
CENTRAL SCHOOL DISTRICT



Technology Use Plan 2006-2009

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1	PLAN DURATION CRITERION	PAGE #
A	The plan should guide the district's use of education technology for the next three to five years.	5
2	STAKEHOLDERS CRITERION	
A	Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process	7
3	CURRICULUM COMPONENT CRITERIA	
A	Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	8-10
B	Description of the district's current use of hardware and software to support teaching and learning.	11
C	Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	12-13
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.	14-16
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.	17
F	List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	18
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.	19-21
H	List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	22-24
I	List of benchmarks and a timeline for implementing planned strategies and activities.	24
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.	24
4	PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA	

A	Summary of the teachers' and administrators' current technology skills and needs for professional development.	25-28
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.	25-28
C	List of benchmarks and a timeline for implementing planned strategies and activities.	25-28
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.	25-28
5	INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA	
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.	29-40
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.	29-40
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.	29-40
D	Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	29-40
6	FUNDING AND BUDGET COMPONENT CRITERIA	
A	List of established and potential funding sources and cost savings, present and future.	41
B	Estimate implementation costs for the term of the plan (three to five years).	42
C	Description of the level of ongoing technical support the district will provide.	43
D	Description of the district's replacement policy for obsolete equipment.	44
E	Description of the feedback loop used to monitor progress and update funding and budget decisions.	45
7	MONITORING AND EVALUATION COMPONENT CRITERIA	
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.	45
B	Schedule for evaluating the effect of plan implementation.	45
C	Description of how the information obtained through the monitoring and evaluation will be used.	45
8	EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION	
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.	46
9	EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA	
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.	47
B	Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	48

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).	49
	Appendix A - Network Usage	50
	Appendix B – Hardware Pricing	51
	Appendix C – Telephone Systems	51
	Appendix D – Current Wide Area Network	52
	Appendix E – Desired Wide Area Network	53
	Appendix F – Education Technology Plan Benchmark Review	54

1A—PLAN DURATION

GUIDING PRINCIPLE #6: TECHNOLOGY

CENTRAL SCHOOL DISTRICT BELIEVES THAT STUDENTS AND STAFF MUST DEMONSTRATE TECHNOLOGICAL COMPETENCE TO SUPPORT ACADEMIC PROGRESS, COMMUNICATION AND LEARNING.

In keeping with this vision, our Technology Use Plan is intended to serve as a guide for technology related decision-making and a tool to monitor and evaluate progress toward identified goals and objectives. 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 communication between home, school, and community, and providing coordinated, ongoing high quality professional development. Our current state of technology access, use, and skills has been described for each objective and has guided the development of our benchmarks and implementation activities. While planning, the design committee took into account the need to move incrementally within a comprehensive design to accommodate the needs of students and employees.

The Technology Use Plan for the Central School District covers three years, from July 1, 2006 through June 30, 2009. It is designed to provide a framework to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. The Technology Use Plan will be reviewed annually by the Assistant Superintendent of Educational Services, District Technology Coordinator, and District Technology Committee. Modifications will be made as needed each year based on evaluation, diagnosed needs, available finances, and emerging technologies. The district's last plan was adopted in 2003 (2003-2006). This, the second version, will be in effect for three years, commencing July 1, 2006 and ending June 30, 2009.

DISTRICT PROFILE

PROFILE, SCHOOL INFORMATION, AND DEMOGRAPHICS

The Central School District (CSD) is located in the West End of the San Bernardino County, forty miles east of Los Angeles. The District has five elementary schools and two middle schools serving a diverse student population of approximately 5056. The District's ethnicity is composed of 44% Hispanic, 34% White, 13% African-American and 9% from other nationalities. There are 17 administrators, 221 certificated teachers and 219 classified staff all working to provide the best learning environment for students.

2% of Central students are in Special Day Classes or receiving special education services. Students with a second language comprise 19% of the population with 11% of Central's students designated as English Learners (EL's;). 41% of students qualify for the Federal Free or Reduced Lunch Program; and 8% of the student population has been identified to participate in GATE programs.

CENTRAL SCHOOL DISTRICT 2005-2006 SCHOOL DATA

	NUMBER OF SCHOOLS	ENROLLMENT	FULL-TIME EQUIVALENT TEACHERS	PUPIL-TEACHER RATIO
ELEMENTARY	5	3033	134	22.6
MIDDLE	2	2023	78	26
TOTAL	7	5056	212	24.1

DISTRICT PROFILE—CONTINUED

CENTRAL SCHOOL DISTRICT STUDENTS BY ETHNICITY 2005-2006

	DISTRICT	
	ENROLLMENT	PERCENT OF TOTAL
AMERICAN INDIAN	68	1.34%
ASIAN	263	5.2%
PACIFIC ISLANDER	38	.76%
FILIPINO	97	1.91%
HISPANIC	2214	43.8%
AFRICAN AMERICAN	633	12.52%
WHITE	1694	33.5%
MULTIPLE/NO RESPONSE	49	.97%
TOTAL	5056	100%

CENTRAL SCHOOL DISTRICT STUDENT & TEACHER DATA 2005-2006

ENGLISH LEARNERS	546
FLUENT-ENGLISH PROFICIENT STUDENTS	457
STUDENTS REDESIGNATED FEP	157
% FULLY CREDENTIALLED TEACHERS	100%
PUPIL TEACHER RATIO	24.1
AVERAGE CLASS SIZE	K – 29.6 1-3 21.5 4-8 29.1
FREE OR REDUCED PRICE MEALS	2095

STUDENT ACADEMIC ACHIEVEMENT:

The following chart illustrates Central's 2003-2004 performance on State standardized tests.

2004/2005 STAR	GRADE LEVEL						
	2	3	4	5	6	7	8
% PROFICIENT & ABOVE							
ENGLISH LA	53%	38%	55%	51%	46%	56%	49%
MATHEMATICS	65%	64%	54%	51%	47%	46%	*
GENERAL MATH	*	*	*	*	*	*	25%
ALGEBRA I	*	*	*	*	*	*	46%
SOCIAL SCIENCE	*	*	*	*	*	*	42%
35	*	*	*	14%	*	*	*

2004/2005 CAT-6		
% AT OR ABOVE 50 TH PERCENTILE	3	7
READING	42%	58%
LANGUAGE	46%	58%
MATHEMATICS	62%	56%
SPELLING	57%	68%

2A—STAKEHOLDERS

Central School District maintains a Technology Committee that provides input during the development of the Technology Use Plan. The Technology Committee is comprised of district and site representatives who are responsible for implementing the plan. This group includes the Superintendent, Assistant Superintendent of Student Achievement, Educational Services, District Technology Coordinator, District Teacher on Assignment for Staff Development, site and district administrators and teachers. Parents, community members and RIMS CTAP consultants also participated in the development of the document by reviewing it prior to state submission. The attached chart identifies the stakeholders that contributed to the 2006-2009 Technology Use Plan.

CONTACT	ROLE
EDUCATIONAL TECHNOLOGY STAFF	
Rusty Mineer Technology Coordinator	Planning, development and evaluation
ADMINISTRATION	
Sharon Nagel - Superintendent Donna Libutti - Assist. Superintendent Robert Dalton - Assist. Superintendent Curtis Frick - Assist. Superintendent Paul Taylor - Principal Kevin Vaughn - Principal Jeff Koenig - Principal Melanie Sowa - Principal Laura Banta - Principal Dave Soden - Principal Susan Kohn - Principal	Planning, development and evaluation
TEACHERS	
Technology Committee members from each of our seven schools	Planning, development and evaluation
PARENTS	
School Site Council School Board Meetings Personal Contact	Planning and development
COMMUNITY	
School Board Meetings Web Site Postings	Consultant/Resource
GOVERNMENT	
RIMS CTAP San Bernardino County Office of Education	Consultant/ Resource

3A—CURRENT ACCESS AND USE FOR STUDENTS AND TEACHERS

CURRENT STUDENT 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 throughout the school day. Before and after school programs are scheduled in advance by each school.

CLASSROOMS:

- All Classrooms in the district are connected to the internet through our county office of education and the Digital California Project. This internet access has a content filter that is updated nightly.
- Each classroom has a multimedia computer capable of projecting itself to a TV or other external device.
- All classrooms are connected to regional laser printers, many have inkjet printers as well.
- Nearly every classroom has a television connected to a VCR and/or school wide video retrieval system.
- Each elementary classroom and language arts middle school classroom has access to S.T.A.R. and Accelerated Reading software for reading assessment.
- Every classroom has access to Grolier Online Multimedia Encyclopedia.
- Every classroom has access to books in the library via Spectrum Patron's Catalog. This allows students to research titles before they get to the library.

LABS:

- All computer labs in the district are connected to the internet through our county office of education and the Digital California Project. This internet access has a content filter that is updated nightly.
- Every school has a minimum of 1 computer lab with a minimum of 20 multimedia computers connected to the network.
- Each lab has at least 1 laser printer.
- Each lab has at least one computer connected to a projector or TV for instructional purposes.
- Each lab is capable of testing students with both STAR and Accelerated Reader products.
- Each lab is supplied with Microsoft Office to assist with research projects.
- Each lab has at least one digital camera.
- Each lab has at least one camcorder.

LIBRARIES:

- Each library in the district is connected to the internet through our county office of education and the Digital California Project. This internet access has a content filter that is updated nightly.
- Each library has lookup station computers for student use.
- Each library has research station computers for internet research.
- Each library has at least one laser printer and one copier.

3A—CONTINUED STUDENT ACCESS

BEAR GULCH

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>)	80
Total # of computers with Internet access	90
# of computers* in Classrooms	53
# of computers* in Library/media centers	5
# of computers* in Computer Labs	32

CENTRAL

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>)	86
Total # of computers with Internet access	106
# of computers* in Classrooms	40
# of computers* in Library/media centers	12
# of computers* in Computer Labs	54

COYOTE CANYON

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>)	32
Total # of computers with Internet access	130
# of computers* in Classrooms	95
# of computers* in Library/media centers	2
# of computers* in Computer Labs	33

DONA MERCED

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>)	90
Total # of computers with Internet access	109
# of computers* in Classrooms	60
# of computers* in Library/media centers	8
# of computers* in Computer Labs	35

3A—CONTINUED STUDENT ACCESS

VALLE VISTA

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>)	61
Total # of computers with Internet access	91
# of computers* in Classrooms	51
# of computers* in Library/media centers	5
# of computers* in Computer Labs	35

CUCAMONGA MIDDLE SCHOOL

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>)	130
Total # of computers with Internet access	141
# of computers* in Classrooms	65
# of computers* in Library/media centers	10
# of computers* in Computer Labs	60

RUTH MUSSER MIDDLE SCHOOL

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>)	65
Total # of computers with Internet access	110
# of computers* in Classrooms	38
# of computers* in Library/media centers	7
# of computers* in Computer Labs	65

3A—CURRENT TEACHER ACCESS TO TECHNOLOGY

Teachers have access to classroom, library, and lab computers before, during, and after school. All classrooms have at least one computer which is used by teachers for word-processing, attendance, lessons, and grades. Teachers also use available technology to conduct Internet research for lesson planning, communication via email, and to access the district student information system (IDMS/SASI).

3B—CURRENT USE OF TECHNOLOGY TO SUPPORT TEACHING AND LEARNING:

The following chart shows an average frequency of student technology use across the district:

FREQUENCY OF STUDENT'S USE OF TECHNOLOGY

Grade	Computer Use per week
K	30 minutes
1-2	40 minutes
3-5	50 minutes
6-8	215 minutes (if enrolled in computer elective class)

THE FOLLOWING IS A SAMPLE OF HOW TECHNOLOGY IS MOST COMMONLY BEING USED BY STUDENTS:

Word Processing

Creating Reports and Projects

Internet Research

Software to improve language arts and mathematics skills (i.e. Accelerated Reader)

Graphically presenting materials

THE FOLLOWING IS A SAMPLE OF HOW TECHNOLOGY IS MOST COMMONLY BEING USED BY TEACHERS:

To communicate with teachers, district office, and parents

Word Processing for lesson plans, assessments, etc.

Internet Research

THE FOLLOWING IS A SAMPLE OF HOW TECHNOLOGY IS MOST COMMONLY BEING USED BY ADMINISTRATORS:

To communicate with teachers, district office, and parents

To analyze and monitor student achievement data

To assist with instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance

3C—CURRICULAR GOALS AND ACADEMIC CONTENT STANDARDS:

CENTRAL SCHOOL DISTRICT BOARD OF TRUSTEES ADOPTED A DISTRICT MISSION STATEMENT AND SIX DISTRICT GUIDING PRINCIPLES FOR 2005-2010. DISTRICT AND SCHOOL PLANS ARE DEVELOPED TO SUPPORT THE FOLLOWING CENTRAL SCHOOL DISTRICT GUIDING PRINCIPLES:

CENTRAL SCHOOL DISTRICT GUIDING PRINCIPLES 2005-2010

MISSION STATEMENT:

Central School District is committed to the success of each student. Learning will always be our top priority. We will strive for excellence while maintaining the family atmosphere, passion, and integrity that make us unique.

STUDENT PERFORMANCE:

We are committed to maintaining an exceptional academic environment that provides quality instruction to all of our students which will ensure that they meet federal, state and local standards.

PARENTAL INVOLVEMENT/CHARACTER EDUCATION:

We recognize parents as key partners in the success of our students. We are committed to working together to promote academic, social and civic values.

FISCAL SOLVENCY:

We are committed to remaining fiscally solvent by effectively managing current resources and pursuing new revenue sources

FACILITIES:

We take pride in our well-maintained facilities. It is our responsibility to provide clean, safe and secure sites for the well being of our students and staff.

PERSONNEL DEVELOPMENT/STAFF DEVELOPMENT:

We are committed to hiring and retaining the best employees. We believe that all employees benefit from building on their strengths and identifying areas in which to grow.

TECHNOLOGY:

We believe that students and staff must demonstrate technological competence to support academic progress, communication and learning.

3c—CONTINUED

CENTRAL SCHOOL DISTRICT DEVELOPS CURRICULUM THAT IS ALIGNED TO THE CALIFORNIA STATE CONTENT STANDARDS AND ITS RIGOR AS AN INSTRUCTIONAL PROGRAM TO ENSURE THAT ALL OF OUR STUDENTS MEET THE FOLLOWING FEDERAL, STATE, AND LOCAL CURRICULAR GOALS:

Meet Adequate Yearly Progress (AYP) goals to ensure that 100% of students are proficient in English Language Arts and Math by 2014.

Meet Annual Measurable Performance Objectives (AMAOs) for English Learners

Meet annual Academic Performance Index (API) growth target.

Increase performance of all students on district grade level assessments in English Language Arts and Math.

CENTRAL UTILIZES THE FOLLOWING MULTIPLE MEASURES AND DISTRICT PLANNING DOCUMENTS TO ESTABLISH AND ASSESS GOALS FOR THE INSTRUCTIONAL PROGRAMS:

District Mission Statement and Guiding Principles

- The Academic Performance Index (API) results
- The Adequate Yearly Progress (AYP) results
- California English Language Development (CELDT) results
- Essential Content Standards
- District formative assessments in English Language Arts and Math
- Comprehensive grade level pacing guides
- Classroom assessments and teacher observations
- Professional Development needs survey
- Local Educational Agency (LEA) Plan
- District Master Plan for English Learners
- District Gifted and Talented (GATE) Plan
- Current District Technology Use Plan
- Single School Plans for Student Achievement

3D—IMPLEMENTATION PLAN	
CENTRAL SCHOOL DISTRICT GUIDING PRINCIPLE #1	
STUDENT PERFORMANCE	
WE ARE COMMITTED TO MAINTAINING AN EXCEPTIONAL ACADEMIC ENVIRONMENT THAT PROVIDES QUALITY INSTRUCTION TO ALL OF OUR STUDENTS WHICH WILL ENSURE THAT THEY MEET FEDERAL, STATE AND LOCAL STANDARDS.	
Technology is used to support Central School District's Guiding Principles and goals for academic learning identified in Single School Plans with an emphasis on mathematics and language arts. There is a tight alignment between the intended, taught, and assessed curriculum that has been developed and implemented for all grades and all areas of study. Administration and reporting of district assessments and benchmarks are uniform across the district. Principals and teachers understand the purpose of required assessments and are able to effectively navigate the Instructional Data Management System (IDMS) to create assessment reports in order to use the information to monitor student progress, guide their instruction, provide interventions, and communicate with parents. Teachers use technology to support the curriculum by integrating technology into daily lessons and using effective technology based intervention programs.	
GOAL #1:	
TECHNOLOGY IS USED TO SUPPORT CURRICULUM AND INSTRUCTION TO ENSURE THAT ALL STUDENTS MEET FEDERAL PROFICIENCY LEVELS IN ENGLISH LANGUAGE ARTS AND MATH.	
OBJECTIVE # 1	
By June 2009, 100% of School Leadership Teams will use the Instructional Data Management System (IDMS) to disaggregate and interpret school California Standards Test (CST) data to develop school and grade level goals in English Language Arts and Math.	
CURRENT STATE	BENCHMARKS
District contracted with ETS/ Pulliam to upload three years of CST data into the IDMS. ETS consultant provided training to principals on creating school reports.	<ul style="list-style-type: none"> By June 2007, 100% of principals and 25% of teachers will use IDMS to analyze data. By June 2008, 100% of principals and 60% of teachers will use IDMS to analyze data. By June 2009, 100% of principals and 100% of teachers will use IDMS to analyze student data.
IMPLEMENTATION PLAN	DATE
Principals will receive training from ETS/ Pulliam on using the Instructional Data Management System to disaggregate and interpret California Standards Test data to develop school and grade level goals for Single School Plans.	06/07
Each school will develop and implement a site plan for IDMS professional development and support.	06/07
District will fund site implementation plans.	06/07
Schools will develop school/grade level goals for single school plans.	06/07
Grade level teams will use IDMS to disaggregate formative assessment data results to monitor student progress on grade level Single Plan goals.	06/07
ETS/Pulliam consultant will continue to support schools in effectively analyzing data and planning instruction/interventions.	07/08 08/09
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
Assistant Superintendent of Educational Services and Site Principal	<i>IDMS data reports will be included in Single School Plans and school goals will reflect an analysis of school data.</i>

3D—CONTINUED**OBJECTIVE # 2**

By June 2009, Central School District will seek out technology based intervention programs to ensure that all students meet and exceed federal, state, and local standards.

CURRENT STATE**BENCHMARKS**

Renaissance Math being piloted at middle school level.
Accelerated Reader implemented at all schools.
Title 1 K-2 Summer School had technology component that included 30 minutes of computer time to practice skills every day.

- By June 2007, Central School District will research the effectiveness of Read Naturally, Writing Criteria, and Success Maker technology based intervention programs.
- By June 2008, the above programs will be piloted in summer and after school intervention programs.
- By June 2009, effective programs will be incorporated into the intervention plan component of the Single School Plan for Student Achievement.

IMPLEMENTATION PLAN**ESTIMATED \$****FUND****DATE**

Continue to support Accelerated Reader Program at all schools.	\$7,000	Lottery	06/09
Expand Renaissance Math Program at the middle schools.	\$3,000	Lottery	06/07
Continue to have technology component in the Title 1 Summer Program. Expand this model to grades 3-5.	\$2,000	Title I	06/07
Research the following technology based programs for use in school intervention programs: Writing Criterion Read Naturally Success Maker	N/A	N/A	06/07
Add technology component to Middle School Summer Intervention Program.	N/A	N/A	07/08
Implement effective technology based intervention programs at all schools.	\$20,000	Lottery	07/08

PERSON RESPONSIBLE**MONITORING AND EVALUATION PROCESS**

Assistant Superintendent and Site Principal

Single School Plans will have a school wide intervention plan that includes technology based intervention programs.

3D—CONTINUED	
OBJECTIVE #3	
By June 2009, technology components of newly adopted Social Science textbooks will be integrated in classroom instruction.	
CURRENT STATE	BENCHMARKS
Middle schools are in the process of adopting new Social Science textbooks. Technology support is one criteria teachers are using to evaluate materials.	<ul style="list-style-type: none"> • By June 2007, all middle school Social Science teachers will receive training on using technology to support Social Science curriculum. • By June 2009, technology will be fully integrated into classroom instruction.
IMPLEMENTATION PLAN	DATE
Teachers will evaluate the technology component of Social Science materials when selecting new Social Science textbooks.	05/06
Technology that supports social science curriculum will be purchased with adoption materials.	06/07
Teachers will receive training on the integration of technology into the social science curriculum.	06/07
Principals will observe technology integrated social science lessons.	07/08
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Assistant Superintendent of Educational Services and Site Principal</i>	<i>Participants will complete evaluations on technology training. Principals will observe integration of technology in classroom instruction.</i>

3E—ACQUISITION OF TECHNOLOGY AND INFORMATION LITERACY SKILLS

CENTRAL SCHOOL DISTRICT GUIDING PRINCIPLE # 6

TECHNOLOGY

STUDENTS AND STAFF DEMONSTRATE TECHNOLOGICAL COMPETENCE TO SUPPORT ACADEMIC PROGRESS, COMMUNICATION AND LEARNING.

A variety of technology tools are available to all students and staff and the use of technology is integrated into daily teaching and learning activities. Teachers are proficient in the technology skills necessary to instruct students in grade level technology standards. All students acquire technology and information literacy skills needed to be successful in the classroom and beyond.

3E GOAL #2:

ALL CENTRAL SCHOOL DISTRICT STUDENTS WILL HAVE THE NECESSARY TECHNOLOGY AND INFORMATION LITERACY SKILLS TO SUCCEED IN THE CLASSROOM AND BEYOND.

OBJECTIVE # 1

By June 2009, all students will be taught and assessed on the Central School District grade level technology expectancies.

CURRENT STATE	BENCHMARKS
District Technology Grade Level Expectancies and assessments need to be updated and or developed.	<ul style="list-style-type: none"> By June 2007 Central School District technology expectancies will be revised for grades K-8. By June 2008, grade level assessments will be developed. By June 2009, grade level expectancies and assessments will be implemented K-8.

IMPLEMENTATION PLAN	DATE
Technology committee will revise current technology expectancies.	06/07
Teachers will be introduced to district expectancies during district grade level meetings.	06/07
School principals develop site plans for implementation.	06/07
Assessments aligned to grade level technology expectancies will be developed by the district technology committee.	07/08
Assessments will be piloted.	07/08
Teachers will be trained on newly developed district technology assessments.	07/08
Site plans will be implemented and student progress evaluated using district technology assessments.	08/09

PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>District Technology Coordinator, Assistant Superintendent, Educational Services, Principals</i>	<i>Grade Level Technology Expectancies will be published on district web site. Teachers and Principals will evaluate student progress using technology assessment data.</i>

3F

GOAL #3:

ALL CENTRAL SCHOOL DISTRICT STUDENTS INCLUDING SPECIAL NEEDS, ENGLISH LEARNER, AND GATE WILL HAVE APPROPRIATE ACCESS TO TECHNOLOGY.

Central School District ensures that all students have appropriate access to technology. Technology is used to support the progress of all students, including special education, English Learners, and GATE who have access to technology contained in school classrooms, labs, and libraries. The technology goals for these student groups have always been the same as for other students although methods for achieving the goals may be adapted to best meet their needs. In addition, special education students receive instruction and access based on the needs outlined in their Individualized Educational Plan. Central uses assistive technology to support student progress. All special populations will benefit from the curricular goals identified throughout this document.

3G

Central School District staff effectively uses technologies to maintain accurate student records that are required by law to monitor student progress. Administrators and teachers analyze assessment data to meet the individual academic needs of all students. They understand the purpose of formative assessments and are able to effectively navigate the Instructional Data Management System (IDMS) to create assessment reports. They are proficient in using IDMS to interpret assessment data, monitor individual student progress, identify specific academic needs, and plan appropriate intervention/enrichment activities.

3G—GOAL #4

CENTRAL SCHOOL DISTRICT WILL EFFECTIVELY USE TECHNOLOGIES THAT ASSIST WITH STUDENT RECORD KEEPING AND ASSESSMENT THAT SUPPORT TEACHERS' EFFORTS TO MEET INDIVIDUAL STUDENT ACADEMIC NEEDS.

OBJECTIVE # 1

By June 2009, 100% of principals and 100% of teachers will use the Instructional Data Management System (IDMS) to disaggregate and interpret district formative assessment results to guide instruction and plan interventions/ enrichment activities that meet individual student academic needs.

CURRENT STATE	BENCHMARKS
Pacing guides and formative math assessments were developed and piloted in grades 1-8.	<ul style="list-style-type: none"> • By June 2007, 100% of principals and 100% of math teachers will use IDMS to analyze data. • By June 2008, 100% of principals and 100% of ELA teachers will use IDMS to analyze data. • By June 2009, 100% of principals and 100% of teachers will use IDMS to analyze student data to plan interventions and enrichment activities in ELA and math.

IMPLEMENTATION PLAN	DATE
Teachers will participate in training using the Instructional Data Management System (IDMS) to develop pacing guides and assessments for K-8 ELA.	06/07
New math pacing guides and three formative assessments will be implemented by teachers as scheduled. District will scan and upload assessment results.	06/07
Pacing guides and formative assessments in ELA and Math will be implemented as scheduled. District will scan and upload assessment results into IDMS so that teachers can easily disaggregate data to inform their instruction.	07/08
Grade level teams will work with ETS/Pulliam consultant in Structured Teacher Planning Time (STPT) to analyze data and plan interventions.	06/08
Grade level teams will participate in STPT to analyze data and plan interventions.	06/09
Teachers will be trained to use web based item bank to develop formative classroom assessments.	08/09

PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Assistant Superintendent, Educational Services, Site Principal</i>	<i>Pacing guides will be posted on District web site. Principals will schedule and monitor STPT.</i>

3G—CONTINUED		
OBJECTIVE # 2		
By June 2007, technology will be used to assist Child Care Teacher On Assignment in keeping accurate student records and financial statements.		
CURRENT STATE	BENCHMARKS	
New child care program is in the process of being developed. No technology has been piloted or purchased to support this program at this time.	<ul style="list-style-type: none"> • By August 2006, purchase and install hardware and software for child care program. • By August 2006, purchase and receive staff development for child care program software. 	
ACTION PLAN		
One computer for each Child Care room. (four computers)	\$4,800	Summer 06
One printer for each room. (four printers)	\$800.00	Summer 06
Child Care Software and Training + Support Cost	\$5,000	Summer 06
	Total	Included in section 5
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS	
<i>Assistant Superintendent, Ed. Services, Site Principal, Child Care Lead, Technology Coordinator</i>	<i>Purchase Orders and Inventory</i>	

3G—CONTINUED	
OBJECTIVE # 3	
By June 2007, English Learner, GATE and Special Education databases will be integrated into the district's student information system (SIS).	
CURRENT STATE	BENCHMARKS
Central School District currently maintains three databases above and beyond the student information system (SIS) English Learner (EL), GATE, and Special Education.	<ul style="list-style-type: none"> • By July 2006, SIS will be customized to accommodate EL Data. • By August 2006, EL data will be moved to SIS. • By June 2007, SIS will be customized to accommodate GATE and Special Education Data. • By June 2008, GATE and Special Education Data will be moved to SIS.
ACTION PLAN	
	DATE
Meet with EL Coordinator and consultant to clarify needs.	Summer 06
Meet with consultant to determine where data should be located in the SIS.	Summer 06
Work with consultant to customize SIS to accommodate EL data.	Summer 06
Train staff to move data from EL database to SIS.	06/07
Train staff to move data from GATE database to SIS.	06/07
Train staff to move data from Special Education database to SIS.	06/07
All EL data moved to SIS.	06/07
All GATE data moved to SIS.	06/07
All Special Education data moved to SIS.	06/07
All EL Data maintained on SIS.	Ongoing
All GATE Data maintained on SIS.	Ongoing
All Special Education Data maintained on SIS.	Ongoing
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Assistant Superintendent, Educational Services and Technology Coordinator.</i>	<i>Technology Coordinator will monitor usage on a monthly basis.</i>

3H	
GUIDING PRINCIPLE # 2	
PARENT INVOLVEMENT	
PARENTS ARE RECOGNIZED AS KEY PARTNERS IN THE SUCCESS OF OUR STUDENTS. WE ARE COMMITTED TO WORKING TOGETHER TO PROMOTE ACADEMIC, SOCIAL AND CIVIC VALUES.	
Central School District believes that parental participation in the educational process is critical to the success of each student. Central strongly values the advantages of face-to-face contact with parents and uses technology to complement the communication process. The district and all sites maintain websites that provide information about the schools, programs, and student performance.	
GOAL 5:	
CENTRAL SCHOOL DISTRICT WILL MAKE EFFECTIVE USE OF TECHNOLOGY AS A COMMUNICATIONS TOOL WITH PARENTS AND COMMUNITY MEMBERS.	
OBJECTIVE # 1	
By June 2007 and annually thereafter, Educational Services Web page will be updated to be informative, parent friendly, and reflect current goals and activities. Technology and Curriculum links for parent resources will be included for all core content areas. This information will be monitored, evaluated and updated quarterly by the district's Technology Committee and Educational Services Department.	
CURRENT STATE	
The web page is up and operational. Most departments have developed sites that are informative and attractive. Educational Services Web page does not currently provide parent resource links.	
IMPLEMENTATION PLAN	DATE
Asst. Sup. will work with tech coordinator to design Ed. Services web page.	Quarterly
Ed. Service Coordinators (EL, Child Care, GATE) and district Technology Committee members will provide Tech. Coordinator with program information and relevant links.	06/07
Tech Coordinator will upload information to web page.	Quarterly
Program Coordinators monitor site and provide updated information.	Quarterly
Administrative Assistant will update web site on a monthly basis.	Quarterly
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Assistant Superintendent, Educational Services and Technology Coordinator.</i>	<i>Technology Coordinator will monitor usage on a monthly basis.</i>

3H—CONTINUED	
OBJECTIVE # 2	
By June 2009, 100% of middle school teachers will use Edline/Grade Quick or equivalent to communicate class calendar, activities, homework, and grades to students and parents.	
CURRENT STATE	BENCHMARKS
Some middle school teachers have been trained and are currently using Edline and GradeQuick as a communication tool.	<ul style="list-style-type: none"> • By June 2007, 50% of teachers will use Edline as a communication tool. • By June 2008, 80% of teachers will use Edline as a communication tool. • By June 2009, 100% of teachers will use Edline as a communication tool.
IMPLEMENTATION PLAN	
	DATE
Site technology representative will provide training in use of Edline to veteran teachers who have not been previously trained and all new middle school teachers.	06/07
Principals will review school policy for using Edline at back to school staff meeting.	06/07
Technology Representative will provide additional training and support throughout the school year.	06/08
District Technology Coordinator will provide support to school reps as needed.	06/09
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Site Principal, Site Technology Representative, District Technology Coordinator</i>	<i>Principals and site technology representatives will monitor Edline Teacher sites to ensure pages are updated.</i>

3H—CONTINUED

OBJECTIVE # 3

By August 2006, Connect Ed Phone System will be operational district wide. (Connect Ed Phone System is an automated telephone calling program. It allows school administrators to directly contact every parent, guardian and staff member with important school related information.)

CURRENT STATE

Currently we do not have a system in place.

Benchmarks

- By July 2006, System to be purchased.
- By August 2006, system will be up and running.
- By June 2007, All necessary staff will be trained to use the system.

IMPLEMENTATION PLAN

DATE

Purchase Connect Ed Subscription	Summer 06
Implement the Connect Ed System.	06/07
Train appropriate staff to use the system.	06/07

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

District Technology Coordinator, District Superintendent

Purchase Order and monitoring.

3I—TIMELINE AND IMPLEMENTATION EMBEDDED IN 3H

Specific benchmarks for implementing technology and activities are documented within the charts in part 3h.

3J—MONITORING OF IMPLEMENTATION EMBEDDED IN 3H

Specific benchmarks for monitoring technology are documented within the charts in part 3h.

4A—D

GUIDING PRINCIPAL # 5

PERSONNEL DEVELOPMENT /STAFF DEVELOPMENT

WE ARE COMMITTED TO HIRING AND RETAINING THE BEST EMPLOYEES. WE BELIEVE THAT ALL EMPLOYEES BENEFIT FROM BUILDING ON THEIR STRENGTHS AND IDENTIFYING AREAS IN WHICH TO GROW.

All staff in Central School District will be provided with training and support to learn new skills and practice the integration of technology into the curriculum. Training is provided to staff on an on-going, flexible basis, utilizing internal and external experts, and integrated into other staff development programs as appropriate. All professional development offerings are aligned to district curricular goals and needs identified on Central School District Professional Development Needs Survey.

GOAL #6

CENTRAL SCHOOL DISTRICT WILL PROVIDE EFFECTIVE PROFESSIONAL DEVELOPMENT THAT TRAINS TEACHERS TO INTEGRATE TECHNOLOGY INTO CURRICULA AND INSTRUCTION TO IMPROVE TEACHING, LEARNING, AND TECHNOLOGY LITERACY.

PROFESSIONAL DEVELOPMENT OBJECTIVE # 1

SUPPORTS CURRICULUM DRIVEN TECHNOLOGY GOALS # 1 AND #4

By June 2009, District administrators and teachers will be proficient in navigating the Instructional Data Management System (IDMS) and have the knowledge and skill needed to disaggregate and interpret district formative and summative assessment data to improve teaching and learning at their school. They will be knowledgeable in effective technology based interventions and will be able to design an intervention program at their school that addresses the specific needs of their students.

SUMMARY OF CURRENT TECHNOLOGY SKILL

BENCHMARKS

Administrators and teachers have had minimal training in using IDMS to disaggregate data. Administrators and teachers need additional training.

- By June 2007, 100% of principals and 100% of teachers will be trained in navigating IDMS to review school CST data.
- By June 2008, 100% of principals and 60% of teachers will create reports using IDMS.
- By June 2009, 100% of principals and 80% of teachers will create assessment reports using IDMS.

IMPLEMENTATION PLAN

BUDGET

FUND

DATE

Contract with ETS annually to upload assessment data into IDMS .

\$40,000

Lottery

05/09

Principals and teachers (Leadership Teams) will receive training from ETS/ Pulliam on using the Instructional Data Management System to disaggregate and interpret California Standards Test (CST) data to develop school and grade level goals for Single School Plans.

\$10,000

Title II

06/07

4A—D CONTINUED			
50% of teachers (25% ELA, 25% math teachers) will participate in training in using the IDMS web based item bank to develop three formative assessments for K-8 math and ELA.	\$10,000	Title II	05/07
Teachers will receive training on navigating IDMS and creating reports.	Staff Meetings	N/A	05/07
ETS/Pulliam will train district staff in the scanning and scoring process so that district can scan and upload assessment results into IDMS so that teachers can easily disaggregate and analyze student data to inform their instruction.	\$1,500	Title II	06/07
Three formative and one summative assessment will be administered in K-8 math as scheduled. District will scan and upload assessment results and grade level teams will work with consultant in analyzing results.	\$35,000	Title I Title II	06/07
District will provide on going training to all teachers on interpreting assessment reports and designing effective interventions as needed.	District Trainers	Title II	07/08
Teachers will be trained to use web based item bank to develop formative classroom assessments.	District Trainers	Title II	07/08
Selected intervention teachers will be trained to use technology based programs to support the curriculum in their classroom and as an after school intervention program for identified students.	District Trainers	Title II	07/09
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS		
<i>Assistant Superintendent, Educational Services and Site Principal</i>	<i>Participants will complete evaluation forms with specific feedback regarding effectiveness of training and next steps. All teachers will participate in Structured Teacher Planning Time meetings 3 times a year to develop a student intervention/enrichment plan for their grade level. Principals will facilitate meetings and monitor plans</i>		

4A—D CONTINUED

**PROFESSIONAL DEVELOPMENT OBJECTIVE #2
SUPPORTS CURRICULUM DRIVEN TECHNOLOGY GOAL #2**

By June 2009, all teachers responsible for teaching grade level technology expectancies to students will become proficient with the technology and classroom management skills needed to effectively teach and assess students in grade level technology standards.

SUMMARY OF CURRENT TECHNOLOGY SKILL	BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.
Teachers have received minimal training in teaching technology skills to students.	<ul style="list-style-type: none"> • By June 2007, teachers will be introduced to K-8 Scope and Sequence, grade level expectancies, and assessments. • By June 2008, all responsible teachers will be provided with training and/or planning time to develop effective teaching and classroom management strategies and lessons. • By June 2009, teachers will be provided with opportunity for follow-up training and coaching.

IMPLEMENTATION PLAN	BUDGET	FUND	DATE
Technology Representatives will be selected to provide on-going support to schools in IDMS, Edline, curriculum integration, and technology based intervention/enrichment programs.	\$14,000	Title I Title II	06/07
Technology Committee (District Technology Coordinator, Assistant Superintendent, Ed Services, Teacher on Assignment, Technology Representatives) will develop K- 8 scope and sequence, grade level expectancies and district technology assessments.	\$2,000	Title I Title II	06/07
Teachers will be introduced to revised grade level expectancies and district technology assessments at district grade level meetings.	N/A	N/A	06/07
School sites will develop plan for implementation during district buy back days.	N/A	N/A	07/08
Site Technology Representatives will provide training on effective strategies for teaching technology standards to students.	\$7,000	Title I Title II	07/08
Teachers will be provided with planning time during district buy back days to develop grade level lessons.	N/A	N/A	07/08
Site plan for teaching and assessing technology expectancies implemented.	N/A	N/A	07/08
Principal will monitor student progress on district technology assessments.	N/A	N/A	07/08
On going after school follow up trainings will be offered to all teachers that desire further training and support.	\$3,000	Title I Title II	08/09

PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS
<i>Assistant Superintendent, Educational Services, Site Technology Representative</i>	<i>Scope and sequence will be published on Ed Services web page. Single school plans will include implementation plan for teaching technology standards. Principals will observe technology lessons.</i>

4A—D CONTINUED			
PROFESSIONAL DEVELOPMENT OBJECTIVE # 3			
SUPPORTS CURRICULUM DRIVEN TECHNOLOGY GOAL#1			
By June of 2009, teachers will integrate technology into Social Science instruction.			
SUMMARY OF CURRENT TECHNOLOGY SKILL	BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.		
Central School District has limited technology to support Social Science.	<ul style="list-style-type: none"> • By June 2007 middle school teachers will receive training on newly adopted textbook and technology support materials. • By June 2008 Social Studies Technology Coach will provide support for teachers. • By June 2009 middle school teachers will use technology to support Social Science curriculum. 		
ACTION PLAN	BUDGET	FUND	DATE
Adopt middle school Social Science textbook.	N/A	IMF	06/07
Middle school teachers receive publisher training on technology component.	included	N/A	06/07
Select a Social Science Technology Coach at each middle school to organize technology, develop and model lessons and provide follow up coaching to teachers.	\$5,000	Title II	06/07
Conduct district articulation and planning meeting with Technology Coaches from middle schools.	N/A	N/A	07/08
Technology Coach to provide support for Social Science teachers.	N/A	IMF	07/08
Middle school teachers integrate technology into Social Science instruction.	N/A	N/A	07/08
PERSON RESPONSIBLE	MONITORING AND EVALUATION PROCESS		
<i>Assistant Superintendent, Educational Services and Site Principal</i>	<i>Participants will complete evaluation forms with specific feedback regarding effectiveness of training and next steps. Technology coaches will keep logs of activities. Principals will observe lessons integrating technology.</i>		

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

The following is a summary of the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of this plan.

TECHNOLOGY POSITIONS EXISTING

TECHNOLOGY COORDINATOR: 1 FTE FOR THE DISTRICT

TECHNICIAN/CONSULTANT: 12 HOURS PER WEEK FOR ALL SITES

ACCELERATED READER/STAR COORDINATOR: ONE PER SITE (STIPEND)

PC REPAIR: ONE PER SITE (STIPEND)

WEB SITE AUTHOR: ONE PER SITE (STIPEND)

DISTRICT TRAINER: TEACHER ON ASSIGNMENT

TECHNOLOGY MANAGEMENT CHART

TECHNOLOGY COORDINATOR	Provide overall management and coordination.
TECHNOLOGY COORDINATOR	Coordinate ongoing partner involvement
TECHNOLOGY COORDINATOR	Manage and coordinate hardware acquisition and installation.
TECHNOLOGY COORDINATOR	Provide overall network support for all schools, including troubleshooting, upgrading and repairing servers, switches & routers.
COMPUTER LAB AIDE/STAR/AR COORDINATOR	Provide immediate support to students and teachers at the school site during computer lab time.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Manage and coordinate staff development.
TECHNOLOGY COORDINATOR/ AR/ STAR COORDINATOR	Assist with the integration of technology into the curriculum.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Collect staff development data on technology proficiencies.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Collect data regarding staff development focused on student computer knowledge and skills.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Collect data regarding students' computer skills.
TECHNOLOGY COORDINATOR/ASSIST. SUPERINTENDENT	Collect data regarding students' academic achievement.
ADMINISTRATORS/LEADERSHIP TEAMS	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE**CURRENT HARDWARE INFORMATION—CURRENT STUDENT TO COMPUTER RATIO IS 6.6:1****BEAR GULCH**

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>)	80
Total # of computers with Internet access	90
# of computers* in Classrooms	53
# of computers* in Library/media centers	5
# of computers* in Computer Labs	32

CENTRAL

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>)	86
Total # of computers with Internet access	106
# of computers* in Classrooms	40
# of computers* in Library/media centers	12
# of computers* in Computer Labs	54

COYOTE CANYON

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>)	32
Total # of computers with Internet access	130
# of computers* in Classrooms	95
# of computers* in Library/media centers	2
# of computers* in Computer Labs	33

DONA MERCED

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>)	90
Total # of computers with Internet access	109
# of computers* in Classrooms	60
# of computers* in Library/media centers	8
# of computers* in Computer Labs	35

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

CURRENT HARDWARE INFORMATION—CURRENT STUDENT TO COMPUTER RATIO IS 6.6:1

VALLE VISTA

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>)	61
Total # of computers with Internet access	91
# of computers* in Classrooms	51
# of computers* in Library/media centers	5
# of computers* in Computer Labs	35

CUCAMONGA MIDDLE SCHOOL

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>)	130
Total # of computers with Internet access	141
# of computers* in Classrooms	65
# of computers* in Library/media centers	10
# of computers* in Computer Labs	60

RUTH MUSSER MIDDLE SCHOOL

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>)	65
Total # of computers with Internet access	110
# of computers* in Classrooms	38
# of computers* in Library/media centers	7
# of computers* in Computer Labs	65

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

SOFTWARE IN THE CENTRAL SCHOOL DISTRICT

TYPE	DESCRIPTION	SUPPORT
CLASSROOMS	Microsoft Office 2000 or 2003 Spectrum Client (Library System) STAR Reading Accelerated Reader STAR Math (Middle School) Accelerated Math (Middle School)	Technology Coordinator Support Agreement Stipend Staff Stipend Staff Technology Coordinator Technology Coordinator
LABS	Microsoft Office 2000 or 2003 Spectrum Client (Library System) STAR Reading Accelerated Reader STAR Math (Middle School) Accelerated Math (Middle School)	Technology Coordinator Support Agreement Stipend Staff Stipend Staff Technology Coordinator Technology Coordinator
LIBRARIES	Microsoft Office 2000 or 2003 Spectrum Client (Library System) STAR Reading Accelerated Reader STAR Math (Middle School) Accelerated Math (Middle School)	Technology Coordinator Support Agreement Stipend Staff Stipend Staff Technology Coordinator Technology Coordinator
WEB BASED PROGRAMS	United Streaming Instructional Data Management System (IDMS) Renaissance Place Outlook Web Access EdLine GradeQuick	Site Rep. Support Agreement Support Agreement Technology Coordinator Support Agreement Support Agreement
SCHOOL OFFICES	SASI Microsoft Office 2000 or 2003	Support Agreement Technology Coordinator
UTILITIES	DeepFreeze Symantec Antivirus Enterprise Windows XP Remote Desktop VNC LogMeIn Rescue	Technology Coordinator Technology Coordinator Technology Coordinator Technology Coordinator Technology Coordinator
WEB PAGE DESIGN & PUBLISHING	NetObjects Fusion	Technology Coordinator
DISTRICT OFFICE, WAREHOUSE & MAINTENANCE AND OPERATIONS	Maintenance Supervisor 2000 Financial 2000 Monarch Reflections Magic SubFinder	Support Agreement County Office of Ed. County Office of Ed. County Office of Ed. County Office of Ed. Support Agreement

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

GOAL: CREATE A TECHNICAL ENVIRONMENT CAPABLE OF SUPPORTING THE CURRICULAR GOALS IN THIS TECHNOLOGY USE PLAN.

OBJECTIVE # 1

Create a wide area network (WAN) that will be able to handle the demands put upon it by our curricular goals in this plan. (Infrastructure)

CURRENT STATE

School sites have a T1 that are funneled into a single District Office T1. This is a bottle neck that currently reaches capacity several times a day.

District Office has a T1 and 3.0/768 DSL out to County Office and a single T1 to the schools.

See Appendix D

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, school site DSL lines will be installed.
- By June 2008, upgrade district's DSL connection to 7.0/768 capacity.
- By June 2009, secure funding for Transparent LAN Service implementation or other high bandwidth WAN Solution with a minimum 10 megabit connection to all schools and county office. Current cost estimate for this is 1.2 million over five years.

ACTION PLAN

EST. \$

DATE

Seven DSL 3.0/768—1 per school site @ \$50.00/month plus installation

\$6,000

Summer 06

Upgrade to 7.0/768 DSL connection from district office to County Office (\$130 Additional per month.

\$,1560

Summer 06

Total

\$7,560

This scenario will require the purchase of 7 Sonicwall 2040 firewalls listed in Objective 7.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Technology Coordinator

Service Agreements/Contracts and Inventory

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE			
OBJECTIVE # 2			
Create a local area network (LAN) that will be able to handle the demands put upon it by our curricular goals stated in this plan. (Infrastructure)			
CURRENT STATE		BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.	
LAN Unmanaged 10 base T Switches 10/100 Base T Unmanaged Switches 10/100/1000 Base T Managed Switches 10 base T Fiber Backbone		<ul style="list-style-type: none"> • By June 2007, 50% of switches at schools will be replaced with 100 megabit managed switches. • By June 2008, 100% of switches at schools and district office will be replaced with 100 megabit managed switches. • By June 2009, all school site backbones will be upgraded to a minimum 100 megabit managed connections. 	
ACTION PLAN			EST. \$
			DATE
Bear Gulch School Replace existing 10 Base T with 100 Base T managed Switches			\$3,400
Central School Replace existing 10 Base T with 100 Base T managed Switches			\$3,600
Coyote Canyon Replace existing 10 Base T with 100 Base T managed Switches			\$4,100
Cucamonga Middle School Replace existing 10 Base T with 100 Base T managed Switches			\$5,500
Dona Merced Replace existing 10 Base T with 100 Base T managed Switches			\$3,000
Ruth Musser Middle School Replace existing 10 Base T with 100 Base T managed Switches needed over 3 years			\$5,600
Valle Vista Replace existing 10 Base T with 100 Base T managed Switches needed over 3 years			\$3,100
Upgrade current backbones to 100 base T needed over 3 years			\$5,000
Total			\$28,300
THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.			
PERSON RESPONSIBLE		MONITORING AND EVALUATION PROCESS	
<i>Technology Coordinator</i>		<i>Inventory</i>	

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 3

Classrooms will be updated to meet current standards. Also, we need to add a second computer to each classroom to be successful with current and future curricular projects. (Hardware)

CURRENT STATE

Work Stations at school sites are running Windows 98, Windows Me, Windows 2000 and Windows XP.
Macintosh computers are OS 7, 8, 9 and 10. Computers range in age from new to nine years old.

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, 50% classrooms in the Central School District will have a minimum of one computer that meets minimum standards.
- By August 2007, each Child Care room will have one computer and one printer.
- By June 2008, all classrooms in the Central School District will have a minimum of one computer that meet minimum standards,
- By June 2009, all classrooms in the Central School District will have a minimum of two computers that meet minimum standards.

ACTION PLAN

	EST. \$	DATE
Bear Gulch School (27 Classrooms includes LSH & RSP)(27 Computers needed over 3 years)	\$32,400	06/07
Central School (25 Classrooms includes LSH & RSP)(19 Computers needed over 3 years)	\$22,800	06/07
Coyote Canyon (36 Classrooms includes LSH & RSP)(36 Computers needed over 3 years)	\$43,200	06/07
Cucamonga Middle School (36 Classrooms includes LSH & RSP)(22 Computers needed over 3 years)	\$26,400	07/08
Dona Merced (24 Classrooms includes LSH & RSP)(24 Computers needed over 3 years)	\$28,800	07/08
Ruth Musser Middle School (40 Classrooms includes LSH & RSP)(40 Computers needed over 3 years)	\$48,000	07/08
Valle Vista (23 Classrooms includes LSH & RSP)(15 Computers needed over 3 years)	\$18,000	06/07
One computer for each Child Care room. (4 computers needed)	\$4,800	Summer 06
One printer for each room. (four printers)	\$800.00	Summer 06
Child Care Software and Training + Support Cost	\$5,000	Summer 06
Second Computer for Each Classroom in the district (211 Computers needed)	\$253,200	08/09
Total	\$526,600	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

Technology Coordinator, Site Principal, Site Technology representative

MONITORING AND EVALUATION PROCESS

Inventory and Purchase Orders

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 4

Computer labs will need to be updated to meet current needs. (Hardware)

CURRENT STATE

Work Stations are currently running Windows 98 and Windows XP Macintosh OS 7, 8, 9 and 10

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, 25% of all labs in the Central School District will have a minimum of 35 computer that meet minimum standards,
- By August 2007, 50% of all labs in the Central School District will have a minimum of 35 computer that meet minimum standards,
- By June 2009, all labs in the Central School District will have a minimum of 35 computer that meet minimum standards,

ACTION PLAN

EST. \$

DATE

CMS PC Lab (35 Computers needed over 3 years)	\$42,000	06/07
CMS Macintosh Lab (35 Computers needed over 3 years)	\$42,000	07/08
Coyote Canyon Lab (11 Computers needed over 3 years)	\$13,200	07/08
Ruth Musser Business Lab (35 Computers needed over 3 years)	\$42,000	08/09
Valle Vista (35 Computers needed over 3 years)	\$42,000	08/09

BEAR GULCH, DONA MERCED AND CENTRAL MEET THE CURRENT STANDARDS.

Total \$181,200

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Site Principal, and Technology Coordinator

Inventory and Purchase Orders

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 5

Libraries

Update libraries to meet current standards to keep pace with software and maintenance demands. (Hardware)

CURRENT STATE

Our current work station situation is different at each site.

Sites have Windows 98, Windows 95, Windows XP and Macintosh OS 8 and 9.

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, all schools will have at least two computers that meet the minimum standards.
- By June 2008, all schools will have at least five computers that meet the minimum standards.
- By June 2009, all school sites will have a minimum of seven computers. Two checkout stations and five student workstations.

ACTION PLAN

EST. \$

DATE

Bear Gulch School (3 Computers needed)	\$3,600	Summer 06
Bear Gulch School (4 Computers needed)	\$4,800	Summer 08
Central School (3 Computers needed)	\$3,600	Summer 07
Central School (4 Computers needed)	\$4,800	Summer 08
Coyote Canyon (2 Computers needed)	\$6,000	Summer 06
Coyote Canyon (3 Computers needed)	\$3,600	Summer 08
Cucamonga Middle School (3 Computers needed)	\$3,600	Summer 06
Cucamonga Middle School (4 Computers needed)	\$4,800	Summer 08
Dona Merced (3 Computers needed)	\$3,600	Summer 06
Dona Merced (4 Computers needed)	\$4,800	Summer 08
Ruth Musser Middle School (2 Computers needed)	\$6,000	Summer 06
Ruth Musser Middle School (3 Computers needed)	\$3,600	Summer 07
Valle Vista (3 Computers needed)	\$3,600	Summer 06
Valle Vista (4 Computers needed)	\$4,800	Summer 08
Total	\$54,000	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Site Principal and Site Librarian and Technology Coordinator

Inventory and Purchase Orders

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 6

School Site Administrative computer workstations and Computers
Update Offices to meet current standards to keep pace with software and maintenance demands.
(Hardware)

CURRENT STATE

Work Stations
Windows 98, and Windows XP
Servers
Windows NT 4 (Maintenance and Operations)
Windows 2000
Windows 2003

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By August 2007, upgrade all site SASI, Library and Lab servers to Windows 2003.
- By June 2008, 50% of all office administrative computers will meet district hardware and software minimum requirements.
- By June 2008, all HVAC systems will be able to communicate with current hardware and software.
- By June 2009, all office administrative computers will meet district hardware and software minimum requirements.

ACTION PLAN

	EST. \$	DATE
Complete installation of servers Dona Merced, Central,	\$0	July 06
Upgrade SASI Servers at Ruth Musser, Cucamonga Middle School and Coyote Canyon to Windows 2003 Server.	\$0	July 06
Complete installation of Exchange 2003 Server – After this update, Windows 98 machines will be required to use Outlook Web Access exclusively	\$0	July 06
Central School Office (1 Computer needed)	\$1,200	Summer 06
Coyote Canyon Office (2 Computers needed)	\$2,400	Summer 06
Coyote Canyon Office (3 Computers needed)	\$3,600	Summer 07
Cucamonga Middle School Office (1 Computer needed)	\$1,200	Summer 06
Cucamonga Middle School Office (2 Computers needed)	\$2,400	Summer 07
Dona Merced Office (2Computers needed)	\$2,400	Summer 06
Dona Merced Office (2Computers needed)	\$2,400	Summer 07
Ruth Musser Middle School Office (2 Computers needed)	\$2,400	Summer 06
Ruth Musser Middle School Office (3 Computers needed)	\$3,600	Summer 07
Valle Vista Office (2 Computers needed)	\$2,400	Summer 06
Valle Vista Office (3 Computers needed)	\$3,600	Summer 07
District Office (3 Computers needed)	\$3,600	Summer 06
District Office (4Computers needed)	\$4,800	Summer 07
HVAC Systems will be updated to run current software and hardware	\$5,000	Summer 07
Total	\$41,000	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Technology Coordinator, Site Principal, Maintenance Supervisor and Site Technology Representative

Inventory and Purchase Orders

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 7

Create a safe efficient network environment and continue to slow down spam and viruses. (Hardware and Infrastructure)

CURRENT STATE

Currently we maintain a Sonicwall 3060 fire-wall for network security.

We use Symantec Antivirus Enterprise Edition for virus protection. Barracuda Spam Firewall 300 to block spam and also provide a second layer of virus protection.

We have Wireless B & G Access with WEP 128 bit encryption and MAC address filtering at the district office and one of our middle schools.

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, a Sonicwall 2040 firewall will be installed at each school site.
- By June 2009, install wireless access points in each school's Administration Building

ACTION PLAN	EST. \$	DATE
Continue Support Agreement for Sonicwall 3060	\$700/year	Renew each July 1
Continue Support Agreement for Symantec Antivirus	\$7,500/year	Renew each July 1
Continue Support Agreement for Barracuda Spam Firewall	\$1,000/year	Renew each July 1
Sonicwall 2040 for each school site \$2,500 each	\$17,500	Summer 06
\$500 per for each annual support after year one.	\$3,500	Renew each July 1
Implement Wireless Access in each Administration Building at school sites	\$700	08/09
Total	\$30,200	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Technology Coordinator

Inventory and Service Contracts

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 8

Continue ongoing technical support the district wide.

CURRENT STATE

We currently have :
 Site PC Repair Stipend
 Site Web Author Stipend
 Site Accelerated Reader & STAR Stipend
 SASI Support Stipend
 Technology Consultant 12 Hours per Week

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By July 2006, continue to fund site tech support stipends.
- By July 2006, continue to fund consultant 12 hours per week..
- By July 2006, purchase LogMeIn Rescue Subscription for the Technology Coordinator.

ACTION PLAN

EST. \$

DATE

Continue Site Tech Stipends	\$25,500	Renew each July 1
LogMeIn Rescue Account for remote repairs	\$1,188	Renew each July 1
Consultant 12 Hours Per Week	\$50,500	Renew each July 1
Total	\$77,188	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

*Superintendent, Technology Coordinator,
 Site Principal, Site Technology Representative and Teachers*

Repair data and network monitoring.

5A—D INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE

OBJECTIVE # 9

Continue to support current electronic learning resources as well as expand use of these resources for intervention purposes.

CURRENT STATE

Please refer to page 32 for a list of current electronic resources being used.

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By December 2006, pilot additional electronic learning resources.
- By September 2007, expand pilot to five schools
- By September 2008, expand pilot to final two schools.

ACTION PLAN

EST. \$

DATE

Meet with curriculum council, tech committee and teachers to determine student need and research electronic resource interventions.		September 2006
Pilot electronic learning resource(s) at two schools.	\$5,000	06-07
Meet with curriculum council, tech committee and teachers to determine success of pilot program(s).		June 2007
Expand electronic learning resources to three additional schools.	\$5,000	07-08
Meet with curriculum council, tech committee and teachers to determine success of program.		
Expand electronic learning resources to final two schools.	\$5,000	09-09
Total	\$15,000	

THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Superintendent, Technology Coordinator, Site Principal, Site Technology Representative and Teachers

Meeting Minutes, Purchase Orders, usage logs and student progress logs.

6 FUNDING AND BUDGET

SUPPLEMENTAL GRANT FUNDS - \$265,000 PER YEAR

This money is used for the purchase of computer equipment, software, and the Technology Coordinator salary.

TITLE I

These funds will be used to pay for staff development.

SB6296 PUBLIC SCHOOL LIBRARY ACT FUNDS (STATE)

This grant has enabled us to purchase computer equipment, printers, library automation software, STAR Reading assessment software, and Accelerated Reader software.

TITLE II TRAINING

These funds will be used to pay for staff development.

SCHOOL BASED COORDINATED PROGRAMS FUNDS (SBCP) – AMOUNT DETERMINED BY INDIVIDUAL SITE PLANS

Each year school sites use a portion of their SBCP funds to purchase technology

INSTRUCTIONAL MATERIALS FUND

These funds will be used to purchase Social Studies materials.

GENERAL FUND PRINCIPAL ALLOCATION – AMOUNT DETERMINED BY PRINCIPALS

Each year school sites use a portion of their General funds to purchase technology

ERATE

We currently receive ERATE discounts on our T1 circuits. We are at a 55% discount level.

GENERAL FUND UTILITY AND MAINTENANCE ACCOUNT - \$100,000 PER YEAR

This account pays for much of the ongoing costs associated with the use of technology. Frame relay circuit charges, service agreement, Macintosh, PC, and printer repairs, internet access, and email.

LOTTERY

These funds will be use to purchase Social Science materials and software.

TITLE VI INNOVATIVE PROGRAM EDUCATION FUNDS (FEDERAL) - FEDERAL BUDGET REGULATION

Library automation software support agreement

6B ESTIMATE IMPLEMENTATION COSTS			
Software			
Renaissance Place, Accelerated Math, STAR Math Support	\$ 2,000.00	\$ 2,100.00	\$ 2,205.00
Accelerated Reader Support	\$ 3,500.00	\$ 3,675.00	\$ 3,859.00
STAR Reading Support	\$ 4,000.00	\$ 4,200.00	\$ 4,410.00
Edline Annual Support	\$ 1,500.00	\$ 1,575.00	\$ 1,579.00
Social Studies Adoption Software	\$ -	\$ -	\$ -
Pilot Intervention Software	\$ 5,000.00	\$ -	\$ -
Intervention Implementation I	\$ -	\$ 5,000.00	\$ -
Intervention Implementation II			\$ 5,000.00
Total	\$ 16,000.00	\$ 16,550.00	\$ 17,053.00
Curriculum & Curriculum Support			
Social Science Technology Coach—Middle School	\$ 5,000.00	\$ -	\$ -
Training—Teaching Technology Standards	\$ 10,000.00	\$ -	\$ -
Training—After School Support	\$ -	\$ -	\$ 3,000.00
Substitute Cost—Developing Scope and Sequence	\$ 2,000.00	\$ -	\$ -
Site Technology Representatives for IDMS, Edline and Technology Based Intervention	\$ 14,000.00	\$ 14,700.00	\$ 15,435.00
Total	\$ 31,000.00	\$ 14,700.00	\$ 18,435.00
IDMS			
IDMS Formative Assessment Administration and Analysis	\$ 35,000.00	\$ -	\$ -
IDMS Training	\$ 18,500.00	\$ 17,000.00	\$ -
IDMS Contract with ETS	\$ 40,000.00	\$ 40,000.00	\$ 40,000.00
Total	\$ 93,500.00	\$ 57,000.00	\$ 40,000.00
Tech Support			
Barracuda Spam Filter Support	\$ -	\$ 400.00	\$ 400.00
LogMeIn Rescue Subscription	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Technology Consultant and Stipends 5% Increases years 2 and 3 for step and column	\$ 78,000.00	\$ 81,900.00	\$ 85,995.00
Total	\$ 79,200.00	\$ 83,500.00	\$ 87,595.00

6B ESTIMATE IMPLEMENTATION COSTS CONTINUED			
Computers			
Classroom Computer Upgrades—\$526,600 Over Three years	\$ 175,500.00	\$ 175,500.00	\$ 175,500.00
Lab Computer Upgrades—\$181,200 Over Three years	\$ 60,400.00	\$ 60,400.00	\$ 60,400.00
Library Computer Upgrades—\$54,000 Over Three years	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00
Office Computer Upgrades—\$41,000 Over Three years	\$ 13,700.00	\$ 13,700.00	\$ 13,700.00
Total	\$ 267,600.00	\$ 267,600.00	\$ 267,600.00
LAN and WAN Improvements			
DSL For Seven Schools & District Office	\$ 5,300.00	\$ 5,300.00	\$ 5,300.00
DSL Upgrade to 7.0/768 at District Office	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
LAN Upgrade—\$28,500 Over Three Years	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00
DSL Installation at Seven Schools	\$ 1,000.00	\$ -	\$ -
SonicWall 3060 Annual Support	\$ 700.00	\$ 700.00	\$ 700.00
SonicWall 2040 Annual Support	\$ -	\$ 2,200.00	\$ 2,200.00
Sonic Wall 2040 for Seven Schools	\$ 17,500.00	\$ -	\$ -
Wireless Access Points at Seven Schools	\$ -	\$ -	\$ 700.00
Total	\$ 35,500.00	\$ 19,200.00	\$ 19,900.00
Grand Total	\$ 522,800.00	\$ 458,550.00	\$ 450,583.00

6C ONGOING TECHNICAL SUPPORT FROM THE DISTRICT

The Central School District will support the technology plan by annually budgeting for 100% of the cost of (1) District Technology Coordinator (2) Network and PC Repair Consultant for 12 hours per week (3) Stipends for site technology leaders. (Accelerated Reader, PC Repair and Web Page Author) The district will pay 100% of the cost of repairing, replacing and maintaining the infrastructure necessary to keep an effective educational technology program running. Schools are given an allocation of funds each year to purchase new computers and are encouraged to supplement these funds with site based money.

TECHNOLOGY POSITIONS EXISTING

TECHNOLOGY COORDINATOR: 1 FTE FOR THE DISTRICT

TECHNICIAN/CONSULTANT: 12 HOURS PER WEEK FOR ALL SITES

ACCELERATED READER/STAR COORDINATOR: ONE PER SITE (STIPEND)

PC REPAIR: ONE PER SITE (STIPEND)

WEB SITE AUTHOR: ONE PER SITE (STIPEND)

DISTRICT TRAINER: TEACHER ON ASSIGNMENT

OBJECTIVE # 1

Continue ongoing technical support the district wide.

CURRENT STATE

We currently have :

- Site PC Repair Stipend
- Site Web Author Stipend
- Site Accelerated Reader & STAR Stipend
- SASI Support Stipend
- Technology Consultant 12 Hours per Week

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By July 2006, continue to fund site tech support stipends.
- By July 2006, continue to fund consultant 12 hours per week..
- By July 2006, purchase LogMeIn Rescue Subscription for the Technology Coordinator.

ACTION PLAN

	EST. \$	DATE
Continue Site Tech Stipends	\$25,500	06/09
LogMeIn Rescue Account for remote repairs	\$1,188	06/09
Consultant 12 Hours Per Week	\$50,500	06/09
Total	\$77,188	

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Superintendent, Technology Coordinator, Site Principal, Site Technology Representative and Teachers

Repair data and network monitoring.

6D DISTRICT REPLACEMENT POLICY FOR OBSOLETE EQUIPMENT

Central School District will formalize three policies:

- Equipment Replacement
- End of Life—retiring equipment
- Personal Equipment use within the District

OBJECTIVE # 1

Create district policies to ensure uptime of equipment and network.

CURRENT STATE

We currently have no end of life policy or replacement policy.

We also have clear standards for donated equipment.

We have an Acceptable Use Policy for students and staff. We need to create a user policy for the actual computer privileges.

BENCHMARKS—THESE TIMELINES ARE ESTIMATES, AND WILL BE ADJUSTED BASED ON AVAILABLE FUNDING.

- By June 2007, develop and implement an end of life policy that will provide a clear guideline to retiring older equipment on site LANs.
- By June 2008, develop and implement replacement policy that will provide a clear guideline to replacing older equipment at all sites.
- By June 2008, develop and implement consistent user policy to avoid computer damage.

ACTION PLAN

	EST. \$	DATE
Develop and implement an end of life policy that will provide a clear guideline to retiring older equipment on site LANs	N/A	06/07
Develop and implement replacement policy that will provide a clear guideline to replacing older equipment at all sites.	N/A	07/08
Develop and implement consistent policy covering privately owned computers. This includes employee computers that they donate to their own classrooms.	N/A	07/08

PERSON RESPONSIBLE

MONITORING AND EVALUATION PROCESS

Superintendent, Technology Coordinator, Site Principal, Site Technology Representative and Teachers

Repair data and network monitoring.

The Central School District recommends the following minimum technology requirements be met to support the Curriculum and Professional Development Components outlined in this plan.

MINIMUM SYSTEM REQUIREMENTS	WINDOWS/INTEL	APPLE MACINTOSH
PROCESSOR	Pentium VI	G4
MEMORY	512MB RAM	512 MB RAM
STORAGE CAPACITY	40 GB Hard Drive	40 GB Hard Drive
CD-ROM DRIVE	DVD/CDRW	DVD/CDRW
FLOPPY DRIVE	None	None
ETHERNET	10/100 Ethernet Card	10/100 Ethernet Card
SOUND	Integrated Sound Card	Integrated Sound Card
MONITOR	17" LCD Monitor with speakers	17" LCD Monitor with speakers

6E PROCESS USED TO MONITOR PROGRESS AND FUNDING DECISIONS

The Educational Services Department will monitor the implementation of Hardware, software, infrastructure and technical support. The budget projections in this plan and the estimated time-lines will provide guidance in making any necessary changes. Minimum technology requirements will be updated at least once per year to ensure that technology purchases are state of the art and best meet our students needs.

7A MONITORING AND EVALUATION COMPONENT

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 has been embedded throughout this document.

7B SCHEDULE FOR EVALUATING THE EFFECT OF PLAN IMPLEMENTATION.

A schedule for evaluating the effect of plan implementation has been embedded throughout this document.

7C DESCRIPTION OF HOW THE INFORMATION OBTAINED THROUGH THE MONITORING AND EVALUATION WILL BE USED

Evaluation data will give direction and guidance to the Principals and Leadership Teams Program in making recommendations for program modifications for the coming year(s). Formal reports will be made to the Central School District Board of Trustees. Recommendations for changes may include any of the following:

Modifying the technology plan and timelines

Modifying the use of technology in supporting curriculum and standards

Modifying the infrastructure (hardware, software, peripherals, etc.)

Modifying staff training and professional development

Modifying budget support of the technology plan

Modifying the monitoring and evaluation procedures

8 EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

Students promoted from our middle schools attend high school in the Chaffey Joint Union District. Adult literacy programs are primarily provided through this affiliation with the adult education program throughout Chaffey Joint High School District. Within the district education programs that serve our community include Community Based English Tutoring (CBET) .

As our district technology plan is reviewed and revised each year, we will collaborate with and solicit input from various adult literacy providers in our community, including Chaffey Joint High School District and the Rancho Cucamonga Public Library. The result of this cooperation will be links to adult literacy resources on our district web site.

9A EFFECTIVE, RESEARCH-BASED METHODS AND STRATEGIES

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

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.

In the district technology plan, professional development is a primary focus. The Education Technology Plan is consistent with the 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 15 sessions per semester 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.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the use 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 probeware, and PowerPoint handouts to guide students in note-taking.

9B DESCRIPTION OF THOROUGH AND THOUGHTFUL EXAMINATION OF EXTERNALLY OR LOCALLY DEVELOPED EDUCATION TECHNOLOGY MODELS AND STRATEGIES.

PROCESS FOR INCORPORATING RESEARCH-BASED METHODS AND MODELS INTO ONGOING PROGRAM EVALUATION AND MODIFICATION:

Annually, the Curriculum and Instruction Department and the District Technology Committee will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.

An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices reported.

An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.

A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.

An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the Central school district is consistent with current scientifically-based research regarding technology, teaching, and learning.

Software evaluation and selection in the area of numeracy will be consistent with research from the Mathematics Framework for California Public Schools, which has identified four components essential to a child's learning to calculate (1) development of basic math skills (2) preparation for the use of calculators (3) use of computers (4) use of the internet. All software selected will be evaluated for its ability to support the key numeracy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

9C TECHNOLOGY TO DELIVER RIGOROUS ACADEMIC COURSES AND CURRICULA, INCLUDING DISTANCE-LEARNING TECHNOLOGIES

This technology plan allows for the development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula. Internet connections are already being used to extend and supplement the District's curriculum offerings.

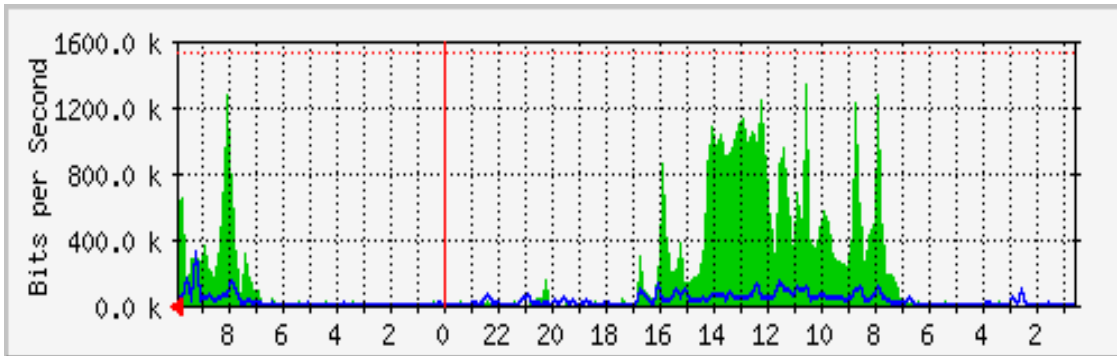
The Central School District will use online resources to increase the breadth, scope, and variety of course offerings that are available to students. These offerings include advanced studies, and independent studies. Distance learning is not a significant factor due to our K-8 status.

Online resources will also increase the types of professional development opportunities that district teachers, administrators, classified staff, and paraprofessionals have available to them. Self-paced training opportunities and online mentoring will expand current district staff development offerings.

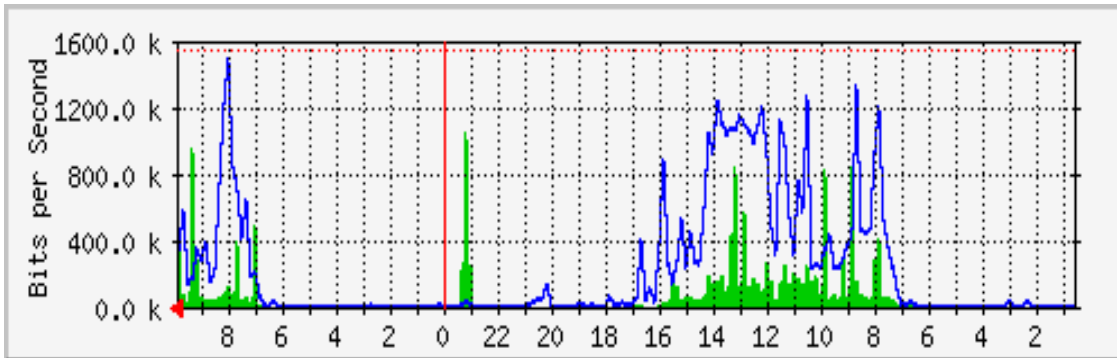
APPENDIX A—NETWORK USAGE

THE FOLLOWING GRAPHS SHOW THE CURRENT USAGE OF T-1 CIRCUITS IN THE CENTRAL SCHOOL DISTRICT. WE CURRENTLY MEET OR EXCEED CAPACITY MULTIPLE TIMES THROUGHOUT THE DAY. (1300K)

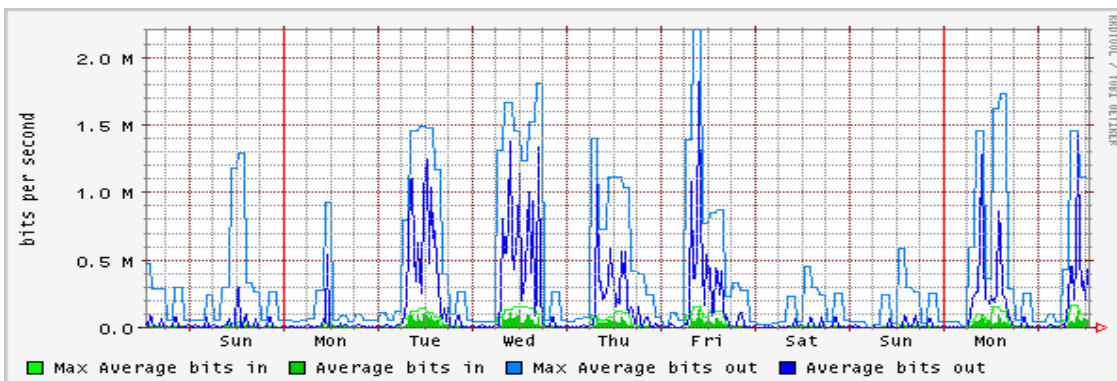
DISTRICT OFFICE TO COUNTY/INTERNET



SCHOOLS T-1 TO DISTRICT OFFICE



DISTRICT OFFICE TO COUNTY/INTERNET NEW DSL LINE



APPENDIX B—HARDWARE PRICING

Hours needed to install equipment are an estimate based on previous installations.

The following prices are estimates based on the Dell DGS/NASPO Educational Contract.

WORKSTATION

Dell Optiplex Series computer w/ 17 inch Flat panel display w/ 3 year Gold Technical Support Windows XP, MS Office 2003 Pro and Symantec Antivirus	\$1200.00
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SWITCHES

Dell PowerConnect 3424 Managed 24 Port Switches w/ 2 gigabit uplinks	\$314.00
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SWITCHES

Dell PowerConnect 3448 Managed 48 Port Switches w/ 2 gigabit uplinks	\$524.00
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SWITCHES

Dell PowerConnect 2716 Managed 16 Port Switches	\$188.00
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SWITCHES

Dell PowerConnect 2708 Managed 8 Port Switches	\$76.00
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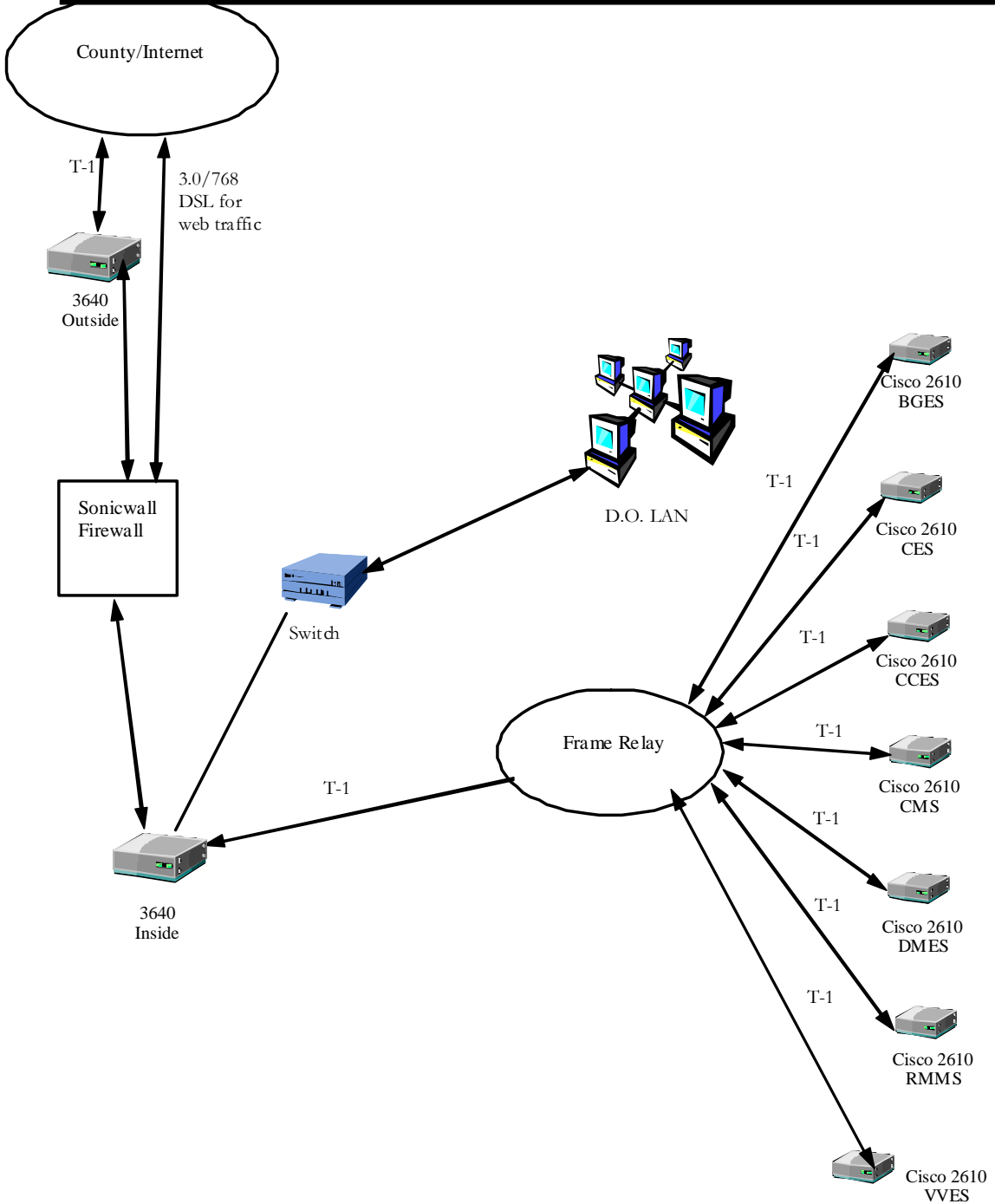
APPENDIX C—TELEPHONE SYSTEMS

The district phone systems are antiquated and need to be replaced as soon as money is available. The WAN and LAN standards in this three year plan will **not** support a centralized phone system. Initial estimates are 1.2 million dollars over 5 years to implement a WAN capable of supporting both data and voice.

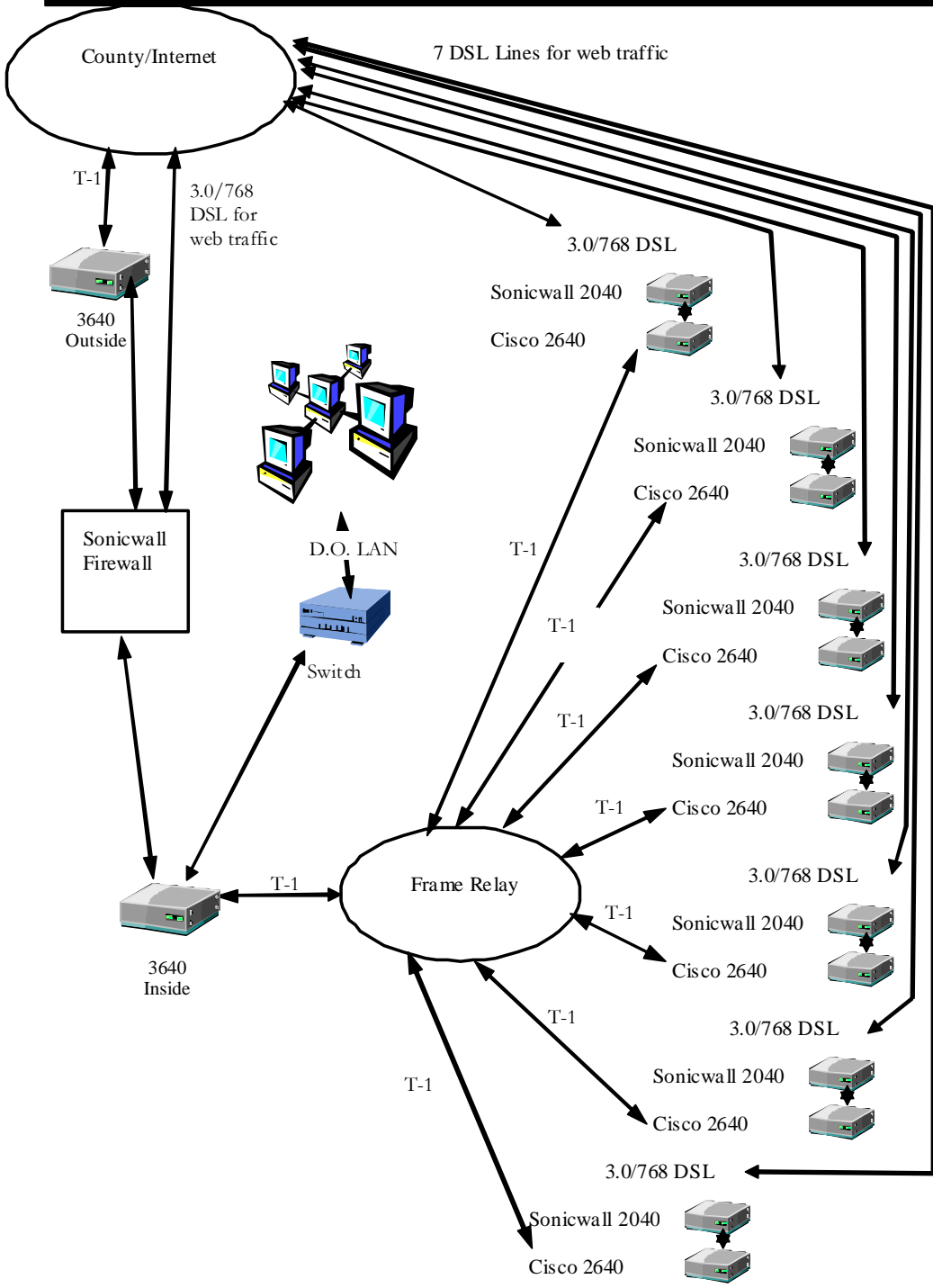
LAN requirements for Voice over IP (VOIP) would be an additional \$400,000 and would replace the LAN equipment in this plan.

New phone systems are not required to run over the data circuits however, initial cost analysis shows an overall long rang cost savings for circuits.

APPENDIX D—CURRENT WAN CONFIGURATION



APPENDIX E—DESIRED WAN CONFIGURATION



APPENDIX F**EDUCATION TECHNOLOGY PLAN REVIEW SYSTEM (ETPRS) CONTACT INFORMATION**

County & District Code:	36 - 67645
LEA Name:	Central School District
Salutation:	Mr.
First Name:	Rusty
Last Name:	Mineer
Job Title:	Technology Coordinator
Address:	10601 Church Street Suite 112
City:	Rancho Cucamonga
Zip Code:	91730
Telephone:	(909) 989-8541
Fax:	909) 941-1732
E-Mail:	rmineer@csd.k12.ca.us
Backup Name:	Donna Libutti
Backup E-Mail:	dlibutti@csd.k12.ca.us

APPENDIX G—FORMERLY 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
A. The plan should guide the district’s use of education technology for the next three to five years.	5	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)			
A. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	7	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.

APPENDIX G—FORMERLY APPENDIX C

3. CURRICULUM COMPONENT CRITERIA

Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)

<p>A. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</p>	<p>8</p>	<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.</p>	<p>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.</p>
<p>B. Description of the district's current use of hardware and software to support teaching and learning.</p>	<p>11</p>	<p>The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).</p>	<p>The plan cites district policy regarding use of technology, but provides no information about its actual use.</p>
<p>C. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.</p>	<p>12</p>	<p>The plan references other district documents that guide the curriculum and/or establish goals and standards.</p>	<p>The plan does not reference district curriculum goals.</p>
<p>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.</p>	<p>14</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>17</p>	<p>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.</p>	<p>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.</p>

APPENDIX G—FORMERLY APPENDIX C

<p>F. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.</p>	<p>18</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>19</p>	<p>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.</p>	<p>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.</p>
<p>H. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.</p>	<p>22</p>	<p>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.</p>	<p>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.</p>
<p>I. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>24</p>	<p>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.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.</p>
<p>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.</p>	<p>24</p>	<p>The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

APPENDIX G—FORMERLY APPENDIX C

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA

Corresponding EETT Requirement(s): 5 & 12 (Appendix F)

<p>A. Summary of the teachers' and administrators' current technology skills and needs for professional development.</p>	<p>25-28</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>25-28</p>	<p>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.</p>	<p>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.</p>
<p>C. List of benchmarks and a timeline for implementing planned strategies and activities.</p>	<p>25-28</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>25-28</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

APPENDIX G—FORMERLY APPENDIX C

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA

<p>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.</p>	<p>29-41</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>29-41</p>	<p>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</p>	<p>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.</p>
<p>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.</p>	<p>29-41</p>	<p>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.</p>	<p>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.</p>
<p>D. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	<p>29-41</p>	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

APPENDIX G—FORMERLY APPENDIX C

6. FUNDING AND BUDGET COMPONENT CRITERIA

Corresponding EETT Requirement(s): 7 & 13, (Appendix F)

A. List of established and potential funding sources and cost savings, present and future.	42	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).	43	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.	45	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.	46	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.	47	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.

APPENDIX G—FORMERLY APPENDIX C

7. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION

Corresponding EETT Requirement(s): 11 (Appendix F)

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.	47	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.	47	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.	48	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.

8. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA

Corresponding EETT Requirement(s): 4 & 9 (Appendix F)

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.	49	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.	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.
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APPENDIX G—FORMERLY APPENDIX C			
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA			
Corresponding EETT Requirement(s): 4 & 9 (Appendix F)			
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.	50	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.	51	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).	52	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

Appendix A - Network Usage	53
Appendix B – Hardware Pricing	54
Appendix C – Telephone Systems	54
Appendix D – Current Wide Area Network	55
Appendix E – Desired Wide Area Network	56
Appendix F – Education Technology Plan Benchmark Review	57
Appendix G— Criteria for EETT-Funded Education Technology Plans (Formerly Appendix C)	58

Appendix F – Education Technology Plan Benchmark Review

California Department of Education
F02BR Enhancing Education Through Technology (EETT)

EETT-

Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

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

IDENTIFYING INFORMATION:

CDS # 36-67645

Applicant Name: Central 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)
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)

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.

Rusty Mineer
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Technology Coordinator
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE

3/23/2006
DATE

For CDE Use Only
Date Added: _____
Selected For Random Review: _____
Comments: _____

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)

Our goal was/is to improve student learning in mathematics by focusing on remediation in grades 4-8 using the district's Target Objective Test results to qualify students for the program.

We formed a committee of teachers and Administrators to look at Mathematics remediation tool options. This group narrowed the search to two products. These two products were then presented to all Math teachers who would potentially be taking part. The teachers chose Renaissance Place, Accelerated Math and STAR Math. We originally planned on piloting two different products but the Teachers all agreed with the aforementioned choice.

We purchased software, hardware and training from the vendor and put it into place. Middle school math teachers were given the task of qualifying students for the program. Once students were identified teachers used the software and hardware with a small number of students.

Our second year of implementation included students from every 6th grade math class in our middle schools. Our teachers have a clear understanding of the

program and use it on a daily basis. Our plan is to increase the number of students participating in the program for the 2006-2007 school year using district funds and to track these students progress with the newly implemented Instructional Data Management System (IDMS).

#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)

Comprehensive staff development was/is vital for a successful implementation of Renaissance Place, Accelerated Math and STAR Math.

Our original goals for staff development centered on CTAP2 assessments. We adjusted these goals as needed to support the curricular goals of the plan. The focus of our staff development changed to the implementation and sustained use of Accelerated Math and STAR Math.

Initial and follow-up staff development days were purchased along with software (Renaissance Place, Accelerated Math and STAR Math and hardware (scanners, printers and server). The effectiveness of these trainings was/is easily monitored by logs on the Renaissance Place server. Follow up days were used to confirm teacher understanding and to help with staff changes. Staff development covered but was not limited to:

- Appropriate use of Formative and Summative Assessments
- Accessing the Web Based Application
- Student Import
- Class Setup – Initial and Adds/Drops
- Scanning Answer Documents

The staff development component of this project has been a big success. Our Server has been up and running for over two years with students and teachers accessing it every day.

