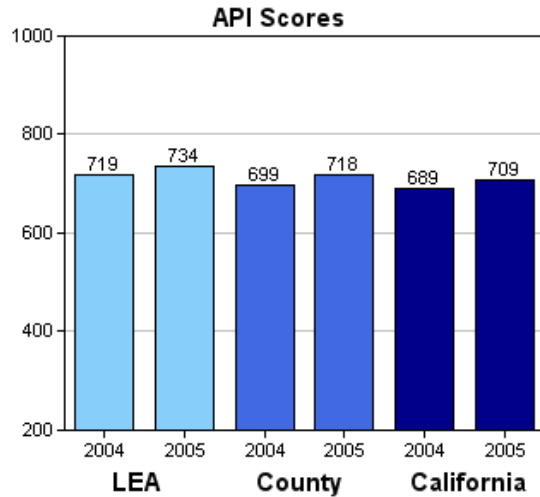
Our 2004-05 student achievement data indicates that our rigorous academic goals, aligned to the California Academic Content Standards and Frameworks, are having a positive impact at our schools. Schools are meeting their API goals and are making Adequate Yearly Progress. There is a consistent trend of improvement in both English Language Arts and Mathematics. (See Student Achievement data next page)

## Progress on the Academic Performance Index (API) 2004-05 Reporting Cycle

**District:** Paradise Unified School District

**County:** Butte

**Data Resource:** <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>



### 2005 AYP Criteria Summary

**District:** Paradise Unified

**County:** Butte

**Data Resource:** <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>

### PUSD Met 18 of its 22 AYP Criteria

#### **AYP components**

Participation rate  
 Percent proficient (AMOs)  
 API as additional indicator  
 Graduation rate

#### **Met 2005 AYP criteria**

No  
 No  
 Yes  
 Yes

	English - Language Arts		Mathematics	
	Percent At or Above Proficient	Met 2005 AYP Criteria	Percent At or Above Proficient	Met 2005 AYP Criteria
<b>Annual Measurable Objectives (AMOs) 2004-05</b>				
<b>DISTRICT PERCENT PROFICIENT</b>				
<b>Data Resource:</b> <a href="http://ayp.cde.ca.gov/reports.asp">http://ayp.cde.ca.gov/reports.asp</a>				
LEA-wide	46.9	Yes	45	Yes
African American or Black (not of Hispanic origin)	29.6	N/A	22.2	N/A
American Indian or Alaska Native	32.6	N/A	41.9	N/A
Asian	57.1	N/A	50	N/A
Filipino		N/A		N/A
Hispanic or Latino	43	Yes	38	Yes
Pacific Islander		N/A		N/A
White (not of Hispanic origin)	47.5	Yes	45.8	Yes
Socio-economically Disadvantaged	34.2	Yes	34.7	Yes
English Learners	42.9	N/A	42.9	N/A
Students with Disabilities	7.9	No	7.2	No

## **Paradise Unified District Curricular Goals**

Our school board adopts key goals annually, which are tied to and support the California content standards in all academic areas. These key goals support the LEA plan on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based single school plans for student achievement and School Accountability Report Cards (SARC).

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 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. 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.
3. By 2005-06, all students will be taught by highly qualified teachers.
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, conducive to learning and conducive to building student's internal and external resources.

These district goals and corresponding specific measurable objectives that support them can be found in the district Local Educational Agency Plan and site school plans.

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our District Grade Level Toolkits (K-6) and subject area planning guides (Grade 7-12). All teachers and administrators are provided these guides annually.

The Paradise Unified School District's *Focus on the Future Plan* (strategic plan) represents a working document to guide the improvement of student achievement and the quality of instruction for all students. This plan includes measurable goals that call for: integrating state standards and assessment; improving teaching and learning; providing high quality professional development; providing equitable access to digital age skills and technology; nurturing linkages among district schools, parents, families, and communities; providing governance, funding, evaluation, and accountability.

To meet the *Focus on the Future* goals, each school site develops a *Single School Plan for Student Achievement* that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2003-2004 planning cycle,

each school site included a library and technology component in their plan that identifies the site's focus in relation to technology integration, implementation, and professional development.

Other district and site comprehensive planning documents and data that establish and/ or guide our standards-based curriculum include:

- The district adopted State Content Standards for K-12.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.
- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The CDE's Academic Performance Survey (APS) and District Assessment Survey (DAS)
- The District's Master Plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. The GATE plan supports the provision of services that are integrated into the regular school day as differentiated learning experiences that are based on the core curriculum.
- The Policy and Procedures handbook which details the District's 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 Plans for Student Achievement, SARC, WASC and CPM self study reviews and actions plans. School Improvement Program (SIP), categorical programs, and other program goals, which vary from site to site.
- Our current district Educational Technology Plan.
- SARC-School Accountability Report Card

### **3d- 3h. Curricular Driven Technology Goals and Implementation Plans**

#### **3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation**

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 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 approved content standards.

Here is a summary of our curricular driven Ed Tech goals. The details can be found in the charts that follow.

#### ***3d. To Improve Teaching and Learning***

**Goal 1:** Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

**Goal 2:** Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

#### ***3e. For Student Acquisition of Technology and Information Literacy Skills.***

**Goal 3:** All district students will acquire the National Education Technology grade level 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.

#### ***3f. For Appropriate Access to Technology for All Students***

**Goal 4:** All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

#### ***3g. To Make Student Record Keeping & Assessment More Efficient and Useful***

**Goal 5:** Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research/ data driven decision-making.

#### ***3h. To Make Teachers and Administrators More Accessible to Parents.***

**Goal 6:** Our district and schools will use technology to improve two-way communication between home and school.

## ***District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3d, 3i-j)***

<b>Goal 1 - District Curriculum Goal Supported by Technology - E/LA &amp; Technology</b>
<b>Goal 1:</b> Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with E/LA content standards by the 2013-14 school year. <b>Target Group:</b> All students including special education, English Learner, and GATE students.
<b>Specific Measurable Objective by June 30, 2011</b>
<b>Objective: 1a:</b> By the 2010-11 school year, A minimum of <b>70%</b> of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time. <b>Annual Benchmarks &amp; Timeline</b> <b>Year 1:</b> minimum of <b>53%</b> in the 2006-07 school year <b>Year 3:</b> minimum of <b>60%</b> in the 2008-09 school year <b>Year 2:</b> minimum of <b>55%</b> in the 2007-08 school year <b>Year 4:</b> minimum of <b>65%</b> in the 2009 -2010 school year <b>Year 5:</b> minimum of <b>70%</b> in the 2010-2011 school year.
<b>Evaluation Instrument(s) &amp; Data</b>
<b>Instruments:</b> Quarterly Grade level assessments; Annual STAR/CST test results in English/Language Arts; CAHSEE <b>Data:</b> Percentage scoring proficient or above  <b>Instrument:</b> Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes. <b>Data:</b> % 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.  <b>Instrument:</b> Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule <b>Data:</b> Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.  <b>Instrument:</b> Annual Site Academic Software Survey: <b>Data:</b> Curriculum-based state and district approved software and productivity software being used at each site.  <b>Instrument:</b> Annual EdTechProfile: <b>Data:</b> teacher's self assessed technology and integration skills  <b>Data reviewers</b> District curriculum and school site administrators will analyze annually in late August / September after state releases data.

*(Objective 1a - Continued on next page)*

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8 ), standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 466 E/LA for teachers, AB 75 training for site admins.)	CLRN and district approved curriculum software such as
3. Beginning in fall 2006 and every year thereafter, provide systematic professional development and 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.	Renaissance Learning and <i>PLATO</i> products, <i>Accelerated Reader</i> , <i>Jostens Learning</i> , <i>Reading Counts</i> , <i>Kerswell</i> , <i>iMovie</i> , <i>iMacromedia</i> , <i>FrontPage</i> ,
4. By fall 2007, design and distribute an annual site academic software usage survey.	<i>Dreamweaver</i> , other web publishing
5. By fall 2007, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the district.	software, the Aeries Gradebook program
6. Beginning in the fall 2007 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey.	Web-based student assessment platform such as <i>Edusoft</i> .
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	Microsoft Office and other
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	productivity software.
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	Internet Resources
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12). Targeting the lowest performing students.	Peripherals such as LCD projectors, digital cameras, video cameras, and
11. By June 2006, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	printers.
12. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	CTAP Online Professional Development.
<b>Monitoring</b>	
District curriculum administrator, technology coordinators and school site administrators track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> Most of the aforementioned actions are already underway annually in the district at all grade levels and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October.	
<b>Person(s) responsible:</b> District and school site administrators, district technology coordinators, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

## ***District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3d, 3i-j)***

<b>Goal 2- District Curriculum Goal Supported by Technology – Math &amp; Technology</b>
<b>Goal 2:</b> Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year. <b>Target Group:</b> All students including special education, English Learner, and GATE students.
<b>Specific Measurable Objective by June 30, 2011</b>
<b>Objective: 2a:</b> By the 2010-11 school year, a minimum of <b>70%</b> of all students will score proficient or above on the Math portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time. <b>Annual Benchmarks &amp; Timeline</b> <b>Year 1:</b> minimum of <b>50%</b> in the 2006-07 school year <b>Year 3:</b> minimum of <b>60%</b> in the 2008-09 school year <b>Year 2:</b> minimum of <b>55%</b> in the 2007-08 school year <b>Year 4:</b> minimum of <b>65%</b> in the 2009 -2010 school year <b>Year 5:</b> minimum of <b>70%</b> in the 2010-2011 school year.
<b>Evaluation Instrument(s) &amp; Data</b>
<b>Instruments:</b> Quarterly Grade level assessments; Annual STAR/CST test results in Math; CAHSEE (high school) <b>Data:</b> Percentage scoring proficient or above with the content standards.  <b>Instrument:</b> Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule <b>Data:</b> Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements.  <b>Instrument:</b> Annual Site Academic Software Survey: <b>Data:</b> Curriculum-based state and district approved software and productivity software being used.  <b>Instrument:</b> Annual EdTech Profile assessment: <b>Data:</b> teachers' self assessed technology and integration skills  <b>Data reviewers</b> District curriculum and site administrators, will analyze annually in late August / September after state releases data.

*(Objective 2a- Continued on next page)*

Goal 2: Objective: 2a - Math & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure state adopted instructional materials (k-8), standards-aligned <i>textbooks</i> (9-12) and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. Annually, provide professional development on adopted curriculum and technology resources ( <i>such as AB 466 Math for teachers, AB 75 training for site administrators.</i> )	CLRN and district approved curriculum software such as Renaissance Learning products, <i>Accelerated Math, iMovie, iMacromedia, FrontPage,</i>
3. Annually, provide systematic professional development and 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.	<i>Dreamweaver,</i> other web publishing software, the Aeries Gradebook program
4. By fall 2007, design and distribute an annual site academic software usage survey.	Microsoft Office and other productivity software.
5. By fall 2007, create and distribute a matrix of CLRN approved Math curriculum and intervention software and online resources that is supported by the district. Track usage with annual survey.	Internet Resources
6. Annually provide professional development on district/ CLRN approved curriculum software and online resources as needed.	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
7. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	CTAP Online Professional Development.
8. Continue to provide CTAP Online Technology productivity and integration training as needed.	Web-based student assessment platform such as <i>Edusoft.</i>
9. Continue to monitor instructional time for adopted program (k-8) and standards-aligned text (9-12).	
10. Continue to monitor targeted intervention time aligned with adopted program (k-8) and standards-aligned text (9-12), targeting the lowest performing students.	
11. By June 2006, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
<b>Monitoring</b>	
District curriculum and school site administrators track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments take place for each school annually no later than October.	
<b>Person(s) responsible:</b> District and site administrators, district technology coordinators, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

## ***District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3e, 3i-j)***

<b>Goal 3 - District Technology Skills and Information Literacy Goal</b>							
<p><b>Goal 3:</b> All students in our district will acquire the National Education Technology grade level student profile standards (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.</p> <p><b>Target Group:</b> All students including special education, English Learner, and GATE students.</p>							
<b>Specific Measurable Objective by June 30, 2011</b>							
<p><b>Objective: 3a</b> – By June 2011, 60% of PUSD students will pass district approved NETS-based grade band technology assessments by 2010-2011 school year. Teachers will learn to integrate the student NETS skills in their academic curriculum assignments. Students will learn the NETS skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through student surveys and the high school graduation computer competency assessment and/or completion of the Computer Foundations class. The Six <u>NETS</u> Strands each have scaffolded grade level (Pre K–2, 3–5, 6–8, 9–12) specific standards and performance indicators.</p> <ol style="list-style-type: none"> <li>1. Basic operations and concepts</li> <li>2. Social, ethical, and human issues</li> <li>3. Technology productivity tools</li> <li>4. Technology communications tools</li> <li>5. Technology research tools (Information Literacy)</li> <li>6. Technology problem-solving and decision-making tools</li> </ol> <p><b>Annual Benchmarks -</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><b>Year 1:</b> 0% in the 2006-07 school year – NETs rollout planning and development</td> <td style="width: 50%;"><b>Year 3:</b> minimum of 40% in the 2008-09 school year</td> </tr> <tr> <td><b>Year 2:</b> minimum of 30% in the 2007-08 school year</td> <td><b>Year 4:</b> minimum of 50% in the 2009-2010 school year</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>Year 5:</b> minimum of 60% in the 2010-11 school year.</td> </tr> </table>		<b>Year 1:</b> 0% in the 2006-07 school year – NETs rollout planning and development	<b>Year 3:</b> minimum of 40% in the 2008-09 school year	<b>Year 2:</b> minimum of 30% in the 2007-08 school year	<b>Year 4:</b> minimum of 50% in the 2009-2010 school year	<b>Year 5:</b> minimum of 60% in the 2010-11 school year.	
<b>Year 1:</b> 0% in the 2006-07 school year – NETs rollout planning and development	<b>Year 3:</b> minimum of 40% in the 2008-09 school year						
<b>Year 2:</b> minimum of 30% in the 2007-08 school year	<b>Year 4:</b> minimum of 50% in the 2009-2010 school year						
<b>Year 5:</b> minimum of 60% in the 2010-11 school year.							
<b>Evaluation Instrument(s) &amp; Data</b>							
<p><b>Instrument</b> Annual Standardized District NETS-based Grade level survey based on student profile NETS standards which include technology skills and information literacy.; Annual High school graduation computer competency assessment:</p> <p><b>Data:</b> Percentage passing assessment</p> <p><b>Instrument:</b> Annual EdTechProfile</p> <p><b>Data:</b> teachers’ self assessed technology and integration skills</p> <p><b>Data reviewers</b> Library/Technology Coordinators, Assistant Superintendent: Instructional Services, school site administrators, and school site tech coaches will analyze end of school year results annually in June.</p>							

*(Objective 3a- Continued on next page)*

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. During the 2006-07 school year, a focus group of administrators, teachers, and librarians in the district help design the grade band student NETS curriculum integration and assessments for k-12 technology and information literacy skills.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. By spring 2007, adopt grade level NETS based standards for k-12 student technology skills and information literacy.	CLRN and district approved curriculum software such as Renaissance Learning products, <i>Accelerated Reader</i> , <i>Accelerated Math</i> , <i>iMovie</i> , <i>iMacromedia</i> , <i>FrontPage</i> , <i>Dreamweaver</i> , web publishing software, Aeries Gradebook, Web-based student assessment platform such as <i>Edusoft</i> .
3. Beginning in the summer/fall 2007 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, 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.	Microsoft Office and other productivity software.
4. By fall 2007, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	Internet Resources
5. By spring 2008, begin administering annually the standards-aligned grade span NETS-based EdTechProfile student survey, grade 8 .	Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
6. By spring 2009, align, and revise High School Computer Competency exit exam with NETS based standards for grades 9-12 and begin administering annually.	CTAP Online Professional Development.
7. By spring 2010, begin administering annually the standards-aligned grade span NETS-based EdTechProfile student survey, grades 2 & 5.	
Monitoring	
The District Assistant Superintendent, Curriculum, Library/Technology Coordinators, school site administrators and site technology coaches will track the development and implementation of all NETS activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District and site administrators, the district technology coordinators, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the NETS skills, and assessing the students.	

## ***District Technology Action Plan July 1, 2006 – June 30, 2011 (sections 3f, 3i-j)***

<b>Goal 4 - District Goal for Appropriate Access to Technology</b>
<b>Goal 4:</b> All students in our district will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society. <b>Target Group:</b> All students including special education, English Learner, and GATE students.
<b>Specific Measurable Objective by June 30, 2011</b>
<b>Objective: 4a</b> – By June 30, 2011 our district average student to computer ratio will be 10.5:1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records). <b>Annual Benchmarks -</b> <b>Year 1:</b> 12.5:1 students to computer by June 2007. <b>Year 3:</b> 11.5:1 students to computer by June 2009. <b>Year 2:</b> 12:1 students to computer by June 2008 <b>Year 4:</b> 11:1 students to computer by June 2010 <b>Year 5:</b> 10.5:1 students to computer by June 2011  All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will 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. English Learners will 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. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.
<b>Evaluation Instrument(s) &amp; Data</b>
<b>Instrument:</b> Annual California School Technology Survey <b>Data:</b> average student to computer ratio by school and district wide – Four years old or newer  <b>Instrument:</b> Annual District Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the district: <b>Data:</b> Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies.  <b>Data reviewers</b> District Technology Coordinators, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

*(Objective 4a- Continued on next page)*

Goal 4: Objective: 4a - Appropriate Access to Technology Implementation Action Steps	Use of Technology
1. Annually leverage technology funding and grants to provide new computers and Computers for Classrooms to provide like new refurbished computers to schools and teachers participating in district Ed Tech professional development and to district schools with the highest student to computer ratio (as space permits).	Adopted Text Supplemental Tech resources including publisher software and websites for IEP, EL, and GATE students.  CLRN and district approved curriculum software for IEP, EL, and GATE students.  <i>Microsoft Office</i> and other productivity software.  Internet Resources  Peripherals such as LCD projectors, digital cameras, video cameras, and printers.
2. Annually in the spring, systematic supplemental survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules.	
3. Annually install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year.	
4. Beginning in the 2006-07school year, conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings.	
5. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district IT Operations Manager (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students.	
6. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards.	
7. Beginning in the 2006-07school year, cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone)and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum.	
<b>Monitoring</b>	
The District Technology Coordinators, school site administrators, and site tech mentors will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions begins during the first year of our five year tech plan July 2007 and will continue annually.	
<b>Person(s) responsible:</b> District and site administrators, the District Technology Coordinators, district Special Ed, EL, and Gifted and Talented (GATE) program directors are responsible for the planning, development, implementation, and evaluation of all the aforementioned Teachers are responsible for attending professional development.	

## ***District Technology Action Plan July 1, 2006– June 30, 2011 (sections 3g, 3i-j)***

<b>Goal 5 - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making</b>
<p><b>Goal 5:</b> Districts will support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision-making.</p> <p><b>Target Group:</b> All district schools.</p>
<b>Specific Measurable Objectives by June 30, 2011</b>
<p><b>Objective 5a:</b> By June 2011, 50% of teachers will use technology to analyze assessment data and make data-driven decisions to meet individual student academic needs and target student intervention needs.</p> <p><b>Annual Benchmarks</b></p> <p><b>Year 1:</b> 10% of teachers in the district by June 2007.                      <b>Year 3:</b> 30% of teachers in the district by June 2009</p> <p><b>Year 2:</b> 20% of teachers in the district by June 2008.                      <b>Year 4:</b> 40% of teachers in the district by June 2010.</p> <p style="padding-left: 100px;"><b>Year 5:</b> 50% of teachers the district by June 2011.</p> <p><b>Objective: 5b:</b> By June 2011, 100% of district teachers will have access to the District’s Aeries student information / attendance / grade book software and necessary training to use the application (<i>Aeries Gradebook for grades 7-12 only</i>).</p> <p><b>Annual Benchmarks</b></p> <p><b>Year 1:</b> 60% of district teachers by June 2007.                      <b>Year 3:</b> 80% of district teachers by June 2009.</p> <p><b>Year 2:</b> 70% of district teachers by June 2008.                      <b>Year 4:</b> 90% of district teachers by June 2010</p> <p style="padding-left: 100px;"><b>Year 5:</b> 100% of district teachers by June 2011.</p>
<b>Evaluation Instrument(s) &amp; Data</b>
<p><b>Instrument:</b> Student assessment/spreadsheet software</p> <p><b>Data:</b> % of school sites and teachers using student assessment / spreadsheet software to inform instruction.</p> <p><b>Instruments:</b> District Aeries suite training participation records and Aeries Parent Portal usage records</p> <p><b>Data:</b> % of teachers completing <i>Aeries Attendance and Gradebook training</i>; % of teachers using <i>Aeries Attendance and Gradebook</i></p> <p><b>Data reviewers</b></p> <p>District Technology Coordinators, school site administrators and school site tech mentors will analyze end of school year results annually in June.</p>

*(Objective 5a,b,c- Continued on next page)*

Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps	Use of Technology
1. During the 2006-07 school year and every year thereafter until we meet our 2010-11 school year objective, the district will continue training of participating teachers productivity software to collect and analyze data such as spreadsheets and the district Title I database using Filemaker Pro.	Aeries Attendance, Gradebook, and Parent/Student Portal, Filemaker Pro, Excel
2. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, 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.	
3. The Aeries student information system implementation began in the 2005-2006 school year. All schools currently are using Aeries to report attendance, though all but the high schools are using scantron forms rather than online reporting by teachers. The Aeries Gradebook component is currently being used by the district high schools, and piloted by some teachers at the intermediate and middle schools. Training and implementation of grade book and classroom electronic attendance by teachers will continue at the intermediate and middle schools. Elementary school training and implementation of Aeries student information and attendance will follow as hardware and infrastructure capabilities permit.	
<b>Monitoring</b>	
The District Assistant Superintendent: Instructional Services, District Library/Technology Coordinators, school site administrators and site technology coaches will track the development and implementation of all activities and accomplishments and report progress at monthly district meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District and site administrators, and the District Technology Coordinators are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data.	



Goal 6: Objectives: 6a,b - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5	Use of Technology
1. By fall 2006, develop an e-mail training program targeting new teachers.	
2. By June 2009, ensure all district schools have the hardware, infrastructure, and training needed to implement the Parent Portal for parent access to Aeries.	Aeries Attendance, Gradebook, and Parent Portal
3. By June 2011, all district schools will be providing access to Aeries Parent Portal and all district parents will have received information and/ or training about how to access Parent Portal student data.	Auto-dialer software for home attendance reporting
4. 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.	Web publishing software training, such as <i>Freedom</i> .
5. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.	Word, desktop publishing, and e-mail.
<b>Monitoring</b>	
District Library/Technology Coordinators, school site administrators and site technology coaches will track the development and implementation of all activities and accomplishments and report progress at monthly district meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	District IT work order management system and equipment inventory database.
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District and site administrators, District Technology Coordinators, and IT Operations Manager are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development and inputting student data	

# 4. PROFESSIONAL DEVELOPMENT

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

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

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the CDE 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.

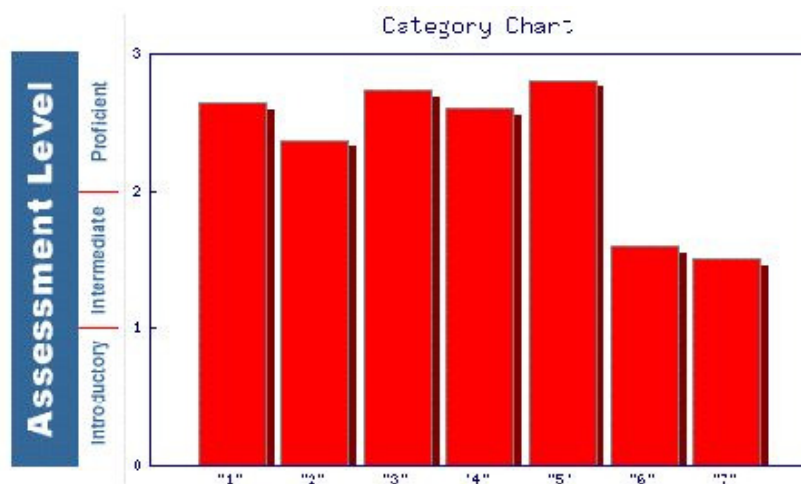
Our district reviews CDE Ed Tech Profile data and teacher input annually in the spring to plan for district sponsored professional development activities for the next school year. Schools use their site's CDE Ed Tech Profile data and teacher input annually to plan for site-based professional development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

### Site Administrators' Survey Data

CDE Ed Tech Profile data of district school site administrator's as of March 2006 indicates that administrators are at the proficient levels with general computing, Internet, e-mail, word processing, and presentation software, and at the intermediate levels in spreadsheet, and database skills.

**Implication:** Administrators need professional development opportunities for spreadsheet and database skills. New administrators may need additional professional development opportunities in the use of the Aeries student information system and other areas as indicated by the CDE Ed Tech Profile data.

### PUSD Administrators



- 1 General computer knowledge and skills (Includes 11 in calculation)
- 2 Internet skills (Includes 11 in calculation)
- 3 Email skills (Includes 11 in calculation)
- 4 Word processing skills (Includes 11 in calculation)

- 5 Presentation software skills (Includes 11 in calculation)
- 6 Spreadsheet software skills (Includes 11 in calculation)
- 7 Database software skills (Includes 11 in calculation)

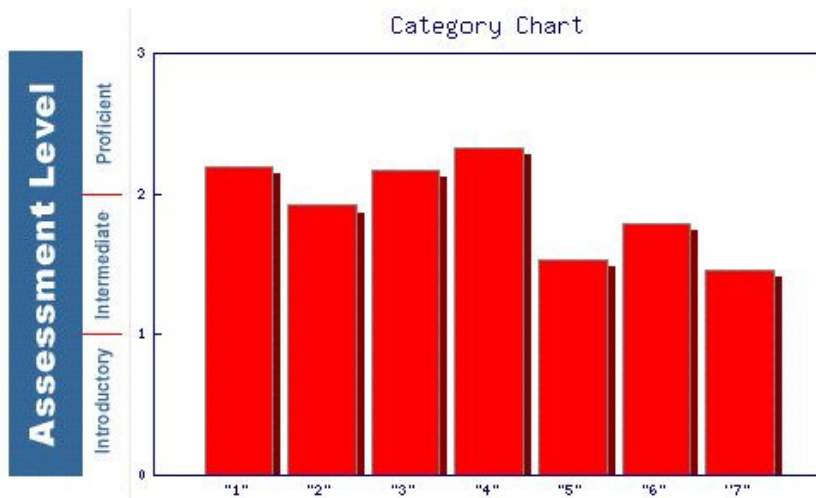
### District Teachers' Survey Data

CDE EdTechProfile data of district teachers as of December 2005, disaggregated by school type indicates that high school teachers have generally higher levels of computer knowledge and proficiency than middle school/junior high teachers. Additionally middle school/junior high teachers have slightly higher proficiency levels than the elementary teachers.

Many professional development opportunities highlighting the use of technology are offered to district certificated personnel as well as classified personnel.

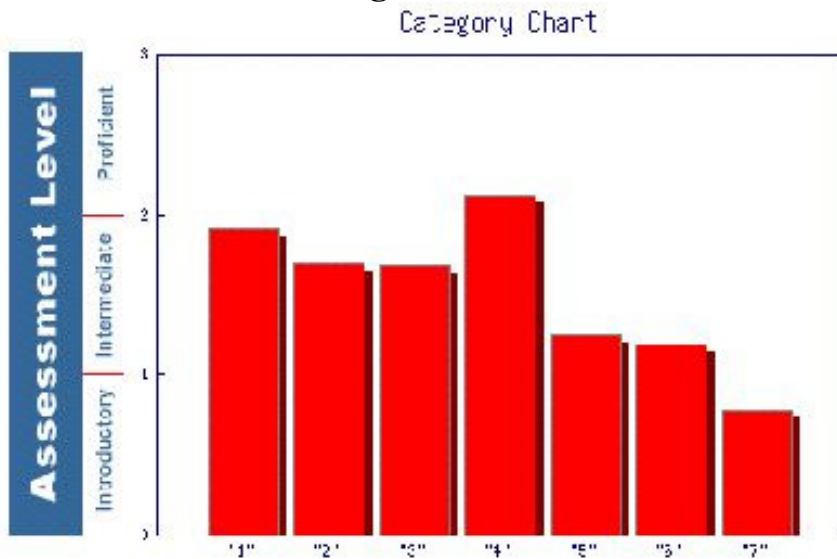
**Implication:** Elementary teachers need professional development opportunities in Basic Personal Technology Proficiencies. Data also indicates that the technology skills of high school and middle school teachers have progressed far enough to emphasize training in the areas of presentation software, spreadsheet software and data base software. Additionally, the district is currently in its first year of implementing Aeries, a new student information system. We are aware that more training is needed for teachers to begin using the electronic attendance and grading features of Aeries.

### PUSD High School



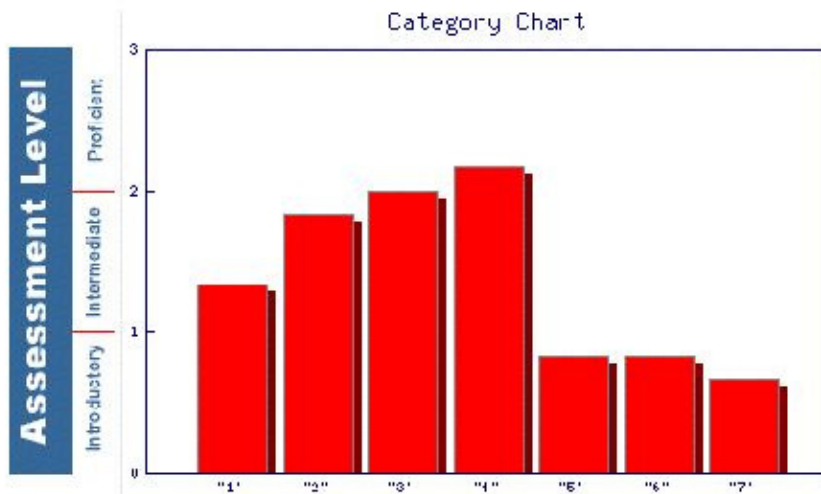
- 1 General computer knowledge and skills (Includes 33 in calculation)
- 2 Internet skills (Includes 33 in calculation)
- 3 Email skills (Includes 32 in calculation)
- 4 Word processing skills (Includes 32 in calculation)
- 5 Presentation software skills (Includes 32 in calculation)
- 6 Spreadsheet software skills (Includes 32 in calculation)
- 7 Database software skills (Includes 32 in calculation)

## PUSD Middle/Junior High



- 1 General computer knowledge and skills (Includes 33 in calculation)
- 2 Internet skills (Includes 33 in calculation)
- 3 Email skills (Includes 32 in calculation)
- 4 Word processing skills (Includes 32 in calculation)
- 5 Presentation software skills (Includes 32 in calculation)
- 6 Spreadsheet software skills (Includes 32 in calculation)
- 7 Database software skills (Includes 32 in calculation)

## PUSD Elementary School Data



- 1 General computer knowledge and skills (Includes 33 in calculation)
- 2 Internet skills (Includes 33 in calculation)
- 3 Email skills (Includes 32 in calculation)
- 4 Word processing skills (Includes 32 in calculation)
- 5 Presentation software skills (Includes 32 in calculation)
- 6 Spreadsheet software skills (Includes 32 in calculation)
- 7 Database software skills (Includes 32 in calculation)

In addition, the following district technology training preferences came from 2005 CDE Ed Tech Profile data for the district and were factored into our professional development plans.

**EdTechProfile: Staff Development section question 2**

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:	41%	93%	0%

**The 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.

**EdTechProfile: Staff Development section question 3**

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:	38%	73%	41%

**The implication:** We will offer small group technology training supported by online web-based resources and provide site-based one on one technology coaching support as needed, meeting all three identified needs.

**EdTechProfile: Staff Development section question 4**

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:	36%	71%	0.6%	0.12%	48%

**The implication:** We will offer technology training at a variety of times, with most offerings after school, with some offerings during summer workshops and conferences. If funding is available some professional development will occur during the school day with substitute teachers provided.

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

All of the Professional Development Criteria 4b-d elements are included in the teachers’ and administrators’ professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Based on a needs assessment using CDE Ed Tech Profile data the following goals for our professional development plan were identified. The goals are to provide individualized professional development to improve the personal technology proficiency of our administrators and teachers by continuing to provide CTAP Online technology productivity and integration training as needed. Additionally our plan provides professional development for technology integration into the curriculum and on district/CLRN approved curriculum software and online

resources. We will continue training in the use of Aeries student information system, which was implemented in August 2005. The district will provide teachers and administrators with annual, systemic Aeries training to improve the collection, reporting, and analysis of student assessment data. Aeries student information system training will also serve to improve two-way electronic communication between school and home.

The curriculum component goals detailed in section 3 of this plan provide administrators and teachers with opportunities to integrate technology into district adopted, standards-aligned curriculum materials, textbooks, and curriculum-based technology resources (adopted and or CLRN approved). Professional development for the adopted curriculum and technology resources in the content areas of English/Language Arts, and Math include such training as AB 466 and AB 75 for teachers and site administrators. Annually systematic professional development and collaboration time for site administration and teachers will be provided to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels within the district.

Our three main Education Technology professional development goals over the next five years are:

**Goal 1:** All teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools, and the Aeries Student Information System.

**Goal 2:** All teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Goal 3:** District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

The accomplishment of these goals will be met through the following:

Our Education Technology Professional development will encompass a three-tiered professional development 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; and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on NETS skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as SETS, (Statewide Education Technology Services) and job specific productivity and assessment tools.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' technology skills and needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online ([www.ctaponline.org](http://www.ctaponline.org)) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and CTAP Online mentors available to each district site as funds allow.
- District as well as site based annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes supported by site based technology coaches (coaches provided as funds allow).
- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP Online's *CourseBuilder* tool.
- CTAP Online technology integration training.
- Broad-based pre/post completions of the CDE EdTechProfile and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator CDE EdTechProfile data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources. National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse* (<http://www.w-w-c.org/>). We will examine and use relevant data from the *What Works Clearinghouse* (WWC), which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow.

## *District Professional Development Plan July 1, 2006– June 30, 2011 (sections 4b-4d)*

### **Goal 1 - District Professional Development Goal**

**Goal 1:** District Site Administrators and Teachers will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of students as well as proficient with work specific productivity tools.

**Target Group:** Certificated teachers and administrators

*Supports Curriculum Driven Technology Goals and Objectives 1,2, 3 & 4 in Component 3 of our Ed Tech Plan*

### **Specific Measurable Objectives by June 30, 2011**

**Objective: 1a:** By June 2011, **80%** teachers, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETS for teachers and NETS for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

#### **Annual Benchmarks**

**Year 1: minimum of 40%** in the 2006-07 school year

**Year 3: minimum of 60%** in the 2008-09 school year

**Year 2: minimum of 50%** in the 2007-08 school year

**Year 4: minimum of 70%** in the 2009-10 school year

**Year 5: minimum of 80%** in the 2010-11 school year.

**Objective: 1b:** By June 2011, **80%** ELA and Math teachers, who participate in educational technology professional development focused on technology integration, including CLRN and/ or SBE approved curriculum based technology resources will become proficient.

#### **Annual Benchmarks**

**Year 1: minimum of 40%** in the 2006-07 school year

**Year 3: minimum of 60%** in the 2008-09 school year

**Year 2: minimum of 50%** in the 2007-08 school year

**Year 4: minimum of 70%** in the 2009-10 school year

**Year 5: minimum of 80%** in the 2010-11 school year.

**Objective: 1c:** By June 2011, the district will provide a trained technology integration coach to all district schools as funds permit.

#### **Annual Benchmarks**

**Year 1: minimum of 20%** in the 2006-07 school year

**Year 3: minimum of 60%** in the 2008-09 school year

**Year 2: minimum of 40%** in the 2007-08 school year

**Year 4: minimum of 80%** in the 2009-10 school year

**Year 5: minimum of 100%** in the 2010-11 school year.

*Objectives 1a,b,c, - Continued on next page)*

**Goal 1: Objective: 1a ,b, c, Evaluation Instrument(s) & Data**

**Instrument:** CDE EdTech 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 CDE EdTech Profile survey

**Data reviewers**

District curriculum, data, and technology administrators and school site administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

**Goal 1: Objective: 1a ,b, c, - Implementation Action Steps**

**Use of Technology**

1. Annually, require administrator and teacher completion of pre and post CDE Ed Tech Profiles by all who participate in district-sponsored technology training programs.	Microsoft Office Suite: e-mail, Internet, word processing Excel, and PowerPoint; Aeries grade book and the district’s Filemaker Pro database.  Peripherals such as LCD projectors, digital cameras, video cameras, scanners, and printers.  CLRN approved curriculum-based software  CTAP Online Professional Development.  Online resources including SETS  CDE EdTech Profile
2. Annually, by June, analyze CDE EdTech Profile administrator and teacher technology and integration skill data to plan for professional development offerings during the year.	
3. Annually, provide CDE EdTech Profile workshops to teachers, and administrators.	
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETS, assistive technology, and to identified CDE Ed Tech Profile professional development needs including information literacy skills.	
5. Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards, to the NETS, and to identified CDE EdTech Profile professional development needs.	
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology (such as Aeries gradebook, the district’s Filemaker Pro database, and Excel) and develop quarterly assessments horizontally and vertically through grade levels in the district.	

**Monitoring**

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

**Timeline:** The timeline for the aforementioned actions are included in the Action Steps listed above.

**Person(s) responsible:** District administrators, the district technology coordinators, school site administrators, and site tech. coaches are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

## Goal 2 - District Professional Development Goal

**Goal 2:** District site administrators and teachers will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision-making.

**Target Group:** Certificated teachers and administrators

*Supports Curriculum Driven Technology Goals and Objectives 1,2,3, & 6 in Component 3 of our Ed Tech Plan*

### Specific Measurable Objectives by June 30, 2011

**Objective 2a:** By June 2011, 80% of district administrators and teachers who attend professional development will use technology to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.

**Annual Benchmarks**

**Year 1:** 40% by June 2007.

**Year 3:** 60% by June 2009.

**Year 2:** 50% by June 2008.

**Year 4:** 70% by June 2010.

**Year 5:** 80% by June 2011.

**Objective 2b:** By June 2011, 80% of district administrators and teachers, who attend professional development, will be proficient with the implementation and integration of district student assessment and data management databases such as the Title I Filemaker Pro database currently in use.

**Annual Benchmarks**

**Year 1:** 40% by June 2007.

**Year 3:** 60% by June 2009.

**Year 2:** 50% by June 2008.

**Year 4:** 70% by June 2010.

**Year 5:** 80% by June 2011.

**Objective 2c:** By June 2011, 100% of district administrators and teachers, who attend professional development, will be proficient with the use of Aeries student information system offering parents password protected, online access to their student's attendance, assignments, grades, and progress reports.

**Annual Benchmarks**

**Year 1:** 60% by June 2007.

**Year 3:** 80% by June 2009.

**Year 2:** 70% by June 2008.

**Year 4:** 90% by June 2010.

**Year 5:** 100% by June 2011.

### Evaluation Instrument(s) & Data

**Instrument:** Annual CDE EdTechProfile:

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

**Instrument:** District sponsored training records, usage records and site-based mentor support records

**Data:** % of teachers trained and proficient.

**Data reviewers**

District curriculum, data, and technology administrators and school administrators will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

*(Objective 2a,b,c - Continued on next page)*

Goal 2: Objective: 2a,b,c Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of pre and post CDE Ed Tech Profile by all who participate in district-sponsored technology training programs.	Aeries Client Server version, student information system
2. Annually, in June, analyze CDE EdTech Profile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	Web-based district student reporting system, Aeries Browser Interface, and the district's Filemaker Pro database
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.	CTAP Online Professional Development.
4. Annually by the fall, schedule and promote district sponsored technology workshops for administrators during the school year in the use of Aeries Client Server student information system.	Online resources including SETs
5. Annually by the fall, schedule and promote district sponsored technology workshops for administrators and teachers during the school year on the use of the district's Aeries Browser Interface student reporting system.	CDE Ed Tech Profile
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 such as Aeries and the district's student achievement database, and develop quarterly assessments horizontally and vertically through grade levels in the district.	
<b>Monitoring</b>	
District curriculum, data, technology administrators and school site administrators track the development and implementation of all activities and accomplishments and report progress at district/site admin meetings, and district technology meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District Administrators, the District Technology Coordinators, and school site administrators, are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	

### **Goal 3 - District Professional Development Goal**

**Goal 3:** District administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

**Target Group:** Certificated teachers and administrators

*Supports Curriculum Driven Technology Goals and Objectives 1,2,3,5,& 6 in Component 3 of our Ed Tech Plan*

### **Specific Measurable Objectives by June 30, 2011**

**Objective: 3a** By June 2011, 80% of site administrators and teachers who attend professional development will be proficient with using Word and Desktop Publishing software to produce timely print communications for parents and the community.

**Annual Benchmarks**

**Year 1:** 40% by June 2007.      **Year 3:** 60% by June 2009.

**Year 2:** 50% by June 2008.      **Year 4:** 70% by June 2010.

**Year 5:** 80% by June 2011.

**Objective: 3b** By June 2011, 80% teachers who attend professional development will post students' attendance, assignments and grades through a web-based system such as Aeries Browser Interface and all parents that want access will be given a password and access instructions for using the Parent Web Portal to Aeries Browser Interface

**Annual Benchmarks**

**Year 1:** 40% by June 2007.      **Year 3:** 60% by June 2009.

**Year 2:** 50% by June 2008.      **Year 4:** 70% by June 2010.

**Year 5:** 80% by June 2011.

**Objective: 3c** By June 2011, 100% of teachers and administrators who attend professional development will be proficient with the district's e-mail service

**Annual Benchmarks**

**Year 1:** 60% by June 2007.      **Year 3:** 80% by June 2009.

**Year 2:** 70% by June 2008.      **Year 4:** 90% by June 2010.

**Year 5:** 100% by June 2011.

*(Objective 3a,b, c - Continued on next page)*

**Goal 3: Objective: 3a,b,c Evaluation Instrument(s) & Data**

**Instrument:** Communication artifacts from school and classroom

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

**Instruments:** District records of the number of teachers trained to use Aeries Browser Interface to enter attendance and grades.

**Data:** % of teachers trained; % of parents requesting passwords and instructions; % of parents using Aeries Parent Portal

**Instrument:** District based email server and Luisa e-mail account records

**Data:** % of teachers with access

**Data reviewers**

District curriculum, data, and technology administrators, and school administrators, will analyze benchmark data annually in late August / September and make any necessary modifications in order to meet our objectives.

**Goal 3: Objective: 3a,b,c Implementation Action Steps**

**Use of Technology**

1. Annually, require administrator and teacher completion of pre and post CDE EdTech Profile survey by all who participate in district-sponsored technology training programs.	Aeries Client Server version, student information system
2. Annually, in June, analyze CDE EdTech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.	
3. Annually by the fall, schedule and promote district sponsored technology workshops for administrators and teachers on Aeries components during the school year.	
4. Annually by the fall, schedule and promote district sponsored technology workshops for administrators and teachers during the school year on the district’s web-based student reporting system Aeries Browser Interface.	CTAP Online Professional Development.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on using Word and/ or Desktop publishing and/ or web publishing software to improve print communications with parents and community.	Online resources including SETS
6. Annually by the fall continue to schedule and promote district sponsored CTAP Online Professional Development as needed.	Word and/ or Desktop pushing software, and/or web publishing software.  CDE Ed Tech Profile

**Monitoring**

District curriculum, data, and technology administrators and school site administrators track the development and implementation of all activities and accomplishments and report progress at our district/ site admin meetings, and district technology meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

**Timeline:** The timeline for the aforementioned actions are included in the Implementation Action Steps listed above.

**Person(s) responsible:** District administrators, the district technology coordinators, and school site administrators, are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.

## 5. INFRASTRUCTURE, HARDWARE, SOFTWARE, & TECHNICAL SUPPORT

5a & 5b. Summary of current district technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support and anticipated needs to support our tech plan objectives.

### Current District Hardware

Existing hardware and electronic resources at each of our sites is included in *Component 3a: Current Technology Access* in our tech plan. This data comes from both our CBEDS data and our annual California School Technology Surveys.

The total number of internet connected multi-media computers four years old or newer in the district (from 2005 California Tech Survey) is summarized in the chart below. Note that the number of computers needed for the 2007 school year takes into account existing computers that still qualify.

Elementary Schools	Junior High Schools	High Schools	K-12 Ind. Study & Spec. Ed.	District Total
126	109	102	67	404

### District Equipment Replacement Chart

School Name	2005-06 Enrollment (Unofficial CBEDs)	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2005 -06 CA. Tech Survey	# of new computers needed to reach/ maintain annual goals as per District objective: Year 1: 12.5:1 Year 2: 12:1 Year 3: 11.5:1 Year 4: 11:1 Year 5: 10.5:1 students to computer by June 2011				
			2007	2008	2009	2010	2011
Cedarwood Elementary	276	18	4	3	17	1	5
Paradise Elementary	773	0	62	2	3	3	66
Pines Elementary	292	21	5	19	1	2	6
Ponderosa Elementary	670	53	1	54	2	5	4
Children's Community Chart	211	34	0	0	0	19	1
Mountain Ridge Middle	359	56	0	0	16	17	1
Paradise Charter Middle	102	4	4	3	2	0	5
Paradise Charter Network	92	36	0	0	2	6	1
Paradise Intermediate	476	49	0	0	30	17	2
HomeTech Charter	85	31	0	5	0	3	0
Paradise High School	1625	97	88	11	26	7	95
Ridgeview High School	137	5	6	5	1	0	8
Paradise Community Day	13	0	1	0	0	0	1
<b>total= 13:1 student to computer ratio</b>	<b>5,111 Total</b>	<b>404 Total</b>	<b>171</b>	<b>102</b>	<b>100</b>	<b>80</b>	<b>195</b>

## District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually, although Paradise Unified School District is currently in a regional pattern of declining enrollment.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers. We will use thin client servers more extensively to increase the viable life of current workstation and we will also improve our student to computer ratios through expanding our partnership with the non-profit *Computers For Classrooms* program, which provides the district, for a small fee, with refurbished up-to-date multi-media computers that can be placed in service for a minimum of 3 years.

171 new computers (4years or newer in Spring 2007) to meet 12.5:1 student to computer ratio  
102 new computers (4years or newer in Spring 2008) to meet 12:1 student to computer ratio  
100 new computers (4years or newer in Spring 2009) to meet 11.5:1 student to computer ratio  
80 new computers (4years or newer in Spring 2010) to meet 11:1 student to computer ratio  
195 new computers (4years or newer in Spring 2011) to meet 10.5:1 student to computer ratio  
**648 = Total number of new computers needed over the next five years: 2006-2011**  
(See chart on previous page for details.)

## Current District Software

As summarized in Section C, page 18, the following identifies software used at each grade level:

### Elementary School Software Used:

*Accelerated Reader*, STAR Reading, STAR Math, *Earobics*, *Microsoft Office Suite*, Internet resources, *Aeries student information system*, *Edusoft* integrated online assessment program at select pilot schools, and other CLRN approved curriculum based software.

### Middle School Software Used:

*STAR Reading*, *Accelerated Math*, *Accelerated Reader*, *Microsoft Office Suite*, Internet resources, *iMovie*, *Aeries student information system*, including *Attendance*, *GradeBook* and *Parent Portal*, and other CLRN approved curriculum based software.

### High School Software Used:

*Accelerated Reader*, *Microsoft Office Suite*, Internet resources, Online databases: *SIRS (Proquest)* and *EBSCOHost iMovie*, *FrontPage*, *Dreamweaver*, *Aeries student information system*, including *Attendance*, *GradeBook* and *Parent Portal*, and other CLRN approved curriculum based software.

## District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all K-12 grade levels.
- Additional K-8 SBE adopted text book publisher companion technology resources, particularly for English/Language Arts and Math.
- Ongoing subscriptions to online research resources such as *EBSCO* and *SIRS*
- CLRN approved assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.

- Web publishing software for teachers, such as Freedom software.

### **Current District Infrastructure, Site Networks, and Connectivity**

Total Number of district schools = **13**

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = **13**

Total Number of district schools connected to the Internet by:

- Full T-1: **7**
- ISDN **2**
- DSL: **1**
- Wireless (not microwave): **1**
- Other, please specify: DS3: **2**

Total number of schools in the district that are NOT connected to the District's LAN: **2**

Average # of drops per classroom: **1**

What percentage of schools is served by the following Internet service provider?

- County Office of Education **77%**
- Commercial provider (e.g., Earthlink, MCI, Sprint, etc.) **23%**

What percentage of classrooms in the district do not have a phone service in the classroom? **0%**

What percentage of classrooms in the district do not have voicemail service? **1%**

### **District Infrastructure Needs During the Next Five Years**

- Upgrade network hardware: routers, switches, and servers (including email server)
- Increase # of drops per classroom
- Provide additional wireless access points at school sites.
- Improve Internet access bandwidth/ speed additional T-1 and DS3 lines to district schools as needed.

### **Current District Tech Support**

District Support includes an Elementary and a Secondary Library/Technology Coordinator, an IT Operations Manager (.6 FTE), and a .4 FTE technician. Two elementary teachers have site teachers serve as technicians approximately .2 FTE. Additionally, PUSD contracts with the Butte County Office of Education Information Technology Support Department as the district's Internet service provider and for WAN maintenance and support. Paradise High School and Ridgeview High School also contract with BCOE for LAN and workstation maintenance for another approximately .2 FTE on an hourly basis as needed.

The technical staff's duties include:

- Administrative Computers, Software, Infrastructure, & LAN
- Elementary School Computers, Software, Infrastructure, & LAN
- Secondary School Computers, Software, Infrastructure, & LAN
- Student Administrative Software specialists (Aeries)

We also have a .5 FTE Data Systems/Information Management Technician who supports the Aeries client software. A second Data systems/Information Management Technician FTE manages district testing, CBED reporting, and other district data.

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	IT Operations Manager, district, and contracted BCOE IT technicians
Technical Support provided during school hours	IT Operations Manager, district, and contracted BCOE IT technicians
Technical support after school hours	IT Operations Manager
Technology Integration Support	Library/Technology Coordinators, CTAP Region 2 consultants, and technology coaches for EETT Competitive grant

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	IT Operations Manager, district, site, and contracted BCOE IT technicians
Technical Support provided during school hours	IT Operations Manager, district, site, and contracted BCOE IT technicians
Technology Integration Support	Library/Technology Coordinators, CTAP Region 2 consultants, and technology coaches for EETT Competitive grant

### **District Tech Support Needs Over the Next Five Years**

The district will hire additional technicians as funding is available. To support teachers participating in the district’s education technology professional development opportunities, the district will continue to leverage grant funding and explore other funding sources to train and offer stipends to site-based technology integration mentors (tech coaches). Library/Technology coordinators will continue to be primary overseers and presenters of education technology professional development while training tech coaches to support technology integration at school sites.

## 5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

### Goal 1 - District Goal for Hardware and Software

**Goal 1:** All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our Digital society.  
(Aligns to curriculum goals #1,2, & 4 in component 3)

### Specific Measurable Objective by June 30, 2011

**Objective: 1a** By June 30, 2011 our district average student to computer\* ratio will be 10.5 to 1 or better. (\*based on CDE defined up to date multimedia computer - four years old or newer).

**Annual Benchmarks and Timeline:**

**Year 1:** 12.5 students to 1 computer by June 2007

**Year 3:** 12 students to 1 computer by June 2008

**Year 2:** 11.5 students to 1 computer by June 2009

**Year 4:** 11 students to 1 computer by June 2010

**Year 5:** 10.5 students to 1 computer by June 2011

**Objective: 1b** By June 30, 2011 100% k-12 core curriculum classrooms ( E/LA, Math, History/Social Science, Science) will have access to district approved CLRN and/or SBE approved curriculum based learning and intervention software and/or internet subscriptions.

**Annual Benchmarks and Timeline:**

**Year 1:** 60% of classrooms by June 2007

**Year 3:** 80% of classrooms by June 2008

**Year 2:** 70% of classrooms by June 2009

**Year 4:** 90% of classrooms students to 1 computer by June 2010

**Year 5:** 100% of classrooms by June 2011

### Monitoring and Evaluation Instrument(s) & Data

**Instrument:** Annual CBEDS:

**Data:** average student to computer ratio by school and district wide

**Instrument:** Annual California Online Tech Survey:

**Data:** average student to computer ratio by school.

**Instrument:** Annual district technology software survey

**Data:** % of classrooms with access to approved curriculum based software

**Monitoring and Evaluation Process:**

The Library/Technology Coordinators, IT Operations Manager, school site administrators, and site technology coaches will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our monthly district meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. Library/Technology Coordinators, school site administrators, and school site tech coaches will analyze end of school year results annually in June.

**5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.**

<b>Goal 2 - District Goal for Infrastructure</b>
<b>Goal 2:</b> Current infrastructure will be upgraded to provide adequate, equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and lifelong learning and success in our digital society. <i>(Aligns to curriculum goal #4 in component 3)</i>
<b>Specific Measurable Objective by June 30, 2011</b>
<b>Objective: 2a</b> Our district's LAN will be upgraded, classroom network access increased, and labs converted to thin client or its equivalent. <b>Annual Benchmarks and Timeline:</b> <b>Year 1:</b> 30% completed by June 2007 <b>Year 3:</b> 50% completed by June 2008 <b>Year 2:</b> 40% completed by June 2009 <b>Year 4:</b> 60% completed by June 2010 <b>Year 5:</b> 70% completed by June 2011
<b>Monitoring and Evaluation Instrument(s) &amp; Data</b>
<b>Instrument:</b> Annual California Online Tech Survey: district purchase / work order records <b>Data:</b> Classroom connectivity. <b>Monitoring and Evaluation Process:</b> The Library/Technology Coordinators, IT Operations Manager, school site administrators, and site technology coaches will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our monthly district technology admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. Library/Technology Coordinators, school site administrators, and school site tech mentors will analyze end of school year results annually in June.

## 5. C & D Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions.

### Goal 3 - District Goal for Technical Support

**Goal 3:** All school sites in district will have access to timely district technical support so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our increasingly technological society. *(Aligns to curriculum goal #4 in component 3)*

#### Specific Measurable Objective by June 30, 2011

**Objective: 3a** By June 2011, all district schools will have a standardized Information Technology Services (ITS) work order process and tracking system in place.

**Annual Benchmarks and Timeline:**

**Year 1:** Planning and development completed by June 2007

**Year 3:** Monitor and if necessary revise work order process by 2009

**Year 2:** Implementation and Beta testing by June 2008

**Year 4:** Continue to monitor and if necessary revise work order process by June 2010

**Year 5:** Continue to monitor and if necessary revise work order process by June 2011

**Objective: 3b** By June 2011, the district will have ITS computer, software, and network security standards in place for district supported technology.(ie. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking)

**Annual Benchmarks and Timeline:**

**Year 1:** 60% by June 2007

**Year 3:** 80%by June 2009

**Year 2:** 70% by June 2008

**Year 4:** 90% by June 2010

**Year 5:** 100% by June 2011

**Objective: 3c** By June 2011, the district will have identified funding sources to expand technology support for each school site with a minimum increase of 1 FTE in district tech support (FTE dependent on adequate funding).

**Annual Benchmarks and Timeline:**

**Year 1:** Identify Funding by June 2007

**Year 3:** Maintain additional .25 FTE Tech Support by June 2008

**Year 2:** Increase Tech Support by .25 FTE by June 2009

**Year 4:** Increase Tech Support by a total of 1 FTE by June 2010

**Year 5:** Maintain additional .5 FTE Tech Support by June 2011

#### Monitoring and Evaluation Instrument(s) & Data

**Instrument:** District ITS Polices and Procedures handbook

**Data:** Standardized work order process and security standards for computers and networks.

**Monitoring and Evaluation Process:**

The District Technology Coordinators, school site administrators, and the IT Operations Manager will track the development and implementation of all appropriate access activities, inventories and accomplishments and report progress at our monthly district technology meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. District Technology Coordinators, school site administrators., and IT Operations Manager will analyze end of school year results annually in June.

## 6. ED. TECHNOLOGY FUNDING & BUDGET

Economic conditions in Paradise, California, and the nation will continue to impact k-12 education budgets and grants through the duration of our five-year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan will be impacted as well.

In developing the budget for EETT-Formula Tech Plan, we took into consideration the Paradise Unified School District Strategic (long range) plan, and five-year curricular goals for Paradise Unified School District students by grade level range.

Generally speaking, the District General Fund pays for:

- The salaries for the Information Services staff,
- Aeries implementation & growth of application of components,
- Tech help support,
- BCOE WAN and Internet Service Provider fees
- Other equipment/tools used by the Information Services department.

In some cases, school site budgets and grants also pay for site technical support, educational software, computers and peripherals, etc.

Discounts from the Erate grants pay for WAN and telecommunications services.

The EETT-Formula budget pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies) utilizing CTAP Online and face-to-face instruction
- Aeries client and Aeries Browser Interface staff development training
- Extra technical help for special project deployment

CTAP provides in-kind coordinator time to assist with Technology Plan implementation and pays subscription fees for all Paradise Unified School District schools and faculty to use the CTAP Online staff development system. CTAP also offers fall and spring after-school technology workshops (for a fee) and a two-day Summer Teaching and Learning Collaborative conference at the CSUC campus each summer (for a fee) that help us meet our technology plan objectives.

Regarding the continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help, these are the biggest budget challenges for technology in our district. District and site budgets from various sources help pay for needed hardware. In addition, Paradise Unified School District plans to increase its use of the Computers For Classrooms (CFC) program, which collects used computers from State agencies, refurbishes them, loads licensed software, donates the computers to classrooms, and provides a guarantee and repair service teachers/classrooms.

### **Budget Assumptions:**

- District-paid and site-paid tech support will continue at the same level.
- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue throughout the duration of the Ed tech plan.
- EETT Formula grant funds will be eliminated after 2006-2007.

- EETT Competitive grant continues to be available to grades 4-8 upon successful grant application approval.
- The 21-hour staff development time will be at the teacher/principal/district's discretion throughout the duration of the plan.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- The volunteer nonprofit *Computers for Classrooms* computer refurbishing program will continue the duration of the plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the uncertainty of our ed tech sources of funding, we have established the following priorities list to guide allocation:

- School site technical support
- Updated student and teacher computers
- Infrastructure upgrades
- Voice mail & auto attendant communication systems
- Staff development for information literacy, online educational resources, software for adopted textbooks (k-8), and computer basics and curriculum integration training.

#### **6A. Established and Potential Funding Sources**

**List of established and potential funding sources and cost savings, present and future.**

*(See chart on following page)*

**6A. Established and Potential Ed Tech Funding Sources**

source	pays for	ongoing	1-time	potentia l	y1	y2	y3	y4	y5
<b>Dist Gen fund</b>	Salaries and benefits for tech support and data technicians, subs, stipends	x			\$237,898	\$240,868	\$240,868	\$240,868	\$240,868
<b>Dist ed tech budget</b>	Teleconnect and WAN.	x			\$39,103	\$39,103	\$39,103	\$39,103	\$39,103
<b>Site budgets</b>	Various including hardware & ELR	x			\$50,000	TBD	TBD	TBD	TBD
<b>Erate</b>	Discounts only	x			\$63,801 discount	varies	varies	varies	varies
<b>Title I district</b>	Various	x			\$12,000	TBD	TBD	TBD	TBD
<b>Title I site</b>	Various	x			TBD	TBD	TBD	TBD	TBD
<b>Title VI</b>	Libraries, misc.	x			\$2,970	TBD	TBD	TBD	TBD
<b>EETT-F</b>	Inservice, serv fees, hardware,	x			\$9,398	0	0	0	0
<b>EETT-C</b>	Inservice, computers, tech help, etc.		x		\$38,745 potential	potential	potential	potential	potential
<b>CTAP Reg.2 &amp; CTAP online – in kind</b>	CTAP online, coordinator time, tech training	x			\$5000 in-kind	\$5000 in-kind	\$5000 in-kind	\$5000 in-kind	\$5000 in-kind
<b>K-12 voucher pgm</b>	In-service, computers, tech help, etc.		x	x	potential	potential	potential	potential	potential
<b>Other Grants</b>				x	potential	potential	potential	potential	potential
<b>Total Known District Ed Tech Funding / Discounts / in kind for year one</b>					<b>\$458,915</b>				

*\*Funding amounts are estimates only*

**6B. Estimate of Tech Plan Implementation Costs for District’s Five Year Plan.**

With funding limited and unpredictable, the budget plan is designed to project real total costs of the five-year plan with adequate funding. In the event that state, federal, or other program funding, particularly the Microsoft Voucher fund becomes available, the budgeted amounts reflect the needs of the district to provide reliable technology resources and staff development to integrate technology into core curriculum areas and prepare students to succeed in an increasingly technological society. Without such funding, district resources alone will be inadequate to meet the goals of this plan to satisfactory levels. Year one costs reflect our current financial status with the assumption that we will receive the third year of our EETT-C grant for the middle and intermediate schools.

Category	Description Item/category Cost	Estimated cost Yr One	Erate Eligible Amt in Yr 1	Total cost estimate Years 1-5
1000-1999 - Certificated Salaries	Salaries, substitutes and stipends for staff development	\$84,000		\$420,000
2000-2999 - Classified Salaries	Data technicians	\$45,000		\$225,000
3000-3999 - Employee Benefits	Benefits for certificated and classified: 18.059%	\$23,296		\$116,480
4000-4999 Books and Supplies	Misc. Infrastructure	\$5,000		\$326,200
	Our current budget does not provide for enough funds to meet our need for 171 New Computers in year 1. We plan to purchase 50 new computers in year 1 with our known budget and are looking forward to the k-12 voucher grant to help fill the district’s need for 648 new computers over the five years of this tech plan to meet a 10.5 to 1 student to computer ratio.	\$50,000		\$648,000
	Misc. Peripherals, 45 printers, 20 LCD projectors over the five years of this tech plan.	\$1,245		\$58,500
	Software licenses	\$14,470		\$324,000
	ELRs –(Electronic Learning Resources) EBSCOHost, SIRS	\$5,000		\$25,000
5000 -5999 Services, operating expenses, travel	Staff development, BCOE tech support, WAN contract, teleconnect fees	\$157,103	63,801.00	\$785,515
6000-6999- Cap. Outlay	10 new Servers over the five years of this tech plan	\$10,000		\$100,000
<b>TOTALS</b>		<b>\$395,114</b> Total cost estimate for year one excluding ERATE discounts	<b>\$63,801</b> Total ERATE discounts Year one	<b>\$3,028,695</b> Total cost estimate for five year plan excluding ERATE discounts

We will implement our five-year technology plan with our known annual technology budget and will expand our options as new funding opportunities arise, such as the k-12 voucher. Over our five-year implementation plan, we will attempt to set aside a minimum of 25% of our ed tech technology plan budgets for professional development with the remaining 75% going toward hardware, software, infrastructure, and technical support.

### **6c. Level of Ongoing District Technical Support**

The district has the equivalent of 1.1 FTE computer technicians offering tech support to k-8 schools. Additionally, the high schools contract with Butte County Office of Education for approximately .2 FTE. With a total of 1,078 instructional use computers, the ratio of tech support to computers is one technician to 829 computers for non-charter schools; charter schools have another 192 computers, which are supported by their own site personnel. Of these totals, however, only 299 non-charter school computers, and 105 charter school computers are four years old or newer. The age of the majority of district computers complicates maintenance and makes technical support for teachers and other instructional staff more difficult and less timely. Finally, two Library/Technology Coordinators assist with planning, troubleshooting and some tech support for a total of .5 FTE.

### **6d. District's Replacement Policy for Obsolete Equipment**

District computers are currently replaced on an as-needed basis due to volatile funding sources. Computer replacement is funded through EETT Competitive and Formula grants, SIP, Title I, and site budgets. Tech inventories are conducted annually in February/March by Library/Technology Coordinators for the CDE California School Technology Surveys. Library/Technology Coordinators work with site principals to review tech inventories and upgrade software, and replace network hardware and workstations as needed. District funding supports the student information system Aeries.

### **6e. 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 sites.

The Library/Technology Coordinators and IT Operations Manager have the primary responsibility to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Paradise Unified School District Finance Officer who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed. Routine district budget analyses and funding opportunities such as the EETT grants are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils.

District technology support and site-based technology staff provide the district Library/Technology Coordinators ongoing data on technology replacement, upgrade, maintenance, and technical support needs.

## 7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

**7. a. - Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.**

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

**7. c. - Description of how the information obtained through the monitoring and evaluation will be used.**

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 is embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the Library/Technology Coordinators, who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished and by our Technology Advisory Team and its sub-committees.

The district’s core Technology Advisory Team is comprised of the district Library/Technology Coordinators; Assistant Superintendent, Curriculum; school site administrators; site-based technology coaches; and teachers. The Technology Advisory Team will track the development and implementation of all activities and accomplishments monthly. Tech Planning issues, successes and setbacks will be communicated among the Technology Advisory Team via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will be reviewed during three Technology Advisory Team meetings during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district technology meetings.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of monthly work contract time to be spent on the activities.

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
Library/Technology Coordinators	Provide overall Tech Plan management and coordination	.1
District Assistant Superintendent	Manage, coordinate, and assess curriculum-based technology staff development	.1
District Assistant Superintendent: Curriculum District Library/Technology Coordinators	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	.4
District Assistant Superintendent/ District Library/Technology Coordinators	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.1
District Library/Technology Coordinators	Collect staff development data on technology proficiencies through the completion of the EdTechProfile surveys	.1
District Assistant Superintendent: Curriculum	Coordinate ongoing partner involvement with community and private schools.	.1

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly FTE Time Estimate
District Assistant Superintendent, Site Principals	Collect and analyze data regarding K-12 students' computer skills and students' academic achievement	.1
District Assistant Superintendent: Instructional Services District Library/Technology Coordinators	Provide and / or facilitate necessary Ed Tech professional development for the district based on data.	.2
District Assistant Superintendent: Instructional Services District Library/Technology Coordinators Site Tech Coaches	Collect data regarding staff development focused on teaching students computer and information literacy skills	.1
District Assistant Superintendent: Instructional Services, District Library/Technology Coordinators Site Tech Coaches	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	.1
District Assistant Superintendent: Instructional Services, District Library/Technology Coordinators Site Administrators	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.2
District Library/Technology Coordinators Site Tech Coaches	Collect annual California School Technology Survey data and assist with pre and post EdTechProfile completion.	.2

## **8. ADULT LITERACY AND TECHNOLOGY**

### **Criteria 8: Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology**

The Paradise Unified School district does not currently provide an adult literacy program.

The primary focus for the adult education program is to provide assistance and instruction for the completion of requirements for a high school diploma. Presently the district only provides limited adult literacy services through this small Adult Secondary Education Program. Since students enrolled in this program are pursuing a high school diploma, literacy assistance is given as it applies to the classes students are enrolled in. Additionally this program offers computer literacy as part of the graduation requirement.

Plans to begin an Adult Literacy Program are being explored. The primary focus of the district's adult literacy plan will be to provide free adult literacy lessons with the assistance of the Butte County Library Adult Reading Program and the Butte Literacy Council. It is also our goal to increase the awareness of the literacy services already being offered through the Paradise Branch of the Butte County Library.

Two elementary schools within the district have community reading rooms that are open to the public. The community rooms are stocked with books chosen and placed there by the Butte County Library for circulation. In addition each community room has online computers for use by public patrons.

The proposed adult literacy program will incorporate the use of the community rooms and books provided by the Butte County Library and the elementary schools housing the community rooms. The elementary library technology coordinator will be available to assist adult literacy providers with incorporating the use of the school site's technology into the literacy programs.

The program will begin with a community needs and interest assessment by the Adult Reading Program Library Literacy Specialist for the Butte County Library. The assessment will be conducted as part of family reading nights, sponsored by the Title I teaching staff at each school site. In addition to the literacy specialist and the Title I teaching staff, the district Elementary Library/Technology Coordinator will be involved in the project. The program will consist of basic literacy instruction in English to adults who ordinarily speak English, and who are not being served by other educational programs. Trained volunteers, under professional supervision, will provide one-on-one tutoring for beginning level reading, writing, spelling, and on occasion math skills. The program will be adult learner goal-oriented and will provide life skills materials as well as referral to other literacy and social service providers. The tutoring will be offered in the community rooms of the elementary libraries. Materials are to be provided by the Butte County Library and the elementary schools housing the community rooms. Adult learners, who have preschool-age children, will be offered special activities and materials to introduce the entire family to the value and joy of reading together.

During the fall of 2006, the Paradise Unified Technology Team will meet with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their literacy classes, and to discover how we may collaborate to better provide services to our students, their parents, and the general community. Possible assistance may include pursuing adult literacy funding sources to enhance the use of technology in adult literacy. Funding sources may include Even Start and Healthy Start, and Butte County Children's Services, through Proposition 10 (California Tobacco Funds).

## 9. EFFECTIVE, RESEARCH-BASED STRATEGIES

**9a Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices:**

**9b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.**

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.

Paradise Unified School District’s philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

In an ACOT study student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an “add-on” to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000) Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; “Critical Issue,” 1999)

While our district does offer some basic technology courses, technology integration will not be taught in isolation. Staff development has, and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

*The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified a crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible

- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

Our revised Education Technology Plan 2006-2011 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>
- ***Education Technology Planning: A Guide for School Districts***. California's research-based guidelines for district-level educational technology planning.  
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>
- ***COSN, Total Cost of Ownership (TCO)***  
TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments, including costs for wireless communications, voice/data integration and e-learning.  
[http://classroomtco.cosn.org/gartner\\_intro.html](http://classroomtco.cosn.org/gartner_intro.html)

In our district technology plan, professional development is a primary focus and CTAP Online ([www.ctaponline.org](http://www.ctaponline.org)) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document: **Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, "... Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training." (pp 37-38, *Learning...Teaching...Leading*.)

In addition CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. <http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp>

Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online [http://www.crito.uci.edu/tlc/findings/report\\_7/startpage.html](http://www.crito.uci.edu/tlc/findings/report_7/startpage.html)

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

Our Education Technology Plan is consistent with the Becker research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions every semester both online and face-to-face that cover basic-to-advance use of technology; and (3) Our key (technology proficient) teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

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.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking. Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically-based research regarding technology, teaching, and learning. Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be CLRN and/ or SBE approved and evaluated for its ability to support the five key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.

**9c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.**

The Paradise Unified School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of standards-based report cards, easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and administrators and piloting wireless laptop and thin client programs at our high schools and middle schools.

Our district is committed to increasing course offerings through the use of technology. The district is investigating online courses for high school students. The district is also investigating video conferencing capabilities at school sites in order to enhance instruction through collaborative learning projects, to deliver courses from different sites, to allow for students and teachers to collaborate with peers and experts.

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 middle and high school students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

# Appendix A

## Appendix C

### Criteria for EETT-Funded Education Technology Plans

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

- For corresponding EETT Requirements, see Appendix F.
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) at the beginning of the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<b>a. The plan should guide the district’s use of education technology for the next three to five years.</b>	p. 7	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<b>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b>	pp. 8-10	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	<b>p. 10-14</b>	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	<b>pp. 14-21</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	<b>pp. 23-25</b>	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	<b>p. 26-29</b>	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	<b>p. 30-31</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	<b>pp. 32-33</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	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.

g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	<b>p. 34-35</b>	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	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.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	<b>pp. 36-37</b>	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	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.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	<b>pp. 26-37</b>	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	<b>pp. 26-37</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

<b>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	<b>pp. 38-41</b>	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	<b>pp. 41-49</b>	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	<b>pp. 44-49</b>	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	<b>pp. 44-49</b>	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. <b>INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. 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.	<b>pp. 50-53</b>	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	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.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	<b>pp. 50-53</b>	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 current level of technical support is clearly explained.	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.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	<b>pp. 54-56</b>	The 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 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. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	<b>pp. 54-56</b>	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

<b>6. FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. List of established and potential funding sources and cost savings, present and future.	<b>pp. 57-59</b>	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	<b>p. 60</b>	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	<b>pp. 61</b>	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	<b>p. 61</b>	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.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	<b>p. 61</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Description of how technology’s impact on student learning and attainment of the district’s curricular goals, as well as classroom and school management, will be evaluated.	<b>pp. 62-63</b>	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	<b>pp. 62-63</b>	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	<b>pp. 62-63</b>	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the 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.

<p>8. <b>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b>  Corresponding EETT Requirement(s): 11 (Appendix F)</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p><b>pp. 64</b></p>	<p>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.</p>	<p>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.</p>

<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	<b>p. 65</b>	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. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	<b>pp. 65-67</b>	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	<b>p. 68</b>	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district’s curriculum offerings