

# **Kings Canyon Unified School District Technology Plan July 1, 2013 - June 30, 2018**

*KCUSD Staff: The shift from teaching technology to using technology to teach.*

*KCUSD Students: Using technology everyday to communicate, collaborate, create, and think critically so that they become college or career ready.*



CDS#: 10-62265

School District Name: Kings Canyon Unified School District

District Mailing Address: 675 W. Manning, Reedley California, 93654

Name:

Title:

Phone Number:

E-Mail Address:

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## **Acknowledgements**

**Kings Canyon Unified School District**

## July 1, 2013 - June 30, 2018

### District Summary

Kings Canyon Unified School District (KCUSD) is located in Fresno County, Central California's agricultural heartland. Parts of Kings Canyon National Park reside within the boundaries of the district. KCUSD is unique in that it serves three distinct population centers and covers over 600 square miles. The three population centers are:

1. Squaw Valley, Dunlap and Miramonte – “the mountain area” with a student population of approximately 390
2. Orange Cove - with a student population of approximately 2600 students which has been designated as a Federal Enterprise Community due to its dire economic condition.
3. Reedley – with a student population of approximately 6700 students.

Kings Canyon Unified School District consists of eight (K-5) elementary schools, four (K-8) schools, three (6-8) middle schools, two comprehensive high schools, one continuation school, one alternative education school, one adult education school, one Charter High School with an online instructional delivery system, and one Charter High School partnered with Reedley College.

A majority of employed parents of school age children work as farm laborers or in one of the many large local fruit packing warehouses at skilled or semi-skilled tasks. According to the U.S Census Bureau, 2007-2011, within the school district attendance area, 23.9% of the total population are in poverty. Fifty five percent speak a language other than English at home, 97% of which speak Spanish and 3% speak a language other than English or Spanish; 51% reported that they did not speak English "very well".

The ethnic makeup of the district (CBEDS 2012) is 85.5% Hispanic, 10.8% white, 1.7% Asian, 1.3% Other, .4% American Indian, and .4% African American. There are 34.3% English Language Learner students and 77% of the entire student population qualify for free or reduced lunch. Thirteen of our schools have over 80% of the student population who qualify for free and reduced lunch.

The Kings Canyon Unified School District Technology plan, with implementation of appropriate updates when necessary, is expected to cover July 1, 2013 through June 30, 2018 school years. The plan is intended to meet all state and federal requirements for technology use plans and all current and future educational standards related to technology during its life cycle.

### Vision/Mission Statement

## **Mission Statement**

Our mission is to provide a broad spectrum of educational programs and co-curricular activities for ALL students so that they may reach their highest potential.

## **KCUSD Vision**

All students can learn and succeed. Each student at every level:

...will encounter a challenging and interesting curriculum.

...will experience a variety of instructional strategies that promote lifelong learning.

...will build high self-esteem through success in personal responsibility and achievement.

...will engage in enriching co-curricular activities.

## **KCUSD Goals**

### **High Student Achievement**

- Data driven decision making
- Ensure strong leadership at every school site
- Explore pre-school opportunities for students
- Maintain literacy as the district focus
- Education is a partnership between the school, the family and the community
- Ensure students have opportunities to be involved in co-curricular programs
- Ensure all students have access and opportunities to participate in a broad spectrum of courses and academic activities

### **Excellence in Teaching**

- Continue to improve our approaches to recruitment and hiring, induction, mentoring, evaluation and recognition
- Work with principals and teachers in the area of leadership, teaching and learning
- Work to expand opportunities for teachers and administrators to participate in professional development
- Shall consistently utilize technology in teaching and learning to meet the needs of all students
- Build capacity of educators to meet the needs of all students

### **Enhance Leadership and Accountability**

Establish expectations for performance of individuals in leadership roles.

- Establish a model to build leadership skills and capacity necessary to increase student achievement
- Recognize employee excellence at all levels

### **Maintain Financial Stability**

- Plan for expenditures related to new facilities and growth
- Maintain good fiscal practices
- Seek alternate funding sources

### **Strengthen Public Confidence**

- Continue to improve internal and external communication plan
- Communicate expectations to every employee in the district
- Establish a forum for dialogue and discussion
- Establish more direct links with parents at every school site

## **Student Achievement Goals**

Goal 1: All students will grow one performance band annually. (Note: low basic students will grow to high basic, and advanced students will grow in scaled score).

Goal 2: All English Learners will grow one CELDT band annually. (Note: low Intermediates will grow to high intermediates).

## **Partnership Involvement**

### **2.a. Stakeholder Description**

The Kings Canyon Unified School District (KCUSD) Technology Committee is comprised of district staff, community members, service organizations, parents, and students dedicated to fulfilling the vision of implementing, integrating, partnering and collaborating using technology to improve student achievement.

#### **School Board Members**

Timothy Heinrichs  
Sarah Rola  
Noel C. Remick  
Robin Tyler  
Manuel Ferreira  
Floyd B. Smith  
Clotilda Mora

#### **Student Board Members**

Esperanza Botello  
Erenea Magliba

#### **Administration**

Juan Garza, Superintendent  
John Campbell, Deputy Superintendent - Human Resources

Dr. John Quinto, Assistant Superintendent/CBO - Business Services  
Marcy Guthrie, Assistant Superintendent - Curriculum and Instruction  
Bonnie Smith, Administrator for Resource Development  
Mary Ann Carouso, Administrator for Student Services

**KCUSD Technology Plan Writing Committee 2012**

Marcy Guthrie, Assistant Superintendent Curriculum & Instruction  
Bonnie Smith, Administrator for Resource Development  
Carol Lopez Doerksen, District Library Coordinator  
Jerry Edmonds, District Technology Coordinator

**KCUSD Technology Plan Committee 2012**

Jeremy Brown, Representing Certificated Management, Reedley  
Roberto Gutierrez, Representing Certificated Management, Orange Cove  
Andrew Ware, Representing The Learning Center  
Jess Foddrill, Representing Classified Employees  
Pam Schroeder, Representing Alternative Education  
Ellen Woitalla, Representing Reedley Elementary Schools  
Rick McCollum, Representing Reedley High School  
Dawn Linhoff, Representing Reedley High School  
Joe Valero, Representing Orange Cove Elementary Schools  
Peggy Ellis, Representing Middle Schools  
James Lyons, Representing Orange Cove High School  
Adele Nikkel, Business Services  
John Clements, Director of Transportation  
Kelli Duckworth, K-5 District Curriculum Coordinator  
Lori Botkin, 6-12 District Curriculum Coordinator  
Janie Chiasson, District Academic Coach  
Esperanza Botello, Student Board Member  
Erenea Magliba, Student Board Member  
Adelfa Lorenzano, Parent and Reedley College representative  
Audrey Taylor, Reedley Parent  
Edna Wheeler, Orange Cove Parent

## **Curriculum Driven Technology Goals**

### **3.a. Teacher and Student Access to Technology Tools**

Student/Staff	Type of Technology	Access
KCUSD Students	<ul style="list-style-type: none"> <li>■ computer student ratio 1:4</li> <li>■ student response systems</li> <li>■ interactive white board</li> <li>■ internet</li> <li>■ stationary/mobile labs</li> <li>■ video cameras</li> <li>■ digital cameras</li> </ul>	before/during/after school
KCUSD Staff	<ul style="list-style-type: none"> <li>■ laptop</li> <li>■ projector</li> <li>■ document presenter</li> <li>■ interactive white board</li> <li>■ student response system</li> <li>■ scanners</li> <li>■ video cameras</li> <li>■ digital cameras</li> </ul>	before/during/after school

KCUSD has adopted a four year refresh approach to technology items designated as standard equipment in the classroom. Standard technology equipment for teachers in the classroom is defined as: laptop, projector and document camera. The technology refresh cycle is as follows:

<b>Technology Refresh</b>	
<b>School</b>	<b>Year</b>
<b>Jefferson</b>	2013 - 2014
<b>RHS</b>	2013 - 2014
<b>Sheridan</b>	2013 - 2014
<b>Grant</b>	2014 - 2015
<b>Lincoln</b>	2014 - 2015
<b>Navelencia</b>	2014 - 2015
<b>Washington</b>	2014 - 2015
<b>Citrus</b>	2015 - 2016
<b>Dunlap</b>	2015 - 2016
<b>KCHS</b>	2015 - 2016
<b>T.L. Reed</b>	2015 - 2016
<b>OCHS</b>	2015 - 2016
<b>Great Western</b>	2016 - 2017
<b>RMCHS</b>	2016 - 2017
<b>Riverview</b>	2016 - 2017
<b>A.L. Conner</b>	2017 - 2018
<b>Alta</b>	2017 - 2018
<b>McCord</b>	2017 - 2018
<b>Silas Bartsch</b>	2017 - 2018

**3.b. Current Use of Technology**

Classroom staff uses typically include: PowerSchool's PowerTeacher grade book; productivity software; internet; learning software; Microsoft Office Suite; Google Apps, Discovery Education Streaming Plus; SchoolCity software; Pearson online textbooks and teacher tools and web-based instructional resources from adopted curriculum; and Destiny online catalog.



Student uses: Microsoft Office Suite; Google Apps; Adobe CS Suites; internet; Accelerated Reader software; Discovery Education Streaming Plus; additional web-based subscription databases; video production software; and Destiny online catalog.

### **3.c. District’s Curricular Focus**

#### **District Goals**

Kings Canyon Unified School District maintains curricular goals in the District’s LEA Plan and each schools’ Single Plan for Student Achievement. Proficiency in English Language Arts and Mathematics is a high priority in the plans.

#### **Student Achievement Goals**

All students will grow one performance band annually. (Note: low basic students will grow to high basic, and advanced students will grow in scaled score).

All English Learners will grow one CELDT band annually. (Note: low Intermediates will grow to high intermediates).

The District is currently involved in training, coaching, and supporting all certificated staff in the Common Core State Standards while continuing to support and monitor implementation of Direct Instruction.

All KCUSD Students will use technology everyday to communicate, collaborate, create, and think critically so that they become college or career ready.

### **3.d. Curriculum Goals**

**Goal 1:** All students will grow one performance band annually (low basic students will grow to high basic, and advanced students will grow in scaled score) and all English Learners will grow one CELDT band annually (low Intermediates will grow to high intermediates).

**Objective 1:** All KCUSD Staff will use technology including Google Apps for Education and Web 2.0 tools and skills (e.g. social networking sites, blogs, wikis, Google Apps, etc.) appropriately, intentionally, and purposefully (i.e., digital citizenship) everyday as part of their instruction, instructional planning and work with their colleagues and students to communicate, collaborate, and create content.

**Objective 2:** All KCUSD Students will use technology including Google Apps for Education and Web 2.0 tools and skills (e.g. social networking sites, blogs, wikis, Google Apps, etc.) appropriately, intentionally, and purposefully (i.e., digital citizenship) everyday to

communicate, collaborate, create, and think critically so that they become college or career ready.

**By June 2014:**

Staff: 1) All teachers and leaders will teach the Common Core Standards and use The Synced Solution, a web-based resource that houses Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will participate in Google App Training 101 and 201 and begin to implement and use Google tools with colleagues and students. 3) Professional development in how to create custom reports in SchoolCity and sort students into groups and in how to use a variety of applications and resources to deliver a presentation.

Students: 1) All students will learn the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) Students will be exposed to and use Google tools with other students and their teacher. 3) All students will continue to learn the KCUSD Digital Citizenship grade level lessons.

**By June 2015:**

Staff: All teachers and leaders will teach the Common Core Standards and use The Synced Solution, a web-based resource that houses Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google tools and frequency of use with colleagues and students. 3) Professional development in how to analyze data and propose solutions and in how to present technology-enhanced projects.

Students: 1) All students will learn the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) Students will increase the number of Google tools used and frequency of use with other students and their teacher. 3) All students will continue to learn the KCUSD Digital Citizenship grade level lessons. 4) All students will learn how to use applications and resources to deliver presentations and will deliver grade level appropriate presentations.

**By June 2016:**

Staff: All teachers and leaders will teach the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Professional development in how to identify credible web sites and validate sources found and in the use of basic spreadsheets, charts, and graphs.

Students: 1) All students will learn the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) Students will increase the number

of Google tools used and frequency of use with other students and their teacher. 3) All students will continue to learn the KCUSD Digital Citizenship grade level lessons. 4) All students will learn how to present technology-enhanced projects and will present technology-enhanced grade level appropriate projects.

**By June 2017:**

Staff: All teachers and leaders will teach the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Professional development on how to validate internet sources for appropriate use and how to locate and download content from digital media collections for specific purposes and cite the sources.

Students: 1) All students will learn the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) Students will increase the number of Google tools used and frequency of use with other students and their teacher. 3) All students will continue to learn the KCUSD Digital Citizenship grade level lessons. 4) All students will learn how to use basic spreadsheets, charts, and graphs and will create grade level appropriate work demonstrating proper use of spreadsheet, charts, and graphs.

**By June 2018:**

Staff: All teachers and leaders will teach the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Professional development on how to plan a collaborative project with peers or students using telecommunication tools.

Students: 1) All students will learn the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) Students will increase the number of Google tools used and frequency of use with other students and their teacher. 3) All students will continue to learn the KCUSD Digital Citizenship grade level lessons. 4) All students will plan a collaborative project with peers using a telecommunication tool.

**Evaluation Instrument(s) and Data to be Collected:** 1) Site Staff Professional Development Google Spreadsheet Accounting; 2) Evaluations of Professional Development Sessions; 3) The Synced Solution Monitoring of use and implementation by site principals and the district in Years 1, 2, and 4; Smarter Balanced Assessment results for ELA and Math grades 3-8 and grade 11 in Years 2, 3, 4, and 5; and District and Student Technology Survey completed after Years 1 and 3.

**Evaluation of Objectives, Activities, Benchmarks and Modification Process:** The district technology committee will analyze and review the plan, implementation data and feedback annually. The Assistant Superintendent for Curriculum and Instruction will report progress to the Superintendent's Cabinet bi-annually. Principal evaluations completed bi-annually.

### 3.e. Tech Literacy

**Goal 2:** All students and staff will receive instruction/training on the KCUSD K-12 Technology Standards (based on the *National Education Technology Standards-NETS* and the *Fresno County Office of Education Recommended Digital Literacy & Technology Skills to Support the California Common Core State Standards*) and the Big6 Model of Information Literacy.

**Objective:** By June 2016, 2017 and 2018, at the completion of grades 2, 5, 8, and 12, 100% of the students will be able to demonstrate proficiency in the three digital literacy categories of the KCUSD K-12 Technology Standards for their grade span, and incorporate the Big6 Model of Information Literacy into their projects and/or research.

By June 2014, 100% of the staff will have received training on the KCUSD K-12 Technology Standards for their grade span and the Big6 Model of Informational Literacy.

**Activities and Benchmarks:** K-12 teachers will be trained in their grade span level of the KCUSD K-12 Technology Standards and the Big6 Model of Information Literacy. After training, K-8 teachers will begin incorporating the KCUSD K-12 Technology Standards and the Big6 Model into their curriculum (2014-2018). High school core curriculum department teachers (English, Math, Social Science, and Science), administration, and teacher librarians will collaboratively determine the projects that will be required of students by content area and grade level so as to avoid duplication to meet the KCUSD Technology Standards. Teachers will incorporate these projects and the Big6 Model into their content areas (2014-2018).

**Evaluation Instrument(s) and Data to be Collected:** In-class evaluation by teacher to determine student proficiencies; student projects and research; student knowledge of Big6 process through student projects, research, and other classroom assignments. A Student Tech Survey will be administered at the end of the year.

### 3.f. Copyright and Fair Use

**Goal 3:** All students will be instructed on how to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; how to distinguish lawful from unlawful downloading and peer-to-peer file sharing; and how to avoid plagiarism.

**Objective:** By June 2014, 2015, 2016, 2017 and 2018, 100% of the students will be instructed in the appropriate and ethical use of information technology.

By June 2015, the KCUSD Digital Citizenship lessons on copyright and fair use, downloading and peer-to-peer file sharing, and plagiarism will be reviewed and revised, as needed.

**Activities and Benchmarks:** Teachers will continue to teach the grade-level appropriate Digital Citizenship lessons developed by KCUSD teachers in 2010, covering the following areas: how to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; how to distinguish lawful from unlawful downloading and peer-to-peer file sharing; and how to avoid plagiarism. 100% of designated

teachers will sign off after each lesson that they have taught the lesson. Ongoing instruction will take place as students use the Internet for research reports and projects. During the 2014-15 school year, Common Sense Media's *Digital Literacy and Citizenship Classroom Curriculum* will be reviewed, along with the KCUSD Digital Citizenship lessons, to determine whether their lessons would be appropriate to add, or replace, some of the district's lessons.

**Evaluation Instrument(s) and Data to be Collected:** In-class evaluation by teacher of student knowledge of copyright, fair use, downloading and peer-to-peer file sharing, and plagiarism through student projects, research, and other classroom assignments. A Student Tech Survey will be administered at the end of the year.

### 3.g. Cybersafety

**Goal 4:** All students and staff will be instructed on Internet safety, including how to protect online privacy and avoid online predators.

**Objective:** By June 2014, 2015, 2016, 2017 and 2018, 100% of the students will be instructed on Internet safety, including online privacy and avoidance of online predators. By June 2015, the KCUSD Digital Citizenship lessons on Internet safety will be reviewed and revised, as needed.

**Activities and Benchmarks:** Teachers will continue to teach the grade-level appropriate Internet safety lessons, which include online privacy and avoidance of online predators, from the Digital Citizenship lessons developed by KCUSD teachers in 2010. 100% of designated teachers will sign off after each lesson that they have taught the lesson. Ongoing instruction will take place as students use the Internet for research reports and projects. During the 2014-15 school year, Common Sense Media's *Digital Literacy and Citizenship Classroom Curriculum* will be reviewed, along with the KCUSD Digital Citizenship lessons, to determine whether their lessons would be appropriate to add, or replace, some of the district's lessons.

**Evaluation Instrument(s) and Data to be Collected:** In-class evaluation by teacher of student knowledge of Internet safety, including online privacy and avoidance of online predators. A Student Tech Survey will be administered at the end of the year.

### 3.h. Equitable Access

District Board Policy 6163.4 most recently updated in June 2009, ensures equal access for all students to technology. This includes English Language Learners, Students with Disabilities, Gifted and Talented, and Socio Economic Disadvantaged students. All students must, prior to access, sign the Acceptable Use Agreement specifying user obligation and responsibilities. This agreement is also signed by the student's parent. This policy ensures equal access and that the district technology is used in a manner to support the instructional program and the achievement of student learning.

### 3.i. Record Keeping and Assessment

Currently SchoolCity is the data system used to warehouse student assessment information for teacher and administrative use. All technology will be used to deliver enhanced instruction and support technological proficiency for the student as well as the teacher. Currently PLC/Data Teams are used to monitor and adjust or target instruction based on student needs throughout the school year.

**Goal 5:** Annually 2013-2018, all KCUSD teachers will regularly use the district’s student data information system for state assessments, local benchmark assessments and teacher/department used common assessments.

**3.j. School to Home Communication**

<p><b>Goal 6:</b> KCUSD currently employs a number of well used technological two-way communication practices that will continue for the next 1-5 years in so far as they are still deemed effective.</p> <p>By June, 2018, KCUSD will extend its home and school two-way communication as measured by the number of site and district website hits and the further analysis of said hits. KCUSD home school two-way communication will continue with the use of the following technology tools:</p> <ul style="list-style-type: none"> <li>■ School and District Websites</li> <li>■ Email</li> <li>■ Newsletters- teacher and school both electronic and paper copies</li> <li>■ Web pages/ Teacher – web pages</li> <li>■ PowerSchool</li> <li>■ Video and Web conferencing</li> <li>■ Connect ED</li> <li>■ Bulletin Board Online</li> <li>■ School Marques</li> <li>■ Special Communication Task Force</li> </ul>
<p><b>Objective 1:</b> Baseline data for the number of hits and further analysis of sites visited will be established for the KCUSD website May 30, 2014.</p>
<p><b>Year 1 Activities and Benchmarks:</b> By June, 2015, KCUSD will increase the number of KCUSD website hits by 10% for the May 2014 baseline data. Further analysis of sites visited will also increase by 10% over the May 2014, baseline data.</p>
<p><b>Year 2 Activities and Benchmarks:</b> By June, 2016, KCUSD will increase the number of KCUSD website hits by 10% from the June 2015 data. Further analysis of sites visited will also increase by 10% over the June 2015 data.</p>
<p><b>Year 3 Activities and Benchmarks:</b> By June, 2017, KCUSD will increase the number of KCUSD website hits by 10% from the June 2016 data. Further analysis of sites visited will also increase by 10% over the June 2016 data.</p>
<p><b>Year 4 Activities and Benchmarks:</b> By June, 2018, KCUSD will increase the number of KCUSD website hits by 10% from the June 2017 data. Further analysis of sites visited will also increase by 10% over the June 2017 data.</p>
<p><b>Year 5 Activities and Benchmarks:</b> By June, 2019, KCUSD will increase the number of KCUSD website hits by 10% from the June 2018 data. Further analysis of sites visited will also increase by 10% over the June 2018 data.</p>
<p><b>Evaluation Instrument(s) and Data to be Collected:</b> The District Technology Coordinator serves as the district web master and will monitor district website usage hits in December and</p>

June annually and report the findings and analysis to the KCUSD Deputy Superintendent and the District Technology Committee.

**Schedule for Evaluation:** The District Technology Coordinator will monitor district website usage hits in December and June annually and report the findings and analysis to the Assistant Superintendent of Curriculum and Instruction and the District Technology Committee.

**Objective Analysis and Modification Process:** Based on the website hits and analysis and parent responses on the annual Parent Survey KCUSD Administrative Cabinet will direct the District Technology Coordinator accordingly.

**3.k. District and Site Level Monitoring and Evaluation**

As mentioned in 3.d. and 4.b., District and Site Level Monitoring and Evaluation will be accomplished by: 1) Site Staff Professional Development Google Spreadsheet Accounting Forms; 2) Evaluations of Professional Development Sessions; 3) The Synced Solution Monitoring of use and implementation by site principals and the district in Years 1, 2, and 4; Smarter Balanced Assessment results for ELA and Math grades 3-8 and grade 11 in Years 2, 3, 4, and 5; and District and Student Technology Survey completed after Years 1 and 3. The district technology committee will analyze and review the plan, implementation data and feedback annually. The Assistant Superintendent for Curriculum and Instruction will report progress to the Superintendent’s Cabinet bi-annually. Principal evaluations completed bi-annually.

**Professional Development**

**4.a. Tech Skills**

In reviewing the teacher data from the 2013 KCUSD Teacher Technology Skills Self-Assessment, the only areas in which teachers did not show a need was under the Foundational Skills of Basic Operations and Word Processing & Desktop Publishing and in the Ethics area under Digital Citizenship (see below).

**KCUSD Teacher Technology Skills Self-Assessment**

Tech Skills	Teacher Needs
<b>FOUNDATIONAL SKILLS</b>	
Basic Operations	None
Word Processing & Desktop Publishing	None
Spreadsheets (Tables, Charts, and Graphs)	Use of basic spreadsheets, charts, and graphs
Multimedia & Presentation Tools	How to use a variety of applications and resources to deliver a presentation
School Information Systems	How to: create assessments and custom

	reports in SchoolCity, sort students into groups
Internet, Networking, and Online Communication	How to: identify credible web sites, validate sources found, upload photos to web sites; knowledge of social media tools
<b>DIGITAL CITIZENSHIP</b>	
Ethics	None
Classroom and Society	How to evaluate electronic sources/websites; knowledge of hardware and software for students with disabilities
Health and Safety	How to: demonstrate ergonomics of keyboarding, explain potential risks involved with the use of digital information, identify cyberbullying and describe strategies to deal with such a situation
<b>LEARNING AND INNOVATION SKILLS-4Cs (Critical thinking and problem-solving, Communication, Collaboration, Creativity and innovation)</b>	
Research (Gathering and Using Information)	How to: validate internet sources for appropriate use, use online tools to gather and share information collaboratively with others, locate and download content from digital media collections for specific purposes and cite the sources
Problem Solving	How to: analyze data and propose solutions, use a search engine to effectively troubleshoot problems, present technology-enhanced projects. Over 30% of K-5 teachers had difficulty in this area
Communication and Collaboration	How to: use a variety of technologies to communicate and exchange ideas, plan a collaborative project with peers or students using telecommunication tools. Over 30% of teachers had difficulty in this area
<b>PERSONAL GROWTH AND</b>	



<b>PROFESSIONAL DEVELOPMENT</b>	
Are teachers comfortable using tools/ resources the district has provided?	Yes - over 85%
<b>USE OF TECHNOLOGY</b>	
How often do teachers use technology when teaching a lesson?	More than once a week - 85%
How often do students use technology/tools in class?	More than once a week - over 30%; Almost never - 30%
How often do teachers assign outside projects that require use of Internet or tech tools?	Almost never - over 70%

It is evident that our teachers need professional development in the use of spreadsheets and multimedia & presentation tools, and use of the Internet for research, problem solving, and communication and collaboration in order to instruct our students in the use of these tools for the Common Core.

KCUSD acknowledges the ‘digital divide’ and that we have professionals in our system who are digital immigrants and natives. Our professional development approach regarding technology that has demonstrated some recent success is short, targeted, and differentiated small group professional development sessions. This approach will be taken as we align our teaching practices to the Common Core.

**4.b. Staff Development Goals**

<b>Goal 1:</b> All students will grow one performance band annually (low basic students will grow to high basic, and advanced students will grow in scaled score) and English Learners will grow one CELDT band annually (low intermediates will grow to high intermediates).
<b>Objective 1:</b> All KCUSD Staff will use technology including Google Apps for Education and Web 2.0 tools and skills (e.g. social networking sites, blogs, wikis, Google Apps, etc.) appropriately, intentionally, and purposefully (i.e., digital citizenship) everyday as part of their instruction, instructional planning and work with their colleagues and students to communicate, collaborate, and create content.
<b>Year 1</b> By June 2014 all teachers, at Buyback 2013 and leaders, at Instructional Leadership Charge will participate in professional development on the Common Core Standards and in the use of The Synced Solution, a web-based resource that houses Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All leaders

will participate in Google App Training 101 and 201 at Instructional Leadership Charge and during monthly Principal Meetings throughout the year with the expectation they develop a plan to have their teachers trained and begin to require implementation and use Google tools with colleagues and students. 3) Using a trainer-of-trainer model, the C&I Network will be provided and will provide mini-professional development to teachers on their campus in how to create custom reports in SchoolCity and sort students into groups and in how to use a variety of applications and resources to deliver a presentation.

**Year 2**

By June 2015, all teachers and leaders will teach the Common Core Standards and use The Synced Solution a web-based resource that houses Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All leaders will participate in Google App Training 301 at Instructional Leadership Charge and during monthly Principal Meetings throughout the year with the expectation they develop a plan to have their teachers trained and begin to require implementation and use Google tools with colleagues and students. 3) Using a trainer-of-trainer model, the C&I Network will be provided and provide mini-professional development sessions to teachers on their campus in how to use Google tools, analyze data and propose solutions, and present technology-enhanced projects.

**Year 3**

By June 2016, all teachers and leaders will teach the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Using a trainer-of-trainer model, the C&I Network will be provided and provide mini-professional development to teachers on their campus in how to identify credible web sites and validate sources found and in the use of basic spreadsheets, charts, and graphs.

**Year 4**

By June 2017, all teachers and leaders will teach the Common Core Standards clustered into units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Using a trainer-of-trainer model, the C&I Network will be provided and provide mini-professional development to teachers on their campus in how to validate internet sources for appropriate use and in how to locate and download content from digital media collections for specific purposes and cite the sources.

**Year 5**

By June 2018, all teachers and leaders will teach the Common Core Standards clustered into

units of study, measurable learning objectives and common assessments. 2) All staff will increase the number of Google and other tools and frequency of use with colleagues and students. 3) Using a trainer-of-trainer model, the C&I Network will be provided and provide mini-professional development to teachers on their campus in how to plan a collaborative project with peers or students using telecommunication tools.

**Evaluation Instrument(s) and Data to be Collected:** 1) Site Staff Professional Development Google Spreadsheet Accounting Forms, 2) Evaluations of Professional Development Sessions, 3) The Synced Solution Monitoring of use and implementation by site principals and the district in Years 1, 2, and 4; Smarter Balanced Assessment results for ELA and Math grades 3-8 and grade 11 in Years 2, 3, 4, and 5; and District and Student Technology Survey completed after Years 1 and 3.

**Evaluation of Objectives, Activities, Benchmarks and Modification Process:** The district technology committee will analyze and review the plan, implementation data and feedback annually. The Assistant Superintendent for Curriculum and Instruction will report progress to the Superintendent's Cabinet bi-annually. Principal evaluations completed bi-annually.

**Goal 2:** All teachers will receive training on the district's technology standards and on an information literacy skills model.

**Objective:** By June 2014, teachers will be trained in grade level spans of the KCUSD K-12 Technology Standards and the Big6 Model of Information Literacy.

**Activities and Benchmarks:** By December 2013, the C&I Network will be trained in the KCUSD K-12 Technology Standards and the Big6 Model of Information Literacy by the District Academic Coaches and teacher librarians. By June 2014, the C&I Network members will train the teachers at their school site.

**Evaluation Instrument(s) and Data to be Collected:** Teachers will sign off on a form provided by the district that they have attended training. Lesson plans with Technology Standards integrated into a project and/or research. Lesson plans where students use the Big6 Model of Information Literacy in their projects/research.

**Goal 3:** All new teachers will receive training on how to distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

**Objective:** By September of each year, new teachers will be trained in the appropriate and ethical use of information technology.

**Activities and Benchmarks:** C&I Network members will train new teachers at their school sites on the use of the district's online Digital Citizenship lessons, particularly how to distinguish

lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

**Evaluation Instrument(s) and Data to be Collected:** Teachers will sign off on a form provided by the district that they have attended training and have taught the ethical uses of technology to their students.

**Goal 4:** All new teachers will receive training on Internet safety, including how to protect online privacy and avoid online predators.

**Objective:** By September of each year, new teachers will be instructed on Internet safety, including online privacy and avoidance of online predators.

**Activities and Benchmarks:** C&I Network members will train new teachers at their school sites on the use of the district’s online Digital Citizenship lessons, particularly on Internet safety, including online privacy and avoidance of online predators.

**Evaluation Instrument(s) and Data to be Collected:** Teachers will sign off on a form provided by the district that they have attended training and have taught Internet safety, including online privacy and avoidance of online predators, to their students.

**4.c. Monitor Development**

The District Technology committee will meet two times a year to review the professional growth plan progress. School site and district administration will participate in technology training modules to be able to observe and gather data that will be reported to the committee on site and classroom implementation progress. Teachers will participate in the online KCUSD Technology Skills Self-Assessment to assess their progress annually.

**Infrastructure, Hardware, Technical Support, and Software**

**Existing Hardware: Computers and Instructional Technology**

Continuing with the goals set forth by our previous technology plan, the District has made great strides in adding new technology in the classrooms. Computer labs, both mobile and stationary, have been established in every school for student use with a greater emphasis on purchasing mobile technologies such as netbooks and Chromebooks for student use. All schools are standardized on laptops, projectors, and document cameras for teacher use in every classroom. Looking at Chart A below, we can see that the district average for computers that are newer than 4 years is 67% as of the 2013 – 2014 school year.

<b>Chart A – Current Computer Totals</b>			
<b>School</b>	<b>Laptops/Desktop</b>	<b>4 years and newer</b>	<b>% &lt; 4 years old</b>

<b>A.L. Conner</b>	231	154	67%
<b>Alta</b>	286	237	83%
<b>Citrus</b>	354	250	71%
<b>Dunlap</b>	164	78	48%
<b>Grant</b>	366	87	24%
<b>Great Western</b>	179	123	69%
<b>Jefferson</b>	203	134	66%
<b>KCHS</b>	65	63	97%
<b>Lincoln</b>	174	84	48%
<b>McCord</b>	225	157	70%
<b>Navelencia</b>	85	82	96%
<b>OCHS</b>	372	305	82%
<b>Riverview</b>	211	167	79%
<b>RHS</b>	677	409	60%
<b>RMCHS</b>	20	20	100%
<b>Sheridan</b>	279	279	100%
<b>Silas Bartsch</b>	164	90	55%
<b>T.L. Reed</b>	162	123	76%
<b>Washington</b>	88	40	45%
<b>Totals</b>	<b>4305</b>	<b>2882</b>	<b>67%</b>

**Electronic Learning Resources (Software)**

The district employs School City and Intel Assess for student assessments. Accelerated Reader from Renaissance Learning is used at every school site for reading comprehension. A subscription to the FCOE portal allows staff to utilize Discovery Education Streaming. The District has established a Google Apps for Education Domain to help support project based learning as well as increasing collaboration between KCUSD staff and students.

**Networking and Telecommunications Infrastructure**

In 2006, the District began a district wide network and cabling refresh project. All school sites were upgraded with Cisco routers, switches, and wireless access points. Chart B details the current number of switches, routers, and access points at each school site as of the 2012 - 2013 school year.

In the 2011 - 2012 school year, the District Wide Area Network was upgraded to a wireless system that employs licensed radios to deliver 800MB speeds to all schools.

The District ISP is the Fresno County Office of Education and provides a wireless link provisioned at 800MB.

The District uses Cisco Voice over IP for district wide phone service. Depending on the school site, 2 to 3 analog lines serve as backup in case a WAN outage occurs.

**Chart B – Network**

<b>Infrastructure totals</b>					
<b>Site</b>	<b>Core</b>	<b>3550</b>	<b>3560</b>	<b>3750</b>	<b>AP's (802.11 G)</b>
District Campus	4507	1	11	0	12
A.L. Conner	4507	0	6	0	6
Alta	3750	0	7	1	5
Citrus	4507	13	0	0	7
Dunlap	3750	0	10	2	7
Grant	4507	0	9	0	7
Great Western	4507	0	8	0	4
Jefferson	4507	0	10	0	9
KCHS	3750	0	3	1	2
Lincoln	4507	0	5	0	7
McCord	4507	0	6	0	6
Navelencia	4507	0	10	0	6
OCHS	4507	0	30	0	18
Riverview	3750	0	10	1	6
RMCHS	n/a	0	1	0	1
RHS	6507	42	0	0	17
Sheridan	3750	14	0	1	6
Silas Bartsch	3750	0	6	5	7
T.L. Reed	4507	13	0	0	7
Washington	3750	0	6	1	5
	<b>Totals</b>	<b>83</b>	<b>138</b>	<b>12</b>	<b>145</b>

**Technical Support**

District wide tech support is facilitated by the Technology Department housed at the District Office. Currently, there are 3 part time techs servicing Alta, Sheridan, Dunlap, and RHS. At the District level, there are 4 FTE and 3 part time network/computer technicians and 1 cabling tech that cover all sites in KCUSD. If site based tech support is unable to resolve technical issues, then those issues are escalated through the District web-based work order system and are processed by the District Technology Department.

**5.b School Site and District Needs**

**Hardware**

Moving forward, a stronger focus must be placed on regularly cycling computers out of the classrooms and labs every 4 years. This is an area the District must focus on in order to move to a 1:1 environment for our students and to ensure our staff have the technology to support the software being adopted by the District. Chart C details the technology refresh plan for District computers:

<b>C - Technology Refresh Chart</b>	
<b>School</b>	<b>Year</b>
Jefferson	2013 - 2014
RHS	2013 - 2014
Sheridan	2013 - 2014

<b>Grant</b>	2014 - 2015
<b>Lincoln</b>	2014 - 2015
<b>Navelencia</b>	2014 - 2015
<b>Washington</b>	2014 - 2015
<b>Citrus</b>	2015 - 2016
<b>Dunlap</b>	2015 - 2016
<b>KCHS</b>	2015 - 2016
<b>T.L. Reed</b>	2015 - 2016
<b>OCHS</b>	2015 - 2016
<b>Great Western</b>	2016 - 2017
<b>RMCHS</b>	2016 - 2017
<b>Riverview</b>	2016 - 2017
<b>A.L. Conner</b>	2017 - 2018
<b>Alta</b>	2017 - 2018
<b>McCord</b>	2017 - 2018
<b>Silas Bartsch</b>	2017 - 2018

### **Software**

The District is always evaluating software to better serve our staff and students. As of the 2012–2013 school year, the District has begun to move in the direction of using Google Apps for Education to support Common Core in order to foster greater student to student as well as student to teacher collaboration.

### **Networking and Telecommunications Infrastructure**

In anticipation of the Common Core, KCUSD began preparing to upgrade the wireless and wired infrastructure at each school site in the District. For the 2011-2012 E-Rate cycle, the District applied for E-Rate funds to update the wireless infrastructure at every school site. The wireless refresh project consisted of consolidated access point control to two dedicated controllers and adding access points for each school site in order to support the addition of laptop carts. The District received funding for this project and will complete the install during the 2013-2014 school year. For the 2013-2014 E-Rate cycle, the district applied for the wired network refresh. The network refresh project will cover routing and switching gear at all school sites. All IDF cabinets will have POE 1GB switch ports and 10GB uplinks to the MDF. Depending upon E-Rate funding, KCUSD plans to roll out the wired network infrastructure in the 2014-2015 school year.

### **Physical Plant Modifications**

Through modernization projects performed over the past 5 years, all school sites have received physical plant upgrades and are adequate for current and future networking infrastructure and computer needs. All new schools are built with District Technology Standards in mind and are designed to scale for both increased power and computing needs.

### **Technical Support**

It is the District’s goal to employ more part-time site based support at all schools to act as staff technology trainers and first-responders to basic technical support. At the District level, the goal is to achieve a 3 school per District Tech ratio. With increased site tech training and

communication, technology support can be provided more efficiently and effectively across the entire district.

### 5.c. Technology Timeline

<b>Technology Purchase Timeline</b>	
<b>Hardware Purchased</b>	<b>When</b>
Replace or purchase computers 4 years and older at Jefferson, RHS, and Sheridan	2013 - 2014
E-Rate project: District wide wireless network refresh	2013 - 2014
Replace or purchase computers 4 years and older at Grant, Lincoln, Navelencia, and Washington	2014 - 2015
E-Rate project: District wide wired network refresh	2014 - 2015
Replace or purchase computers 4 years and older at Citrus, Dunlap, KCHS, T.L. Reed and OCHS	2015 - 2016
Replace or purchase computers 4 years and older at Great Western, RMCHS, and Riverview	2016 - 2017
Replace or purchase computers 4 years and older at A.L. Conner, Alta, McCord, and Silas Bartsch	2017 - 2018

### 5.d. Monitoring and Evaluation

The District Technology Coordinator will be responsible for acquisition of new technology. The Technology Coordinator will be responsible for the dissemination of computers and Instructional Technology to the school sites as well as coordinating with the District E-Rate consultant to properly bid and execute the District wide wired network gear refresh project. All computers and Instructional Technology purchases will be made in the first month of the new school year.

The Technology Plan Leadership team will meet in December, March, and June of each year. The Leadership Team will review data collected from Technology Coach reports, site walkthroughs, Principal reports, and DataWorks reports to determine if any changes are needed to technology purchases and/or timelines.

## Funding and Budget

### 6.a. List of established and potential funding sources.

#### Established Funding Sources:

- Title I Part A to the extent allowable
- Title III funds to the extent allowable
- Economic Impact Aid to the extent allowable
- E-rate funds
- CTE funds to the extent allowable
- ASES Grant to the extent allowable

#### Potential Funding Sources:

- Federal grants as available
- State grants as available
- General funds



- Save the Children funding to the extent allowable

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

School sites determine technology needs for students and set aside a self determined amount of categorical funds annually for the specific purchase of technology for student use. The amount set aside varies from site to site depending on the allocation of categorical dollars. The range is from \$8,000 - \$20,000 per year.

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

Board Policy 3270 addresses the procedures to be used for disposal and replacement of worn out equipment. The equipment must first be deemed obsolete. It is considered that any technology equipment with a manufacturing date that is four years or older from current date is obsolete. The following options are allowed for disposal and replacement -- 1) property may be advertised for bids, 2) governing board may authorize sale at a public auction, 3) governing board may sell or lease the property, 4) materials may be donated for educational purpose use, 5) may be scrapped or recycled through e-waste. Equipment is then replaced through a request submitted to the Director of Technology, who determines the best model and type of equipment to purchase for the intended purpose and obtains bids from vendors.

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

The Technology Committee will meet two times per year to review current expenditures for technology, explore new funding opportunities and make adjustments to technology budgets as needed and allowed per funding assurances and requirements. All reporting requirements for E Rate and other appropriate/applicable funds such as grants will be completed annually and monitored for compliant expenditures.

## **Monitoring and Evaluation**

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

As mentioned in 3.d. and 4.b., District and Site Level Monitoring and Evaluation will be accomplished by: 1) Site Staff Professional Development Google Spreadsheet Accounting Forms, 2) Evaluations of Professional Development Sessions, 3) The Synced Solution Monitoring of use and implementation by site principals and the district in Years 1, 2, and 4; Smarter Balanced Assessment results for ELA and Math grades 3-8 and grade 11 in Years 2, 3, 4, and 5; and District and Student Technology Survey completed after Years 1 and 3. The district technology committee will analyze and review the plan, implementation data and feedback annually. The Assistant Superintendent for Curriculum and Instruction will report progress to the Superintendent's Cabinet bi-annually. Principal evaluations completed bi-annually.

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

<b>Monitor/Evaluation</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>
District Tech Committee meets						X			X			
District Academic Benchmark Reports					X				X			
Superintendent to review data							X					X
Teacher technology training (TOT mini-PD)			X	X	X		X	X	X			
Purchase of technology equipment	X											
Principal Evaluations							X					X
Parent Surveys										X		
Teacher & Student Surveys (not every year)											X	
Principal Meeting Input (Instructional Leadership Charge)		X		X		X		X		X		
District Administration Site Walkthroughs				X				X				
Assistant Superintendent Data Review with Cabinet					X				X			

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

The KCUSD Technology Committee will meet two times annually to review implementation progress. The KCUSD Technology Plan will have a link on the KCUSD district website that will be updated with meeting agendas and minutes two times a year updating our stakeholders and community of the implementation progress. Board presentations will be made by Technology Committee members as needed.

**Collaborative Strategies with Adult Literacy Providers**

Leaders from the Adult Literacy Provider programs are a part of the committee to develop and monitor the five year technology plan. Providers include coordinators of CBET, Adult Education, and programs that provide a parent literacy education component to include one State Pre-School, Migrant Education, and Save the Children After School Literacy Program. Technology labs are and will continue to be accessible to providers for the purpose of using technology as a tool to enhance the teaching of literacy skills to adults.

**Effective, Researched-Based Methods and Strategies**

**9.a Relevant Research**

**1. Effective professional development for teachers in the integration of technology into**

**instruction is necessary to support student learning.** The use of technology for learning does not take place in a vacuum; practitioners must effectively apply technology in the curriculum and throughout the school day. Further, access to technology professional development must be consistent and ongoing in order to keep teachers up-to-date with changing programs, resources, and applications. ISTE's National Educational Technology Standards for Teachers (NETS•T) and the 10 Essential Conditions for Teacher Preparation provide additional guidance in this area. (See <http://www.iste.org/nets.>)

**2. Teachers' direct application of technology must be aligned to local and/or state curriculum standards.** Since curriculum standards have to align with local or state measures of achievement, classroom-based technology interventions must also mirror those standards. Moreover, any lesson plans designed to incorporate technology must be as rigorous and relevant in meeting local and state curriculum standards as non-technology-based plans.

**3. Technology must be incorporated into the daily learning schedule (i.e., not as a supplement or after-school tutorial).** Kulik (2003) found that computer simulations were effective when incorporated into "regular classroom instruction" and when teachers spend an adequate amount of time using it for core learning. Additionally, Middleton and Murray (1999) discovered that students whose teachers integrated technology into instruction more frequently and for a variety of purposes scored better in 4th and 5th grade mathematics than students whose teachers were low level users of technology.

**4. Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs.** One major benefit of incorporating technology into instruction is to avoid a one-size-fits-all approach to learning. Instead, technology applications can be tailored to meet individual student needs, provide feedback on student progress, and assist them to reflect on their work. Teachers can use data-driven decision making tools to adapt instruction to students' specific needs. (See, e.g., Kulik 2003, White and Frederiksen 1998). Moreover, educational technology provides multiple avenues for assessing student learning and allowing students to communicate what they have learned to their teachers and parents.

**5. Technology use must be incorporated in a collaborative environment to be most effective.** Student Collaboration with technology elevates student achievement more than individual use. Kulik (2003) and others found that student collaboration increased the information available to students through a process of sharing and augmented critical-thinking skills as students worked to assimilate a range of ideas and information from online sources, software, and their peers.

**6. Project-based learning and real-world simulations must be the main focus of instructional technology utilization.** Adams and Hamm (2008), Cradler and Cradler (1999) and others reported that simulations, multimedia, and lessons based on problem-solving skills improve student motivation, a strong harbinger to increasing student achievement. Real-world simulations are also more effective than using computers for drill-and practice.

## **7. Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents.**

Educational planning that incorporates and models effective technology use has been positively related to increases in student achievement. When schools, community leaders, and families, demonstrate the effective use of technology for learning, communication, and project management, student motivation and interest in using technology in their own work is positively affected (e.g., Gysbers and Henderson 2002, Penuel et al. 20002, Honey 1999, and Mann et al. 1999.).

ISTE Policy Brief—Technology and Student Achievement—The Indelible Link (2008) *ISTE (International Society for Technology in Education)*.

Adams, D. & Hamm, M. (2008). *Helping students who struggle with math and science: Collaborative approach for elementary and middle schools*. Lanham, MD: Rowan & Littlefield

Gysbers, N. & Henderson, P. Eds. (2002). *Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses*. Austin, TX: CAPS Press (now Pro-Ed Incorporated).

Honey, M., Culp, K. M., & Carrigg, F. (1999). *Perspectives on technology and education research: Lessons from the past and present*. New York: Center for Children and Technology.

Kulik, J. (2003). *Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say*. Arlington, VA:

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). *West Virginia story: Achievement gains from a statewide comprehensive instructional technology program*. Santa Monica, CA: Milken Exchange on Educational Technology.

White, B. Y., & Frederiksen, J. R. (1998). Inquiry, modeling, and metacognition: Making science accessible to all students. *Cognition and Instruction*,16(1), 3-188.

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

Dunlap Leadership Academy Charter  
Chromebook 1:1 pilots (Dunlap ES, OCHS and RHS)  
Reedley Middle College High School Charter - 1:1 Chromebooks