

GUSTINE

UNIFIED SCHOOL DISTRICT

Gustine Unified School District

Preparing students for the future... Today!

TECHNOLOGY PLAN

JULY 1, 2012 – JUNE 30, 2017

CDS Code: 24-73619

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INTRODUCTION

School Board

Christina Gardner	Pat Rocha
Melanie Gomes	Loretta Rose
Christine Parreira	

Administration

Gail McWilliams, Ed.D.	Superintendent
Karen Azevedo	Principal, Gustine Elementary
Manuel Bettencourt	Principal, Romero Elementary
Rita Azevedo.....	Principal, Gustine Middle School
Dennis Shaw.....	Principal, Gustine High School
John Petrone.....	Principal, Pioneer High School
Donna Ross.....	Categorical Program Administrator

Local Representatives

Brian Curwick	Region VII California Technology Assistance Project
John Magneson	Merced County Office of Education

1. Plan Duration

The Gustine Unified School District Technology Plan is designed to guide the District's use of technology for the five year period from July 1, 2012 to June 30, 2017. The plan will be reviewed annually by the District Technology Director, and the Superintendent with appropriate modifications made at that time. Changes of a significant nature will be submitted to School Site Council, the local Board of Education and the State Department of Education for approval.

2. Stakeholders

The planning team for the original document involved teachers, administrators, parents, students, and business/community members. As stakeholders they worked together to articulate a clear vision of technology literacy for all students, embracing not only the goals and objectives for students but the methodologies through which students would achieve success.

As the term for the original Tech Plan expires, we the Planning Team will be determining which curricular goals have been achieved and which need to be revised or removed. We will also be creating new goals that incorporate our current technological abilities and needs.

Development Team:

Gail McWilliams Ed.D	Superintendent
Donna Ross	Categorical Program Administrator
Manuel Bettencourt	Principal
Alan Gwynn	Technology Consultant

Gustine Unified School District

- Parent Groups..... School Site Council
- School Site ELAC Committees
- Student Groups..... School Student Councils

The Gustine Unified School District is located in a rural area near several small cities. The farming-based economy supports a student community with a 73% level of poverty, 36% of the students identified as bilingual, with Spanish as the predominant language. The migrant population is minimal with many students’ families being life-long residents of the area.

The school district is comprised of one school site. The student population at our school site is approximately:

Gustine Elementary, K-5	550 students
Romero Elementary, K-5	240 students
Gustine Middle School, 6-8	400 students
Gustine High School, 9-12	503 students
Pioneer High School, 9-12	17 students

The District has contributed a significant amount of money to support the acquisition of technology hardware and software, assisted with funding from E-rate and the Microsoft Settlement Voucher Program. Technology support at the school site is being provided by district technology staff.

Gustine Unified School District Vision

The Gustine Unified School District (GUSD) recognizes the need to keep current with the latest technology available. By including technology as a component of a well-balanced K-12 program, GUSD will provide students with the opportunity to develop technological skills to achieve educational excellence. Using technology as a tool, teachers, administrators, and support staff will become more efficient and effective in facilitating and managing the learning environment.

Gustine Unified School District Mission

GUSD will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources. This will ensure that all students have the opportunity to develop the lifelong learning skills necessary to be productive citizens in an information-driven, global society.

By using technology as a tool, students can:

- Expand their knowledge base.
- Improve their critical-thinking, problem-solving, and decision-making skills.
- Access, analyze, evaluate, and communicate information in expedient and efficient formats.

- Work ethically, independently, and collaboratively with a diverse and changing population.

By using and facilitating the student use of technology as a tool, teachers can:

- Improve instructional strategies to increase student achievement and narrow the gap between high and low achievers.
- Accurately and efficiently assess, monitor, and communicate student progress to parents.
- Continuously improve professional skills through staff development in technology and the sharing of skills and resources with colleagues.

By using and facilitating the use of technology as a tool, administrators can:

- Provide, solicit, and seek adequate funding, maintenance, support, training, and equipment.
- Demonstrate leadership and a vision for the use of the technology to increase student achievement and staff productivity.
- Provide immediate and easy access to data sources for instructional and administrative decision making.

3. CURRICULUM

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

Current access to technology tools is dependent upon unique factors at our school sites. During school hours, access to the Internet and educational software is available for all students, staff, and parents at the sites through the Library and classrooms. The Libraries will provide direct physical access to technology before and after school each day. General information and library collections are available via the school site's website. The school is equipped with telephones in every building and classroom. Depending upon the curricular focus and commitment of resources at the site, the following technology tools are available through scheduled sessions and on an as-needed or voluntary basis:

Hardware Available	Software Available
Networked Computers	Accelerated Reader
Digital and Video Cameras	Microsoft Office Suite
B&W and Color Laser Printers	Aeries ABI
Document Cameras	WorldBook Encyclopedia Online
Data Projectors	Follett - Destiny
Televisions	Teaching Circles
VCRs and DVD Players	Digital Math and English (by MCOE)
Overhead Projectors	Math Quiz (by MCOE)
Scanners	Adopted Textbook-Specific Software
Copy Machines	Moodle
Fax Machines	California Streaming
Telephones	SuccessMaker

Access to technology-based resources varies by program. Students enrolled in specific programs such as Resource, ELD or other Categorical Program Administrators have courses and instructional time built into their regular school day in addition to extended hours (ASSETS after school program) providing access to specialized resources.

3b. Current Use of Hardware and Software to Support Teaching and Learning

Current use of technology varies between elementary and middle school as reported on the Education Technology Survey. Technology is used for reading and language arts on a daily basis in all of the elementary and middle classes when appropriate. Regular use of SuccessMaker and online resources by students and staff in grades one through eight is reported as the primary source of language arts based technology. Internet searches for research information are also widely used in all content areas. The elementary school libraries are used for literacy instruction during school on a daily basis. The middle school and high school uses the library/media center in all curricular areas.

Teachers use the district email system daily for communicating with colleagues. Access to personal email is available within the district as well as remotely via the Internet. School principals communicate with staff on a minimum of a weekly basis with electronic news briefs. Bulletins are distributed electronically only. The school sites also have auto-dialer phone systems that can alert parents of upcoming events and activities as well as daily attendance verification.

Teachers utilize electronic grade books and attendance record keeping on a daily basis through Aeries. Delivery of instructional materials electronically is highly utilized through teacher websites, parent and student emails, computer-to-tv scan converters, document cameras, and permanent data projectors. Assessment of student progress through electronic records or other technology-based tools has drastically increased using programs such as the ati-Galileo online assessment program. Technology is now regularly used for communicating with parents via email. Generating lesson plans as well as multimedia presentations are also becoming popular through programs such as Microsoft PowerPoint.

District students are using word processing, spreadsheets, data bases, and standards-based software on a daily basis. Technology tools are also used for research and report development throughout the district. The lowest levels of implementation by students using technology are demonstrations and simulations, correspondence with others, solving problems or analyzing data, and graphically presenting material. Accessibility to technology is made available in lab and classroom settings on a scheduled rotation, by appointment or by drop-in basis. Students use technology in classrooms and the library/media centers at the middle and high schools, and at Romero Elementary School.

3c. General District's Curricular Goals and academic content standards in other planning documents.

Gustine Unified School District (GUSD) believes in quality and excellence for all students through a standards-based and results-oriented system. A standards-based and results-oriented system is one which sets rigorous expectations for students and which allocates resources and makes decisions based upon student progress toward specified levels of performance. The district is committed to educating all students in child-focused and research-based environments through a standards-based curriculum.

The GUSD standards-based curriculum is comprised of the content knowledge information, concepts and skills that all students should know and be able to demonstrate in all subjects. Subjects include Reading/Language Arts, Mathematics, History/Social Science, Science, the Arts, Health, Physical Education and English Language Development (for English Language Learners). The curriculum is set forth in the state adopted content standards, the district's Local Education Agency Plan (LEAP) and individual School Plans for Student Achievement (SPSA). The district believes that sound Reading/Language Arts and Mathematics performance for all students and English Language Development for English Learners is at the heart of a solid education. Therefore, although all the content areas need to be taught and assessed, the current focus of attention remains in these three areas.

3d. District Goals for Using Technology to Improve Teaching and Learning.

The ultimate goal of the entire plan for the district is to establish the use of technology as an integral part of standards-based instruction. In order to prepare students for life in the 21st century, familiarity with the tools of technology and their effective use is a necessity. This initiative will require teachers and support staff to use technology as a tool for instruction, assessment and evaluation, and communication. The Information Technology Consultant (ITC) and Categorical Program Administrator (CPA), working closely with Datapath and/or Site Techs (Datapath support) including curriculum leaders throughout the District will help to:

- integrate technology into the curriculum
- assist in creating and acquiring resources for use in instruction
- assess usefulness of software and resources for teaching and learning
- provide training on cyber safety and copyright for teachers and students

Avenues for disseminating information, ideas, resources, and training materials have been established and are used. These avenues include DataDriven Classroom, school site web pages, and district-wide email lists. The Technology Consultant (TC) and Categorical Program Administrator (CPA) will oversee the use and maintenance of these resources and will continue to research new technological advances. They will also ensure that all staff has the opportunity and knowledge to implement a technology rich learning environment.

The goals of this plan include the use of state resources including, TICAL, CLRN, CalSAVE, TECHSETS, RSDSS, CSLA and CTAP in the development and implementation of technology in the areas of curriculum and staff development, communication, and funding. These resources will assist GUSD in maintaining the highest level of technology implementation possible.

The following charts summarize the goals and objectives for curriculum driven technology:

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #1: Technology will be integrated to support standards-based reading instruction.

Objective 1 of 2: Prior to completion of **grade 3**, 100% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts (LA Reading 1.0).

<i>Possible Tools:</i> Accelerated Reader, Reader Rabbit, Starfall, Read180, SuccessMaker	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 3, 80% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts.	Teacher Surveys Software Usage Logs	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 3, 85% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts.				
End of Year 3: Prior to completion of grade 3, 90% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts.				
End of Year 4: Prior to completion of grade 3, 95% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts.				
End of Year 5: Prior to completion of grade 3, 100% of students will use educational software to understand the basic features of reading by selecting letter patterns using phonics, syllabication, and word parts.				

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #1: Technology will be integrated to support standards-based reading instruction.

Objective 2 of 2: Prior to completion of **grade 8**, 100% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature (LA Reading 2.0).

<i>Possible Tools:</i> Accelerated Reader, Destiny, Read180, SuccessMaker, Study Island	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 8, 80% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature.	Student produced work Software Usage Logs	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 8, 85% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature.				
End of Year 3: Prior to completion of grade 8, 90% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature.				
End of Year 4: Prior to completion of grade 8, 95% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature.				
End of Year 5: Prior to completion of grade 8, 100% of students will use technology resources to make self-directed literature choices and analyze and critique grade level appropriate literature.				

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #2: Technology will be integrated to support standards-based writing instruction.				
Objective 1 of 2: Prior to completion of grade 3 , 100% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners (LA Writing 1.0, 2.0).				
<i>Possible Tools: Microsoft Word, Digital Cameras, Kid Pix, Microsoft Paint, SuccessMaker, Study Island</i>	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 3, 80% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners.	Student produced work Software Usage Logs	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 3, 85% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners.				
End of Year 3: Prior to completion of grade 3, 90% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners.				
End of Year 4: Prior to completion of grade 3, 95% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners.				
End of Year 5: Prior to completion of grade 3, 100% of students will use technology resources to communicate and illustrate a thought, idea, or story with support from teachers, family members, or student partners.				

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #2: Technology will be integrated to support standards-based writing instruction.

Objective 2 of 2: Prior to completion of **grade 8**, 100% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom (LA Writing 1.0, 2.0 and LA Listening & Speaking 1.0, 2.0).

<i>Possible Tools:</i> Microsoft Word, Microsoft PowerPoint, Digital Cameras, Video Cameras, MovieMaker, Photostory	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 8, 80% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom.	Student produced work	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 8, 85% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom.				
End of Year 3: Prior to completion of grade 8, 90% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom.				
End of Year 4: Prior to completion of grade 8, 95% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom.				
End of Year 5: Prior to completion of grade 8, 100% of students will design, develop, publish, and present products (i.e. video and multimedia) using technology to communicate curricular concepts to audiences inside and outside of the classroom.				

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #3: Technology will be integrated to support standards-based math instruction.				
Objective 1 of 2: Prior to completion of grade 3 , 100% of students will use age-appropriate software to increase basic math skills and concepts.				
<i>Possible Tools:</i> Math Blaster Series, Khanacademy.org, Accelerated Math, SuccessMaker, Study Island	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 3, 80% of students will use age-appropriate software to increase basic math skills and concepts.	Student produced work	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 3, 85% of students will use age-appropriate software to increase basic math skills and concepts.				
End of Year 3: Prior to completion of grade 3, 90% of students will use age-appropriate software to increase basic math skills and concepts.				
End of Year 4: Prior to completion of grade 3, 95% of students will use age-appropriate software to increase basic math skills and concepts.				
End of Year 5: Prior to completion of grade 3, 100% of students will use age-appropriate software to increase basic math skills and concepts.				

Curriculum-Driven Technology Goals for July 1, 2012 to June 30, 2017

Goal #3: Technology will be integrated to support standards-based math instruction.

Objective 2 of 2: Prior to completion of **grade 8**, 100% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.

<i>Possible Tools: Microsoft Excel, Microsoft Word, Accelerated Math, SuccessMaker, Study Island</i>	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: Prior to completion of grade 8, 80% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.	Student produced work	Yearly	Principals will collect data CPA and TC will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: Prior to completion of grade 8, 85% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.				
End of Year 3: Prior to completion of grade 8, 90% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.				
End of Year 4: Prior to completion of grade 8, 95% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.				
End of Year 5: Prior to completion of grade 8, 100% of students will use educational software to organize collected data and create a table or chart using formulas for calculations.				

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

Goal 1: Students will demonstrate mastery of grade level appropriate technology and information literacy skills as listed in Appendix A.

- By end of year 1: 80% student mastery
- By end of year 2: 85% student mastery
- By end of year 3: 90% student mastery
- By end of year 4: 95% student mastery
- By end of year 5: 100% student mastery

Goal	Implementation Plan/Activities	Responsible Person (s)	Timeline	Monitoring & Evaluation
1	Additional training for new teachers and teachers regarding technology and information literacy standards. Technology scope and sequence implemented.	Principal School Secretary	Minimum once per year, then as needed	Sign-In Sheets EdTech Survey
2	Office staff meetings to review updates, collaborate, and standardize procedures regarding technology and information literacy standards	Principal School Secretary	Bi-Monthly	Sign-In Sheets
3	Elementary Grade-Level Meetings will review student data regard tech proficiency	Key Planners Principals	Ongoing	Staff Meeting Agendas
4	Training for use information literacy standards with adopted language arts textbook	Principal TC	Minimum once per year, then as needed	Sign-In Sheets

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307).

All students in our district will be able 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.

Target Group: All students including special education, English Learner, and GATE students.

Goal #4: Provide training on cyber safety and copyright for teachers and students

Objective 1 of 1: By June 30, 2016, 95% of our students will have participated in **CyberSMART** curriculum that meets ISTE standards. This curriculum will enable them to distinguish between appropriate and inappropriate use of digital information technology as defined in the Districts Internet Use Policy.

<i>Possible Tools: CyberSMART curriculum, web-based resources</i>	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: minimum of 45% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.	Evaluation instruments will be CyberSMART student survey given at the end of each student library orientation. Students will produce one project per year in English classes that demonstrate student awareness copyright issues.	Yearly	English Teachers Principal will collect data TC and CPA will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: minimum of 55% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 3: minimum of 75% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 4: minimum of 95% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 5: minimum of 100% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				

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

Goal #4: Provide training on cyber safety and copyright for teachers and students				
Objective 1 of 1: By June 30, 2015, 95% of our students will have participated in CyberSMART curriculum that meets ISTE standards. This curriculum will enable them to apply Internet safety rules including how to protect their online privacy and avoid online predators when using the Internet.				
<i>Possible Tools: CyberSMART curriculum, web-based resources</i>	Evaluation Instrument(s) & Data to be Collected	Collection Frequency	Program Modification Process and Person(s) Responsible	Funding Source(s)
End of Year 1: minimum of 45% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.	Evaluation instruments will be CyberSMART student survey given at the end of each student library orientation.	Yearly	Principal will collect data TC and CPA will evaluate data and provide feedback for implementation adjustments.	General Fund
End of Year 2: minimum of 55% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 3: minimum of 75% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 4: minimum of 95% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				
End of Year 5: minimum of 100% of all district students in the 2010-2011- as measured by CyberSMART curriculum student survey.				

3h. District Goals for Using Technology to Ensure Appropriate Technology Access to All Students.

The district will ensure access to technology for all students by supporting the current levels of technology present in the classrooms while seeking ongoing funding to increase and enhance availability. As noted in the chart in section 3a there is currently a diverse amount of hardware and software available at each campus for student use. The standard for computers in classrooms and in other instructional settings such as community libraries is tabled below.

Goal I: Maintain the minimum number of computers needed to provide access at each grade level.

Objective 1/1: Yearly, all grade level classrooms and common areas will have access to the number of computers listed on the chart below.

Timeline: At least twice a year minimum number of computers will be verified.

Personal Responsible: Superintendent/principal.

Monitoring and Evaluation: Principal will verify through classroom walkthroughs and through site inventories.

Evaluation Instrument: School Site Technology Inventory List

Grade or other Location	Minimum Number of Student Computing Devices
Kindergarten	4
First	4
Second	4
Third	6
Fourth	6
Fifth	6
Sixth	8
Seventh	8
Eighth	8
High School	12
Library	12
Computer Labs (4)	32

3i. District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making.

Gustine Unified School District currently maintains student records electronically using Aeries, which includes attendance and test data. GUSD’s goal is to provide teachers with immediate information regarding assessments, attendance, and other performance indicators to inform instruction, and to provide staff development in the use of the different student information systems to allow staff to collect, analyze, and report information regarding students that will lead to data informed decision-making.

Goals for using technology to manage student data:

- Goal #1: Teachers will be proficient users of the Aeries ABI for student attendance.**
- Goal #2: Office Staff will be proficient users of Aeries ABI for managing student data.**
- Goal #3: Teachers will meet on a weekly basis to review student achievement data.**
- Goal #4: Teachers will be proficient users of the ati, Datadriven classroom, & Math software applications for test data reporting.**
- Goal #5: Teachers will be proficient users of Databases and Spreadsheets in order to table and manipulate available data.**

Goal	Implementation Plan/Activities	Responsible Person (s)	Timeline	Monitoring & Evaluation
1	Additional training for new teachers and teachers struggling with ABI	Principal School Secretary	Minimum once per year, then as needed	Sign-In Sheets EdTech Survey
2	Office staff meetings to review updates, collaborate, and standardize procedures	Principal School Secretary	Bi-Monthly	Sign-In Sheets
3	Elementary Grade-Level Meetings will review student data	Key Planners Principal	Ongoing	Grade-Level or Department Agendas
4	Training for use of DataDriven Classroom report generation	Principal	Minimum once per year, then as needed	Sign-In Sheets
5	Training for Database and Spreadsheets	Principal MCOE Workshops	As Needed	Sign-In Sheets Workshop Registrations EdTech Survey

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

Gustine Unified School District uses a variety of methods to enable parents to easily communicate with teachers and administrators. Voice mail will be available for all school personnel throughout the district. The sites will maintain a website having pages for current events and to help disseminate information relevant to parents in the community. All personnel have email accounts that parents can access. Telephone systems allow all personnel to have access to outside lines from their location that will enable more effective communication. The school site will have a marquee sign outside the school to communicate current information to parents and the community.

The district is committed to making computers more accessible to students and parents. After speaking with all site Parent Groups (School Site Council, District English Learner Advisory Council and PTC’s), we fully realize that some of our parents cannot afford to purchase home computers. With this in mind efforts will continue to be made to acquire additional hardware; including computing devices that will be available for students to check out for home use. Also, efforts will continue to be made to have the school library open before and after hours for student and parent access. GUSD will provide information to parents and students regarding our local community libraries that can provide parent and student access.

Goal: Technology resources will be made available to the students, parents, and families.

Implementation Plan/Activities	Responsible Person(s)	Monitoring & Evaluation
All district personnel will have voicemail	Principal	Purchase Orders
Maintain school websites	Site web person	Webpage availability
Before and after school hours will be added or increased.	Principal	Sign-In Sheets
Equipment will be made available for student checkout for home use.	Principal	Check-Out Sheets

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

The school district will monitor the implementation of technology strategies and methodologies by analyzing data from a variety of sources and instruments including but not limited to:

- state testing data
- teacher observations
- performance on district assessments
- student research projects
- schedule of library hours and usage
- computer inventory
- Web server logs and email server logs

The superintendent will be responsible for ensuring that the technology plan is implemented and that all plan criteria are being implemented. The superintendent will work with site principals, District Curriculum Council, the District Technology Committee to review the implementation of the plan activities and meet at least quarterly to review data collected described in the curricular component of the plan.

The District Technology Committee will meet quarterly to ensure the curriculum and staff development goals are met and to update the timeline as needed. The superintendent will meet with the District Technology Committee at least once a semester to review the findings and make adjustments to the plan.

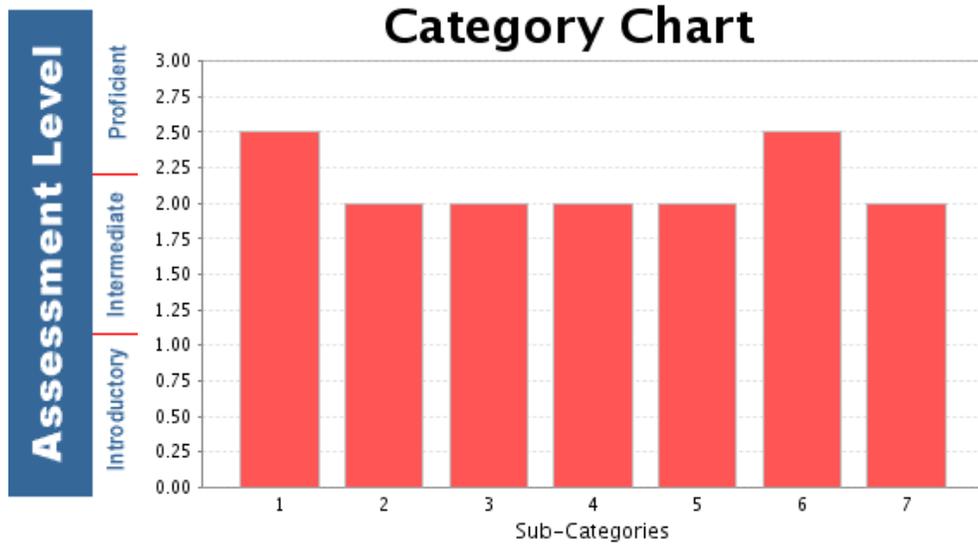
The Leadership Team will review any recommendations or modifications to the plan suggested by the data or by site principals, or by teachers. This feedback loop will provide the district with ability to determine if plan modifications are necessary. Plan implementation progress will be reported to the superintendent and the School Board will be notified per the District Strategic Plan and board reporting calendar.

The timeline for completing goals and benchmarks and the monitoring process are included with the Technology Goals and the Curriculum Timelines identified earlier in this document.

4. PROFESSIONAL DEVELOPMENT

4a. Teachers’ and administrators’ current technology skills and needs for professional development.

Gustine Unified School District has 102 credentialed teachers, the district will use the EdTechProfile assessment site in the future to assist in determining types of technology training needed by staff.



- 1 Standard 16a (Includes 2 in calculation)
Each participating teacher communicates through a variety of electronic media.

- Standard 16b (Includes 2 in calculation)
- 2 Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology enhanced curriculum.

- Standard 16c (Includes 2 in calculation)
- 3 Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum.

- Standard 16d (Includes 2 in calculation)
- 4 Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.

- Standard 16e (Includes 2 in calculation)
- 5 Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.

- Standard 16f (Includes 2 in calculation)
- 6 Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.

- Standard 16g (Includes 2 in calculation)
- 7 Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Gustine Unified School District realizes that without sufficient professional knowledge, the curricular goals and objectives will not be met. To this end, the major focus is training and support for administrators, teachers and staff in the practical use of technological tools that will improve standards-based instruction and school operations. GUSD recognizes the need to increase the proficiency of administrative personnel to ensure successful implementation among teachers and support staff. District administration will be asked to carry out the vision by committing resources to technology-based staff development at the site level.

GUSD will focus staff development to on skills leading to proficiencies listed in the EdTech Assessment Profile.

4b. District Goals for Providing Professional Development Opportunities

Over the next five years, all certificated and classified staff will receive sufficient and on-going staff development training in order to become familiar with existing site technology, to integrate that technology into the instructional program, and to increase individual job productivity and effectiveness. District personnel, including curriculum and technology specialists, will establish a comprehensive staff development program. Staff members will be updating their EdTechProfile assessment information on an annual basis. The data will be used for individual goal setting as well as for collective need assessment and planning of future technology training at the site and district levels.

Formal training will be offered throughout the school year and during summer vacations based on the need levels of staff interest. Training sessions will be lead by district personnel, publishing companies of District adopted materials, and other agencies like CTAP Region VII or Merced County Office of Education.

All technology-based staff development will be directed toward professional skills necessary to implement effective technology resources that support student success as described in the standards and expectancies for each curricular area. Special attention will be given to the use of technology tools for the development and achievement of reading, writing, and mathematics in the classroom. Technology resources will be included as a component in subject matter staff development in addition to specific training for skills identified on the EdTech Profile assessment. Staff working with students with needs beyond the baseline curriculum such as special education, GATE, or ELL, will also receive training on how to implement technology resources to best meet the needs of their students.

Gustine Unified School District will use a variety of cost effective incentives to encourage and promote continued participation. Some incentives include: Voluntary Staff Development, overtime, and the use of specialized hardware and/or software.

The goals of this plan include the use of state resources mentioned earlier such as TICAL, CLRN, CSLA, CalSAVE, and CTAP in the development and implementation of technology in the areas of curriculum and staff development. These resources will assist our district in maintaining the highest level of technology implementation possible.

The following outline summarizes the goals and objectives for staff development. Staff Development Goals 1 and 2 are specifically tied to the curriculum goals outlined on pages 11-20 of this plan. Consideration of proficiency in the areas of communication and collaboration; planning, design and implementing learning experiences; and assessment and evaluation as described in the EdTechProfile is embedded as an integral part of each goal.

Goal #1: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to organize, teach and assess student learning in California Content Standards in Reading.

Implementation Plan Objectives	Responsible Person(s)	Timeline	Evaluation & Monitoring
<p>Objective 1 of 5: 100% of certificated staff working with students in grades K-8 language arts will receive training in the use of <i>SuccessMaker</i> and <i>ati</i>.</p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs by Class</p>
<p>Objective 2 of 5: 100% of staff working with students in grades K-5 will receive training in the use of software (<i>Microsoft Word</i>, <i>SuccessMaker</i>, and <i>ati</i>) supporting reading and writing skills.</p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 3 of 5: 100% of staff working with students in grades K-8 intervention programs will receive training in the use of <i>SuccessMaker</i> and <i>ati</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 4 of 5: 100% of staff working with students in grades 3-5 reading support technology programs will receive training in the use of <i>SuccessMaker</i> and <i>ati</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 5 of 5: 100% of certified staff will be proficient at using a database and spreadsheet to review and analyze student assessment data utilizing <i>ati</i>, <i>Datadriven Classroom</i>, and <i>AERIES</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets</p>

Goal #2: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to organize, teach and assess student learning in California Content Standards in Writing.

Implementation Plan Objectives	Responsible Person(s)	Timeline	Evaluation & Monitoring
<p>Objective 1 of 3: 100% of certificated staff working with students in grades 6-8 language arts will receive training in the use of <i>SuccessMaker</i> and <i>ati</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs by Class</p>
<p>Objective 2 of 3: 100% of staff working with students in grades K-5 intervention programs will receive training in the use of <i>SuccessMaker</i> and <i>ati</i>.</p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 3 of 3: 100% of certified staff will be proficient at using a database and spreadsheet to review and analyze student assessment data utilizing <i>ati</i>, <i>Datadriven Classroom</i>, and <i>Aeries</i>.</p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets</p>

Goal #3: Staff will demonstrate increased technology proficiency skills and their application in the use of technological learning resources to organize, teach and assess student learning in California Content Standards in Mathematics.

Implementation Plan Objectives	Responsible Person(s)	Timeline	Evaluation & Monitoring
<p>Objective 1 of 4: 100% of certificated staff working with students in grades K-8 mathematics will receive training in the use of <i>Khanacademy.org, Study Island, and SuccessMaker.</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs by Class</p>
<p>Objective 2 of 4: 50% of staff working with students in grades 2-8 intervention programs will receive training in the use of <i>Khanacademy, Study Island, ati, and SuccessMaker</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 3 of 4: 100% of staff working with students in grades 3-5 math support technology programs will receive training in the use of <i>Khanacademy, ati, and SuccessMaker.</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets Review of Student Participation Logs</p>
<p>Objective 4 of 4: 100% of certified staff will be proficient at using a database and spreadsheet to review and analyze student assessment data utilizing <i>ati, Datadriven Classroom, and Aeries.</i></p>	<p>Site Principal</p>	<p>Ongoing for New Staff Members Refresher Courses Offered Yearly</p>	<p>Training Sign-In Sheets</p>

Goal #4: Staff will be trained to provide instruction to all students on grade level appropriate cyber safety and copyright curriculum.

Implementation Plan Objectives	Responsible Person(s)	Timeline	Evaluation & Monitoring
Objective 1 of 4: 100% of certificated staff working with students in grades K-8 will be trained in the use of CyberSMART curriculum for copyright.	Site Principal	Ongoing for New Staff Members Refresher Courses Offered Yearly	Training Sign-In Sheets
Objective 2 of 4: 100% of certificated staff working with students in grades K-8 will be trained in the use of CyberSMART curriculum for cyber safety.	Site Principal	Ongoing for New Staff Members Refresher Courses Offered Yearly	Training Sign-In Sheets
Objective 3 of 4: 100% of staff working with students in grades K-8 English will receive training on student writing projects that focus on copyright issues.	Site Principal	Ongoing for New Staff Members Refresher Courses Offered Yearly	Training Sign-In Sheets
Objective 4 of 4: Library Media staff working with students in grades K-8 will receive training on integrating CyberSMART curriculum into student orientations.	Site Principal	Ongoing for New Staff Members Refresher Courses Offered Yearly	Training Sign-In Sheets

4c. Timeline and process for monitoring the staff development activities

A variety of staff development venues are available to meet the needs of all district teachers. In addition, administrators will participate in staff development trainings so as to gain knowledge of curriculum, instruction, and assessment. These venues include: District Technology Committee, CTAP Resources, district and regional workshops, local and state conferences. Each training opportunity will be structured to capture the technology proficiencies outlined by the State. A brief description and timeline follows.

The district monitors the implementation of professional development goals with a timeline of collection and identifying the designated person(s) responsible. The timeline for completing goals and benchmarks and the monitoring process are included with the professional development goals and benchmarks. The Technology Committee will meet quarterly to ensure the

curriculum and staff development goals are met and to update the timeline as needed.

The district monitors the implementation of technology strategies and methodologies by analyzing data from a variety of sources and instruments including but not limited to:

- state testing data
- principals' observations
- performance on districts' assessments
- review of classroom instruction
- staff development training evaluations
- informal teacher/staff feedback

The superintendent will be responsible for ensuring that the technology plan is implemented and that all plan criteria are being implemented. The superintendent will work with site principals, district curriculum council, and district technology committee to review the implementation of the plan activities.

The Technology Committee will review any recommendations or modifications to the plan suggested by the data or by site principals, Director of Information Services, or by teachers. This feedback loop will provide the district with ability to determine if plan modifications are necessary. Plan implementation progress will be reported to the district superintendent and the school board will be notified in their regularly scheduled meetings of plan implementation progress.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

5a & 5b. Hardware that Exists and is needed by Teachers, Students, and Administrators to Support the implementation of the Curriculum and Professional Development Components.

The Gustine Unified School District has been involved in applying for E-rate discounts through the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) for the past thirteen years. Applications for E-rate discounts have been filed on a yearly basis to fund Basic Telecommunication Services, Internet Access, and Internal Connections as defined under E-rate’s eligibility list. Over the past thirteen years the district has received E-rate discounts for the following:

Telecommunications	Internet Access	Internal Connections
Infrastructure Upgrades *Basic Telephone Service	*1 gb Data Services	E-Rate Funding

In addition to the support provided by E-rate and other grants, the district has embraced the responsibility to support the implementation of the Curriculum and Professional Development Goals through meeting technology infrastructure, hardware and software needs.

Currently Gustine Unified School District has 360+ computers available to students for classroom education or lab instruction. This translates to having one computer for every three students in the district. Of the 360+ computers 100% have filtered access to the Internet as well as access to student folders, network disk space, and network printers. Every teacher has a computer station, which can also be made available to students, a classroom or networked printer, and a classroom telephone.

The networking infrastructure, especially the local area network (LAN) at the school site which consists of CAT 5 cable and a fiber WAN. Twisted-pair copper cabling, rated as category 5 (CAT5E) or better is installed from the MDF wiring closet to every classroom and office.

The district has 1 Aeries Server, 1 file servers, Accelerated Reader & Math is hosted by Renaissance Learning, and 1 Destiny server. The servers are Intel-based multiprocessor CPUs with Windows Server 2003 Standard Edition software with backup services.

There is always a need to either upgrade or enhance the existing capacity to maintain its viability. Following are summaries of where we are and where we wish to go with our technology development:

Current and Future Computers		
School	Current Computers	Computers to be Replaced by 2016
GES	95	6/30/13: 25 computers 6/30/14: 25 computers 6/30/15: 25 computers 6/30/16: 25 computers 6/30/17: 25 computers
Romero	68	6/30/13: 15 computers 6/30/14: 15 computers 6/30/15: 15 computers 6/30/16: 15 computers 6/30/17: 15 computers
Gustine MS	77	6/30/13: 18 computers 6/30/14: 18 computers 6/30/15: 18 computers 6/30/16: 18 computers 6/30/17: 18 computers
Gustine HS	107	6/30/13: 25 computers 6/30/14: 25 computers 6/30/15: 25 computers 6/30/16: 25 computers 6/30/17: 25 computers
Pioneer HS	27	6/30/13: 5 computers 6/30/14: 5 computers 6/30/15: 5 computers 6/30/16: 5 computers 6/30/17: 5 computers

Current and Future Classroom Peripheral Hardware		
School	Other Current Hardware	Hardware to be Acquired by 2016
GES	1 Laser Printer per Classroom 1 document camera per classroom 1 LCD projector per classroom	<ul style="list-style-type: none"> • 6/30/13 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads • 6/30/14 <ul style="list-style-type: none"> ○ Large Screen LCD TVs in all classrooms • 6/30/15 <ul style="list-style-type: none"> ○ 2 Classroom sets of iPads • 6/30/16 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads
Romero	1 Laser Printer per Classroom 1 document camera per classroom 1 LCD projector per classroom	<ul style="list-style-type: none"> • 6/30/13 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads • 6/30/14 <ul style="list-style-type: none"> ○ Large Screen LCD TVs in all classrooms ○ Document Cameras in all classrooms • 6/30/15 <ul style="list-style-type: none"> ○ 2 Classroom sets of iPads • 6/30/16 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads
Gustine MS	1 Laser Printer per Classroom 1 document camera per classroom 1 LCD projector per classroom	<ul style="list-style-type: none"> • 6/30/13 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads • 6/30/14 <ul style="list-style-type: none"> ○ Large Screen LCD TVs in all classrooms ○ Document Cameras in all classrooms • 6/30/15 <ul style="list-style-type: none"> ○ 2 Classroom sets of iPads • 6/30/16 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads

Gustine Unified School District

<p>Gustine HS</p>	<p>1 Laser Printer per Classroom 1 document camera per classroom 1 LCD projector per classroom</p>	<ul style="list-style-type: none"> • 6/30/13 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads • 6/30/14 <ul style="list-style-type: none"> ○ Large Screen LCD TVs in all classrooms ○ Document Cameras in all classrooms • 6/30/15 <ul style="list-style-type: none"> ○ 2 Classroom sets of iPads • 6/30/16 <ul style="list-style-type: none"> ○ 1 to 1 computing devices in every classroom
<p>Pioneer HS</p>	<p>1 Laser Printer per Classroom</p>	<ul style="list-style-type: none"> • 6/30/13 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads • 6/30/14 <ul style="list-style-type: none"> ○ Large Screen LCD TVs in all classrooms ○ Document Cameras in all classrooms • 6/30/15 <ul style="list-style-type: none"> ○ 2 Classroom sets of iPads • 6/30/16 <ul style="list-style-type: none"> ○ 1 Classroom set of iPads

Current and Future Infrastructure		
School	Current Infrastructure	Infrastructure Upgrades by 2017
GE	<ul style="list-style-type: none"> • Twisted-pair CAT5 for classroom connectivity • Cisco 2820 switch • Wireless Access in various locations for each classroom • Telephone System with access in all classrooms • Voicemail • Classroom Intercom System 	<ul style="list-style-type: none"> • 6/30/13: <ul style="list-style-type: none"> ○ Install additional server(s) where needed ○ Install IP Telephony as E-Rate funding opportunities permit ○ Upgrade networking technologies as E-Rate funding permits ○ Upgrade phone switches and backup UPS system ○ Cable Cafeteria ○ Additional Wireless Access Points as needed • 6/30/14: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits • 6/30/16: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits

Gustine Unified School District

<p>Romero</p>	<ul style="list-style-type: none"> • Twisted-pair CAT5 for classroom connectivity • Cisco 2820 switch • Wireless Access in various locations for each classroom • Telephone System with access in all classrooms • Voicemail • Classroom Intercom System 	<ul style="list-style-type: none"> • 6/30/13: <ul style="list-style-type: none"> ○ Install additional server(s) where needed ○ Install IP Telephony as E-Rate funding opportunities permit ○ Upgrade networking technologies as E-Rate funding permits ○ Upgrade phone switches and backup UPS system ○ Cable Cafeteria ○ Additional Wireless Access Points as needed • 6/30/14: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits • 6/30/16: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits
<p>Gustine MS</p>	<ul style="list-style-type: none"> • Twisted-pair CAT5 for classroom connectivity • Cisco 2820 switch • Wireless Access in various locations for each classroom • Telephone System with access in all classrooms • Voicemail • Classroom Intercom System 	<ul style="list-style-type: none"> • 6/30/13: <ul style="list-style-type: none"> ○ Install additional server(s) where needed ○ Install IP Telephony as E-Rate funding opportunities permit ○ Upgrade networking technologies as E-Rate funding permits ○ Upgrade phone switches and backup UPS system ○ Cable Cafeteria ○ Additional Wireless Access Points as needed • 6/30/14: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits • 6/30/16: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate

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		<p>funding permits</p>
<p>Gustine HS</p>	<ul style="list-style-type: none"> • Twisted-pair CAT5 for classroom connectivity • Cisco 2820 switch • Wireless Access in various locations for each classroom • Telephone System with access in all classrooms • Voicemail • Classroom Intercom System 	<ul style="list-style-type: none"> • 6/30/13: <ul style="list-style-type: none"> ○ Install additional server(s) where needed ○ Install IP Telephony as E-Rate funding opportunities permit ○ Upgrade networking technologies as E-Rate funding permits ○ Upgrade phone switches and backup UPS system ○ Cable Cafeteria ○ Additional Wireless Access Points as needed • 6/30/14: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits • 6/30/16: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits

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<p>Pioneer HS</p>	<ul style="list-style-type: none"> • Twisted-pair CAT5 for classroom connectivity • Cisco 2820 switch • Wireless Access in various locations for each classroom • Telephone System with access in all classrooms • Voicemail • Classroom Intercom System 	<ul style="list-style-type: none"> • 6/30/13: <ul style="list-style-type: none"> ○ Install additional server(s) where needed ○ Install IP Telephony as E-Rate funding opportunities permit ○ Upgrade networking technologies as E-Rate funding permits ○ Upgrade phone switches and backup UPS system ○ Cable Cafeteria ○ Additional Wireless Access Points as needed • 6/30/14: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits • 6/30/16: <ul style="list-style-type: none"> ○ Upgrade/Replace Servers as needed ○ Upgrade networking technologies as E-Rate funding permits
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5c. District Goal for Benchmarks and Timeline for Obtaining Needed Hardware Infrastructure, Learning Resources, and Technical Support.

Goal 1: All sites will meet the recommended equipment standards.

Currently all sites meet the stated equipment standards so an implementation timeline will not be created. Of importance is the maintenance of the current equipment so classrooms do not fall below the standard.

Recommended Equipment Standards	
K-5 School-Wide	Library/media centers: 33 workstations, 1 networked laser printer
K-5 Classroom Level	<ul style="list-style-type: none"> • 3-10 networked student workstations and 1 networked laser printer • Appropriate furniture for student stations • 1 teacher station • 1 Television and DVD/VHS Player • Computer-to-TV connectivity • 1 telephone • Digital cameras, at least 1 per grade level
6-8 School-Wide	• Library/media center: 33 workstations, 1 networked laser printer
6-8 Classroom Level	<ul style="list-style-type: none"> • 3-10 networked student workstations and 1 networked laser printer • Appropriate furniture for student stations • 1 teacher station • 1 Television and DVD/VHS Player • Computer-to-TV connectivity • 1 telephone • Digital cameras, at least 1 per grade level
9-12 School-Wide	• Computer labs: 35 workstations, 1 networked laser printer
9-12 Classroom Level	<ul style="list-style-type: none"> • 3-10 networked student workstations and 1 networked laser printer • Appropriate furniture for student stations • 1 teacher station • 1 Television and DVD/VHS Player • Computer-to-TV connectivity • 1 telephone • Digital cameras, at least 1 per grade level

Goal 2: All sites will adhere to equipment standards when purchasing new equipment

General Specs for Computers and Printers

Future PC purchases at Gustine Unified School District will meet the following minimum standards:

Gustine Unified School District

- Intel Duo Core Series (or equivalent) Processor
- 30 GB RAM
- DVD Rewriteable Drive(s)
- 150 GB hard drive
- Integrated Audio with Speakers
- 10/100/1000BASE-T Ethernet
- 19" LCD Monitor, Keyboard, and Pointing Device
- Microsoft Windows 7 Pro Series OS
- Microsoft Office Pro Series Suite Office 2010
- Desktop Antivirus Software

Future PC Laptop purchases will follow the same specifications as the PCs except for the following:

- 14" LCD Monitor
- 120 GB hard drive

Every classroom will be connected to a black and white laser printer with a color laser printer available to all for special projects. The principal/superintendent, shall review standards for minimum hardware requirements on a yearly basis.

All computer purchase orders will be routed through the Superintendent to ensure compliance with purchasing standards.

Goal 3: Technical support will be adequate to maintain a high level of implementation of the Curriculum Applications and Professional Development

Technical Support			
	What We Have	What We Need	Timeline for Upgrading Service
Year 1 2012	<ul style="list-style-type: none"> • District Information Technology Consultant • District IT support: Datapath • Designated Site Technology Technician • Network Engineer through MCOE as needed. 	Teacher training Additional MCOE Technology Support Time	By June 2013
Year 3 2014		Teacher training Additional MCOE Technology Support Time	By June 2014
Year 5 2016		Teacher Training Additional MCOE Technology Support Time	By June 2017

At present, with over 366+ computers district-wide, district staff finds that this standard is adequate for present uses and will be monitored regularly to ensure repair/maintenance response times are adequate for optimal system function. The Information Technology Consultant will review response times and modify/secure additional services as needs indicate.

Goal 4: Supporting-software for teaching, learning, and assessment will be available.

In addition to the software needed to run the programs available to students via the network, all networked classroom computers will have access to the programs listed below. Oversight to ensure classroom-level access will be provided by site principals and the superintendent.

Recommended Software Standards	
Student Computer Stations	Software Applications
Grades K-5	<ul style="list-style-type: none"> • Keyboarding Software • Microsoft Office Professional • Online Encyclopedia • Khanacademy.org (K-5) • Accelerated Reader & Math(Grades K-5) • Imagine Learning • JumpStartK • JumpStartTyping • SuccessMaker
Grades 6-8	<ul style="list-style-type: none"> • Keyboarding Software • Microsoft Office Professional • Online Encyclopedia • Khanacademy.org • Accelerated Reader • SuccessMaker • Study Island
Staff Computer Stations	<ul style="list-style-type: none"> • Microsoft Office Professional • Aeries Browser Interface • Accelerated Reader • Destiny (Catalog) • DataDirector • Ati • Datadriven Classroom

5d. Description of the process to be used to monitor achievement of goals is included under each goal narrative.

6. FUNDING AND BUDGET

The Gustine Unified School District has actively pursued funding resources to support its participation in all phases of technology. Resources included in the Budget Form represent grants, donations, and in-kind services. Some of the funds we have accessed in the past are; E-Rate, education foundation grants, corporate donations and the general fund. In addition, the district provides in-kind support from various Categorical Program Administrator funding sources, including paying a portion of staff development costs and release time for site staff. The district will continue to aggressively pursue grants, but we cannot be certain which grants will be available to fund the items mentioned in the Budget Forms.

The Budget Form shows a detailed breakdown of cost estimates and the total cost of ownership for the duration of the plan. In order to meet the Curriculum Goals found in the plan, a variety of equipment and software must continue to be maintained at all sites.

Potential and Established Funding Sources

Established funding sources being utilizing to move forward with technology implementation in the district are:

- E-Rate participation to defray some of the costs of maintaining and expanding the infrastructure of our system
- Categorical and special state monies from Title I, Title II, SIP, EIA-LEP, EETT and State Lottery, for hardware, software, and other non-E-Ratable purchases.

Potential funding sources include special State and Federal grants as well as Foundation Grants. The district is an active member of the county sponsored "A-Team" that serves as a conduit for current information about funding opportunities and potential funding sources that are related to technology. Staff are also members of the State's listserv for "For New Grant Opportunities in the State".

6a. Identify all Costs Associated with Implementing Each Component.

Description	Existing Funding Sources	Estimated Annual Amount	Potential New Sources	Estimated Amount
Hardware	<ul style="list-style-type: none"> • Title I, III, and V • District General Fund • EIA • CBET 	Annual Total: \$120,000	E-Rate	\$28,000
Infrastructure: E-Ratable	<ul style="list-style-type: none"> • E-Rate 91% 	Annual Total: \$28,000	One Time Discretionary Grants	One Time: \$10,000
Software	<ul style="list-style-type: none"> • Title I, III, and V • District General Fund • EIA • CBET 	Annual Total: \$20,000		
Staff Development	<ul style="list-style-type: none"> • State Professional Development • Title II Teacher Quality • Title I, III, and V • EIA 	Annual Total: \$24,000		
Technical Support	<ul style="list-style-type: none"> • District General Fund 	Annual Total: 24,000		
Curriculum Support	<ul style="list-style-type: none"> • District General Fund 	Annual Total: 15,000		

Cost Savings

The district participates in all programs that can be accessed to help defray the cost of technology in the district. E-Rate has brought nearly \$40,000 of technology resources into the district that would have otherwise been unattainable. The district also participates in the California Teleconnect program, utilizes CMAS when it presents a cost savings and always “shops” for the best deal when acquiring anything from a new replacement keyboard to switches and servers. Due to an emphasis on participating in a wide range of grant opportunities and spending wisely, the district is able to support a state-of-the-art infrastructure with comparable end-user equipment.

6b. Develop and Implement Annual Budgets for the Term of the Plan

Following is an overview of the proposed annual technology budget for the next five years:

2012/2013 Proposed Budget		
Major Object of Expenditure	Description of Services/Materials and Cost	Estimated Annual Cost
1000-1999 Certificated Personnel Salaries	<ul style="list-style-type: none"> • Categorical Program Administrator 	\$12,500
2000-2999 Classified Personnel Salaries		
3000-3999 Employee Benefits	<ul style="list-style-type: none"> • 12% (benefits included in above personnel salaries) 	\$1,460
4000-4999 Books, Supplies and Computers	<ul style="list-style-type: none"> • New Computing Devices = \$75,000 • New Peripherals = \$10,000 • Software = \$10,000 • New Audio/Video Equipment = \$10,000 • Network and Server Equipment = \$6,500 • 75% E-Rate Hardware and Services = \$28,000 	\$135,500
5000-5999 Services and Other Operating Expenditures	<ul style="list-style-type: none"> • MCOE Contract = \$2,500 • Tech Consultant = \$24,000 • DataPath = \$10,000 	\$36,500
6000-6999 Capital Outlay	<ul style="list-style-type: none"> • None 	\$0
Total Funds		\$185,960

Gustine Unified School District

2013/2014 Proposed Budget		
Major Object of Expenditure	Description of Services/Materials and Cost	Estimated Annual Cost
1000-1999 Certificated Personnel Salaries	<ul style="list-style-type: none"> Categorical Program Administrator 	\$12,500
2000-2999 Classified Personnel Salaries		
3000-3999 Employee Benefits	<ul style="list-style-type: none"> 12% (benefits included in above personnel salaries) 	\$1,460
4000-4999 Books, Supplies and Computers	<ul style="list-style-type: none"> New Computing Devices = \$75,000 New Peripherals = \$10,000 Software = \$10,000 New Audio/Video Equipment = \$10,000 Network and Server Equipment = \$6,500 75% E-Rate Hardware and Services = \$28,000 	\$135,500
5000-5999 Services and Other Operating Expenditures	<ul style="list-style-type: none"> MCOE Contract = \$2,500 Tech Consultant = \$24,000 DataPath = \$10,000 	\$36,500
6000-6999 Capital Outlay	<ul style="list-style-type: none"> None 	\$0
Total Funds		\$185,960

2014/2015 Proposed Budget		
Major Object of Expenditure	Description of Services/Materials and Cost	Estimated Annual Cost
1000-1999 Certificated Personnel Salaries	<ul style="list-style-type: none"> Categorical Program Administrator 	\$12,500
2000-2999 Classified Personnel Salaries		
3000-3999 Employee Benefits	<ul style="list-style-type: none"> 12% (benefits included in above personnel salaries) 	\$1,460
4000-4999 Books, Supplies and Computers	<ul style="list-style-type: none"> New Computing Devices = \$75,000 New Peripherals = \$10,000 Software = \$10,000 New Audio/Video Equipment = \$10,000 Network and Server Equipment = \$6,500 75% E-Rate Hardware and Services = \$28,000 	\$135,500
5000-5999 Services and Other Operating Expenditures	<ul style="list-style-type: none"> MCOE Contract = \$2,500 Tech Consultant = \$24,000 DataPath = \$10,000 	\$36,500
6000-6999 Capital Outlay	<ul style="list-style-type: none"> None 	\$0
Total Funds		\$185,960

Gustine Unified School District

2015/2016 Proposed Budget		
Major Object of Expenditure	Description of Services/Materials and Cost	Estimated Annual Cost
1000-1999 Certificated Personnel Salaries	<ul style="list-style-type: none"> • Categorical Program Administrator 	\$12,500
2000-2999 Classified Personnel Salaries		
3000-3999 Employee Benefits	<ul style="list-style-type: none"> • 12% (benefits included in above personnel salaries) 	\$1,460
4000-4999 Books, Supplies and Computers	<ul style="list-style-type: none"> • New Computing Devices = \$75,000 • New Peripherals = \$10,000 • Software = \$10,000 • New Audio/Video Equipment = \$10,000 • Network and Server Equipment = \$6,500 • 75% E-Rate Hardware and Services = \$28,000 	\$135,500
5000-5999 Services and Other Operating Expenditures	<ul style="list-style-type: none"> • MCOE Contract = \$2,500 • Tech Consultant = \$24,000 • DataPath = \$10,000 	\$36,500
6000-6999 Capital Outlay	<ul style="list-style-type: none"> • None 	\$0
Total Funds		\$185,960

2016/2017 Proposed Budget		
Major Object of Expenditure	Description of Services/Materials and Cost	Estimated Annual Cost
1000-1999 Certificated Personnel Salaries	<ul style="list-style-type: none"> • Categorical Program Administrator 	\$12,500
2000-2999 Classified Personnel Salaries		
3000-3999 Employee Benefits	<ul style="list-style-type: none"> • 12% (benefits included in above personnel salaries) 	\$1,460
4000-4999 Books, Supplies and Computers	<ul style="list-style-type: none"> • New Computing Devices = \$75,000 • New Peripherals = \$10,000 • Software = \$10,000 • New Audio/Video Equipment = \$10,000 • Network and Server Equipment = \$6,500 • 75% E-Rate Hardware and Services = \$28,000 	\$135,500
5000-5999 Services and Other Operating Expenditures	<ul style="list-style-type: none"> • MCOE Contract = \$2,500 • Tech Consultant = \$24,000 • DataPath = \$10,000 	\$36,500
6000-6999 Capital Outlay	<ul style="list-style-type: none"> • None 	\$0
Total Funds		\$185,960

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

As indicated by Goal 3 under 5c on page 40 a need to have continued technical support to implement the plan for technology is imperative. A great deal of support will be needed over the next five years that allows a high functioning level for technology in the district. Currently, the technology we have is adequate but much of it is in need of replacement and upgrades. New teachers to the district will need to be fully trained and on the existing equipment use and curriculum integration.

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

Currently, obsolete equipment is replaced on an as-needed and funding available basis. The district determines how obsolete equipment is replaced as the need arises in supporting the activities in the curriculum and professional development components of our Technology Use Plan. Obsolete computers are salvaged for parts and recycled.

Decisions on what to do with older equipment can depend on a particular budget, type of application, projects requirements, awarded grants or funding, and any combination of many other variables. Generally however, older equipment will fall into one of three categories:

- **Upgradeable** – This type of equipment, although old, can still be brought up to acceptable standards by upgrading existing parts and/or addition of new parts to accomplish all that the equipment is intended to support at a reasonable cost.
- **Hand me down** – Although this type of equipment, especially recent purchases, has failed to support its current tasks, it may still be utilized in other ways in the district.
- **Obsolete** – A computer is considered obsolete if it meets the following requirements:
 - The equipment for a particular user or function is unable to perform properly or meet minimum hardware requirements.
 - The cost to upgrade the equipment is not cost-effective.
 - The equipment cannot be used for any other function or user.

7. MONITORING AND EVALUATION

7a. 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.

A significant factor to the successful implementation of the ETP is the careful monitoring of progress and utilization of technology as it is implemented through the various projects. It will be the responsibility of the Information Technology Consultant and the Categorical Program Administrator to solicit input and feedback from stakeholders. This input will help direct, modify and improve technology efforts and services from the District. This information will be collected in a variety of ways, but will include training evaluations, surveys, meetings and assistance requests.

Principal, Literacy Coaches, and Teachers will monitor the results of student assessments to evaluate students’ progress in reaching curricular goals as described in the curriculum component goals.

7b. Schedule for Evaluating the Effects of Plan Implementation.

TASK	J	A	S	O	N	D	J	F	M	A	M	J	RESPONSIBLE
Curriculum Effectiveness Monitoring: Reading Assessments					Q	S			Q			S Q	<ul style="list-style-type: none"> Teachers Principal
Curriculum Effectiveness Monitoring: Writing Assessments					Q	S			Q			S Q	<ul style="list-style-type: none"> Teachers Principal
Curriculum Effectiveness Monitoring: Math Assessments					Q	S			Q			S Q	<ul style="list-style-type: none"> Teachers Principal
Staff Development		X		X		X		X		X		X	<ul style="list-style-type: none"> Principal Leadership Team

NOTE: Q = End of quarter, S = End of Semester

The above table shows our District’s annual plan evaluation cycle. In addition to the above, an extensive plan evaluation will be conducted in the third year.

7c. How the Information Obtained Through the Monitoring and Evaluation will be used.

For each goal and objective in the plan, responsible parties for data collection are identified with a timeline for reporting data to the Information Technology Consultant, Categorical Program Administrator, and stakeholders. The charts in section 7b describe the tasks, timeline and responsible parties that will be responsible for monitoring and evaluation. Data collected from the responsible parties will be used to make informed decisions and recommendations for future adjustments to programs or delivery.

8. ADULT LITERACY

8. Effective collaborative strategies with adult literacy providers to maximize the use of technology.

The Community library provides computer and Internet access during evening and weekend hours.

Our local community college, Merced Community College, and Merced Union High School District Adult School offer Adult Computer Literacy Courses to adults in our community. Participants must be at least eighteen years old to take advantage of these courses. These schools offer a variety of courses geared towards technology literacy.

The district will continue to assess and determine the needs of the adults in the community in order to provide relevant technology literacy training.

9. EFFECTIVE RESEARCH-BASED METHODS AND STRATEGIES

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

In the CEO Forum (2001), school technology and readiness report: *Key Building Blocks for Student Achievement in the 21st Century*, the authors concluded that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, the Gustine Unified School District has already been in the process of carefully analyzing learning resources and lessons for alignment with California content standards and selects nothing that does not match our clearly charted standards aligned curriculum. District assessments have been designed and selected to accurately and completely reflect the full range of academic and performance skills students are expected to achieve. Through ongoing data collection from these carefully selected and developed assessments and ongoing thorough analysis, the Gustine Unified School District will continue to monitor its attainment of the goals and objectives of the Tech Plan and will report results annually to the superintendent, the school board, and to the public. Equity of access to all of our students is an integral part of the district's programs as well as this plan. The district is dedicated to insuring all students of any special needs population are afforded the same access to all components of the curriculum whether it is in the realm of technology or any other curriculum aspect.

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

Our curricular goals and professional development goals are guided by effective instruction research. According to Marzano, R., Pickering, D., and Pollock, J. (2001) in *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, there are a variety of instructional strategies with proven success 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 plan for meeting our curricular goals for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills in all content areas. As described in the research, the uses 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 will include the use of image and schema based software, the use of simulation software, and PowerPoint handouts to guide students in note taking.

Software evaluation and selection in the area of literacy will be consistent with research, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

Integration within the curriculum framework strengthens information literacy skills "Moreover, using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments according the authors of "Critical issue: Using technology to improve student achievement" (1999). In addition, "Integrated learning programs should be considered as a supplement for the systematic development of basic academic skills but should not replace project-based activities that are designed to teach students the relevance and application of the basic skills as they are mastered."

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998).

In a meta analysis of research on improving student achievement, the "...results of over 300 studies of technology use, allow the authors to conclude that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours" (Sivin-Kachala, J., & Bialo, E., 2000). Training plays a role in whether teachers will use technology to support instruction in the classroom. According to statistics from the National Center for Educational Statistics (2000), "66% of teachers who received more than 32 hours of technology related training felt well to very well prepared to use technology in their classrooms. The percentage who felt well to very well prepared to use technology

dropped to 34% for those who received from 9 to 32 hours and to 24% for those who received less than 9 hours of technology-related professional development.”

The Gustine Unified School District is committed to exploring avenues for offering our students access to specialized curricula via technology. As noted in the curriculum sections of this plan we have heavily invested in technology-based instruction with an added emphasis on the power and success of technology-based intervention programs for emerging readers as well as students struggling to meet standards in reading, writing, and math content areas.

As for Distance Learning opportunities, we currently have access to Merced County Office of Education’s “METV” network that offers a wide variety of programs that are broadcast to schools and the community and delivered through wireless cable transmission and through land based cable companies. METV provides live on-air assistance on weekday afternoons for students that need assistance with mathematics homework through the station’s Homework Hotline. Students can call a toll free number and watch their problems being solved on live television. All METV programming aligns with content standards or supports early and adult education. Each school site also has a closed-circuit cable TV system that allows in-house broadcasting to all site classrooms.

The district school also has access to high quality standards aligned resources, also developed by the Merced County Office of Education. Some specific programming that supports the California High School Exit Examination and K-5 Language Arts and Math standards is through a Digital Learning Solutions Suite that includes Digital Math, Digital Math Spanish, MathQuiz, and Digital English. In addition they have included a Standards Based Resource Guide that provides educators with access to resources that support the teaching of specific standards. Merced County Office of Education has also developed an online Textbook Resource Guide that provides teachers with access to resources that support adopted K-8 textbooks for Language Arts.

Information Literacy is the foundation for learning in our contemporary environment of continuous technological change. According to Christine Bruce (2002), as information and communication technologies develop rapidly, and the information environment becomes increasingly complex, educators are recognizing the need for learners to engage with the information environment as part of their formal learning processes. Information Literacy is generally seen by educators as being pivotal to the pursuit of lifelong learning, and central to achieving both personal empowerment and economic development. Gustine Unified School District promotes through its mission and vision the development of lifelong learners.

10. APPENDICES

Appendix A: Technology Standards

Scope 1 of 15

BASIC COMPUTER/TECHNOLOGY USE

Aligned to [ISTE](#) Standards and Performance Indicators for Students.
 For resources that support this topic see [Basic Computer/Technology Use Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Basic Computer/Technology Use	Pre	K	1	2	3	4	5	6	7	8
operates mouse, TV, and VCR										
starts and shuts down computer, monitor, and printer										
practices responsible use of technology										
opens and quits an application										
works with windows, icons, and menus										
works independently or in pairs on computer										
communicates about technology using developmentally appropriate and accurate terminology										
works as part of a cooperative group with technology										
discusses common uses of technology in daily life and the advantages and disadvantages those uses provide										
uses keyboards and other common input and output devices efficiently and effectively										
applies strategies for identifying and solving routine hardware and software problems										
makes informed decisions in choosing the most appropriate technology systems, resources, and services										

*This table and the following were taken from <http://www.my-ecoach.com/scope/intro.html> on 11/1/2006

FILE AND RESOURCE MANAGEMENT

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [File and Resource Management Resources](#)

With Help	
Introduce	
Develop	
Independent User	

File and Resource Management	Pre	K	1	2	3	4	5	6	7	8
creates and follows rules for computer use in classroom, library, lab and on Internet										
logs in to network										
saves and finds files and folders										
keeps documents separate from applications										
creates folders to store work and saves work in correct folder										
organizes folders for work in progress and final drafts in an organized system										
shares files over network and email										
describes hardware and software problems										
installs and removes software										
saves work in most formats and adds correct extensions to file names										
customizes the desktop										
organizes, manages, and secures technology in classroom										
can be technology mentor (not all students)										
collaborates online and shares work in electronic portfolio										

SOCIAL AND ETHICAL USE

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Social and Ethical Use Resources](#).

With Help	
Introduce	
Develop	
Independent User	

Social and Ethical Use	Pre	K	1	2	3	4	5	6	7	8
understands and follows rules and procedures for technology use										
works cooperatively and collaboratively with others when using technology in classroom										
demonstrates positive social and ethical behaviors when using technology										
practices responsible use of technology systems and software										
discusses responsible use of technology and information and describes consequences of inappropriate use										
demonstrates knowledge of current changes in information technologies and the effect those changes have on the workplace and society										
exhibits legal and ethical behaviors when using information and technology, and discusses consequences of misuse										
understands and follows proper use of copyrighted material and uses netiquette when using email										
cites resources properly										
identifies capabilities and limitations of emerging technology resources and assesses the potential of these systems and services to address personal, lifelong learning, and workplace needs										
access and use primary and secondary sources of information for an activity										
develop an essential and subsidiary questions about a topic										
makes informed choices among technology systems, resources, and services										
analyzes advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole										
demonstrates and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information										

WORD PROCESSING

Aligned to [ISTE](#) Standards and Performance Indicators for Students. For resources that support this topic see [Word Processing Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Word Processing	Pre	K	1	2	3	4	5	6	7	8
describes pictures, stories, or ideas										
learns keyboard placement										
formats a document										
inserts and edits text										
types 20 words per minute										
formats paragraphs										
creates bullet and number lists										
uses spell checker and thesaurus										
inserts a graphic and wraps text										
uses word processor for first and final drafts										
uses ruler, margins, and tabs										
uses outlining feature										
inserts headers and footers										
creates and formats tables										
inserts section, column, and page breaks										
creates newsletter										
transfers and merges files into document										
types 45-60 words per minute										
uses advanced editing features and shortcuts										
save as web page with links										
use good design techniques										

GRAPHICS AND PUBLISHING

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Graphics and Publishing Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Graphics and Publishing	Pre	K	1	2	3	4	5	6	7	8
creates pictures with Kid Pix										
inserts images into documents										
creates flyers using draw tools										
scans pictures and uses digital camera										
imports and modifies graphics										
uses draw tools to create objects										
knows difference between draw and paint										
rotates, duplicates, groups, aligns, and resizes objects										
creates card or mini-book										
uses draw and paint in Hyperstudio										
captures images from the Internet and follows copyright laws for use of images										
saves images in different formats										
works with text objects in draw mode										
uses draw to create a brochure or newsletter										
works with paint tools to modify photos and to create original art										
uses effective and professional design techniques										

PRESENTATION TOOLS

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Presentation Tools Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Presentation Tools	Pre	K	1	2	3	4	5	6	7	8
creates separate Kid Pix pictures to save to folder										
adds transitions and sounds to Kid Pix Slide Show										
saves slide show in folder with pictures and as stand-alone slide show										
plans and storyboards ideas for presentation (AppleWorks and PowerPoint)										
develops outline for slide show										
applies designs, backgrounds, font styles, and colors for all slides										
imports animations, video, and sound										
connects computer to TV or projector for presentation										
creates custom animations										
applies good design principles										
uses mind-mapping software to brainstorm and plan presentation										
determines target audience, goal, and purpose of presentation										
redesigns presentation for proper colors and contrast for room										
practices timing and provides feedback for peers										
includes graphs, charts, sound, animation, in non-linear presentation										

SPREADSHEETS

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Spreadsheets Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Spreadsheets	Pre	K	1	2	3	4	5	6	7	8
creates a graph to compile data collections using a basic graphing program										
uses existing spreadsheet to sort and find data										
collects data and creates new spreadsheet										
collects, inputs, analyzes, organizes and displays data graphically										
creates simple formulas and charts										
explains what the data represents										
uses the appropriate chart for activity and data										
adds and formats appropriate labels and legends										
collects data to use in complex formulas in charts or graphs										
includes charts or graphs in presentations or publications										
formats and changes axis scale, chart area, data series or appearance of charts										
formats and prints spreadsheets to use as templates and forms										
uses complex functions and formulas										
uses relational formulas or links										

DATABASES

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Database Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Databases	Pre	K	1	2	3	4	5	6	7	8
defines terms such as records and fields										
enters text and data into appropriate fields										
creates a simple database with one layout										
formats text and numbers in fields										
sorts, matches, finds and replaces data										
creates a database with different layouts										
adds header and footer										
generates a variety of reports using same database										
uses print preview and adjusts margins for printing										
merges data into another document										
imports and exports data from other applications										
participates in student project that creates a database that other students can use										
uses relational databases										
describes educational uses of databases										
creates new databases related to topic and manipulates a variety of data for project										

EMAIL

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Email Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Email	Pre	K	1	2	3	4	5	6	7	8
explains the parts of an email address										
finds an appropriate email program to use										
creates username and password										
receives and replies to messages										
composes, edits, and sends messages										
follows and practices netiquette										
participates in email projects										
uses cc and bcc appropriately										
forwards mail with leading message										
creates signature file										
creates address book and mailgroups										
attaches, receives, and opens attachments using appropriate format and extension										
organizes messages into folders and transfers between folders										
sorts messages by date, sender, or subject										
uses email regularly to communicate with peers and teacher										

INTERNET USE

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Internet Use Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Internet	Pre	K	1	2	3	4	5	6	7	8
uses sites the teacher points to										
launches a browser and uses the tool bar										
navigates by clicking on links on web pages										
explains the parts of a URL										
types URLs correctly										
add bookmarks/favorites										
returns to site using history, back button, or bookmark/favorite										
uses keyword and natural language searches										
evaluates site and information for validity and accuracy										
sets home page and configures page setup to print title, URL, and date										
edits bookmarks/favorites and organizes them into folders										
downloads files and plug-ins										
copies and pastes text or images and cites source correctly										
explains difference between search engines, subject directories, and metasearch engines										

VIDEO

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Video Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Video	Pre	K	1	2	3	4	5	6	7	8
set up VCR to record program at later date										
use pause, mute, and other features of remote										
views and discusses a variety of examples of using video in education										
discusses media literacy and uses of media in life										
uses different features of a camcorder and tripod										
frames subjects with different views										
uses in-camera editing feature										
plans, storyboards, and creates a one minute video										
uses in-camera editing for animation video										
creates titles, credits, and ending										
participates in team video project using in-camera editing or linear editing system (VCR-VCR)										
uses manual focus										
uses different graphic and file converters										
compresses images from a digital camera to use in video										
works with different compression speeds and ratios										
uses non-linear editing software to digitize video										
creates QuickTime and VR video segments										
imports video segments into presentations										
collaborates with team to create video using class and online resources										

MULTIMEDIA

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Multimedia Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Multimedia	Pre	K	1	2	3	4	5	6	7	8
creates linear slide show										
creates original art to include in project										
reviews sample linear and non-linear multimedia projects										
creates and modifies text objects										
imports and modifies graphics, backgrounds, and clipart										
combines text, paint and draw as part of multimedia project										
plans and storyboards multimedia project										
inserts buttons with actions and sounds										
creates simple non-linear project										
changes preferences and card size										
uses new button actions and advanced features in non-linear programs										
imports and modifies images from Internet, digital camera, and scanner										
works as part of team to create curriculum multimedia project										
uses advanced drawing and painting programs to create original art										
records and edits sound and QuickTime movies, animations, and VR										

WEB AUTHORIZING

Aligned to [ISTE](#) Standards and Performance Indicators for Students. For resources that support this topic see [Web Authoring Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Web Authoring	Pre	K	1	2	3	4	5	6	7	8
contributes images and content to web page someone else is creating										
creates page with text and/or links and saves as html document										
uses template to place text and links										
evaluates sites for accuracy, relevance, appropriateness, comprehensiveness, and bias of information sources										
creates a web page using a WYSIWG authoring program										
changes background and colors, imports images, inserts and modifies text										
storyboards, plans, and creates organized folders for images and website										
saves page, gives it a title, and makes sure images are in correct folder										
creates anchors or targets to links on page and links to other pages, email, and sources										
creates and formats tables										
understands elements of good web design										
evaluates sites for accuracy, relevance, appropriateness, comprehensiveness, and bias of information sources concerning real-world problems										
uses information literacy skills to find, use, evaluate, and cite appropriate sources										
works collaboratively in group to develop web site that group manages themselves										
views and modifies source										
uses different plugins, inserts metatags, creates and inserts animated gifs, movies, and sound										
uses elements of good web design and navigation										
uses HTML, Java, JavaScript, Flash, and/or Shockwave to create special effects on website										
creates a web portfolio and participates in collaborative Web Project that compiles, synthesizes, produces, and disseminates information, models, and other creative work										
investigates and applies expert systems, intelligent agents, and simulations in real-world situations										

ELECTRONIC COLLABORATION

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Electronic Collaboration Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Electronic Collaboration	Pre	K	1	2	3	4	5	6	7	8
gathers information and communicate with others using telecommunications with support from teachers, family members, or student partners										
use telecommunications and online resources including email and discussion boards to participate in collaborative problem-solving activities										
reviews and evaluates online discussion boards										
uses email and follows netiquette protocol										
communicates with others online in support of direct and independent learning										
collaborates with peers, experts, and others using collaborative online tools to investigate curriculum-related problems, issues, and information										
develops solutions in collaborative online environment for audiences inside and outside the classroom										
develops essential and subsidiary questions as part of collaborative online projects										
plans collaborative project with group										
reviews and evaluates both asynchronous and synchronous online tools										
participates responsibly in several types of online activities including a MOO, videoconference, a chat, and a threaded discussion										
selects appropriate online tools for research, information analysis, problem-solving, and decision-making in content learning										
evaluates and uses online collaborative tools including distance learning and distributed education for lifelong learning opportunities										

INTEGRATION AND PROJECTS

Aligned to [ISTE](#) Standards and Performance Indicators for Students
 For resources that support this topic see [Integration and Project Resources](#)

With Help	
Introduce	
Develop	
Independent User	

Integration and Projects	Pre	K	1	2	3	4	5	6	7	8
creates developmentally appropriate multimedia products with support from teachers, family members, or student partners										
uses technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories										
works responsibly, independently, and as part of group in developing project										
uses teacher-created rubric for assessment of project										
uses technology for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom										
determines when technology is useful and selects the appropriate tools and technology resources to address a variety of tasks and problems										
uses information literacy skills to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of information sources concerning real-world problems										
saves, finds, and retrieves work in different formats via email, network, and online sources for project work										
develops and uses student-created rubrics for assessment										
takes on specific role and manages different group activities and rotation strategies as part of project										
develops essential and subsidiary questions as part of projects										
properly cites all information sources										
designs, develops, publishes, and presents real-world products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom										
selects appropriate technology tools for research, information analysis, problem-solving, and decision-making in content learning as part of project-based learning										
compiles projects in electronic portfolio										

1500 Meredith Avenue
Gustine, CA 95322
(209) 854-3784

Printed Last Name: _____

Printed First Name: _____

Internet Acceptable Use Contract

Last Updated September 2010

Students are responsible for good behavior while utilizing the school computer network and the Internet. Communications on the Internet are public in nature. General school rules for behavior and communication apply and students are expected to be polite at all times.

The district network and the Internet are provided for students to conduct research and communicate with others for purposes only relating to education. Commercial, political, and/or personal use unrelated to an educational purpose is prohibited.

Use of the district network and the Internet is a privilege that all students have the right to use. In order to ensure parent consent, use of these resources is restricted until an Internet Acceptable Use Contract is signed by both the student and a parent.

Weaver Unified School reserves the right to monitor network communications for improper use. Anyone using the district network should not have an expectation of privacy with respect to any data transmitted to or from their workstation. Only authorized district personnel such as the Superintendent or Principal may conduct monitoring activities.

Students may NOT perform the following activities:

- Configure computers in a way that depicts inappropriate material or language (i.e. screensavers, backgrounds, etc.)
- Use network resources for anything other than educational purposes
- Post personal information including phone numbers or addresses of yourself or others
- Configure software that allows users to bypass filtering or security software
- Violate copyright laws (including the use of pirated software, MP3s, or plagiarized material)
- Damage or deface any technology including computers, printers, and other peripherals
- Use inappropriate language in any form
- Trespass in other users' files or network drives
- Use the passwords of others

Encounter of Inappropriate Material

Weaver Unified School has software and policies in place that help to filter out inappropriate material. However, the nature of the Internet makes it impossible to guarantee that all websites offering inappropriate material will be blocked. It is the user's responsibility not to initiate access to such material and to report the website to a teacher or staff member.

Penalties

Access to the district network and the Internet can be revoked at any time if any one or more of the rules on this document are not followed.

Student Signature: _____

Date: _____

Parent/Guardian: _____

Date: _____

Appendix C: EETT Criteria
Criteria for EETT-Funded Education Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the district's use of education technology for the next three to five years.</i>	4	The technology plan describes the district's use of education technology for the next three to five years. (7/1/11 to 6/30/16).	The plan is less than three years or more than five years in length.

2. STAKEHOLDERS CRITERION	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7 and 11 (Appendix D). <i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>	4 - 5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the county office actively sought participation from a variety of stakeholders.

<p>3. CURRICULUM COMPONENT CRITERIA</p> <p>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i></p>	<p>6</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. <i>Description of the district's current use of hardware and software to support teaching and learning.</i></p>	<p>7</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. <i>Summary of the district's curricular goals that are supported by this tech plan.</i></p>	<p>9</p>	<p>The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).</p>	<p>The plan does not summarize district curricular goals.</p>
<p>d. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</i></p>	<p>10 – 15</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.</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>

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>e. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</i></p>	<p>16</p>	<p>The plan delineates clear goals(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. <i>List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</i></p>	<p>17</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>g. <i>List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teacher will be trained to protect online privacy and avoid online predators.</i></p>	<p>18</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>
<p>h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i></p>	<p>19</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the3 policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan’s goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggest 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. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.</i></p>	<p>20</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district’s student record-keeping and assessment efforts.</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>

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i></p>	<p>21</p>	<p>The plan delineates clear goals(s), measurable objective(s), annual benchmarks and an implementation plan for using technology to improve two-way communication between home and school.</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>k. <i>Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i></p>	<p>22</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</p> <p>Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p><i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i></p>	<p>23-25</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</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><i>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</i></p>	<p>26</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</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>

PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p><i>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</i></p>	<p>27-30</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</p> <p>Corresponding EETT Requirement(s): 6 and 12.</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. <i>Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</i></p>	<p>31-32</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.</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>b. <i>Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</i></p>	<p>33-35</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.</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>

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
c. <i>List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</i>	36-40	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. <i>Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</i>	31-40	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<p>6. FUNDING AND BUDGET COMPONENT CRITERIA</p> <p>Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. <i>List established and potential funding sources.</i></p>	<p>42-43</p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>b. <i>Estimate annual implementation costs for the term of the plan.</i></p>	<p>44-46</p>	<p>Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.</p>	<p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p>
<p>c. <i>Describe the district's replacement policy for obsolete equipment.</i></p>	<p>47</p>	<p>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</p>	<p>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</p>
<p>d. <i>Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as</i></p>	<p>48</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<i>necessary.</i>			
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement (: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	48	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	48	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	49	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS</p> <p>Corresponding EETT Requirement: 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. <i>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</i></p>	<p>50</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<p>9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</p> <p>Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p><i>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</i></p>	<p>51</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p><i>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</i></p>	<p>51-53</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

E-rate Supplemental Budget Analysis

Guidance and Sample for Completing an E-rate Supplemental Budget Analysis (Addendum) to EETT Technology Plan. This E-rate Supplement is to be completed annually and retained locally for Erate audit purposes. Use this form:

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

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

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

PART 1: Identification, Certification, and Signatures

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

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

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

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

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

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

PART 5: Analysis of Non E-rate Eligible Resources

Required to Meet EETT Technology Plan Goals

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

Check the current SLD/USAC Eligible Services List at:

<http://www.sl.universalservice.org/reference/eligible.asp>

Part 5 a

Infrastructure required to achieve EETT Technology Plan:

E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$:	\$:		
%	%		

Guidance and Sample for Completing an E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued). This E-rate Supplement is to be completed annually and retained locally for Erate audit purposes.

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

Gustine Unified School District

Training:		Staff:	plan.	
\$:				
Part 5 e				
Retrofitting required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.
	\$:	\$:		Inside-wiring:
	%:	%:		Construction:

(Continued next page)

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

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

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

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

SLD/USAC requires that an E-rate applicant’s EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant’s EETT technology plan for clarity and to avoid redundancy.

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

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

PART 2: List the service for which you are requesting E-rate support. For example, “cell phone service” and “interactive video service” are each logical groupings of E-rate requested services. Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant’s E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant’s E-rate eligible services.

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

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

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;

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

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.

(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

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

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

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

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

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