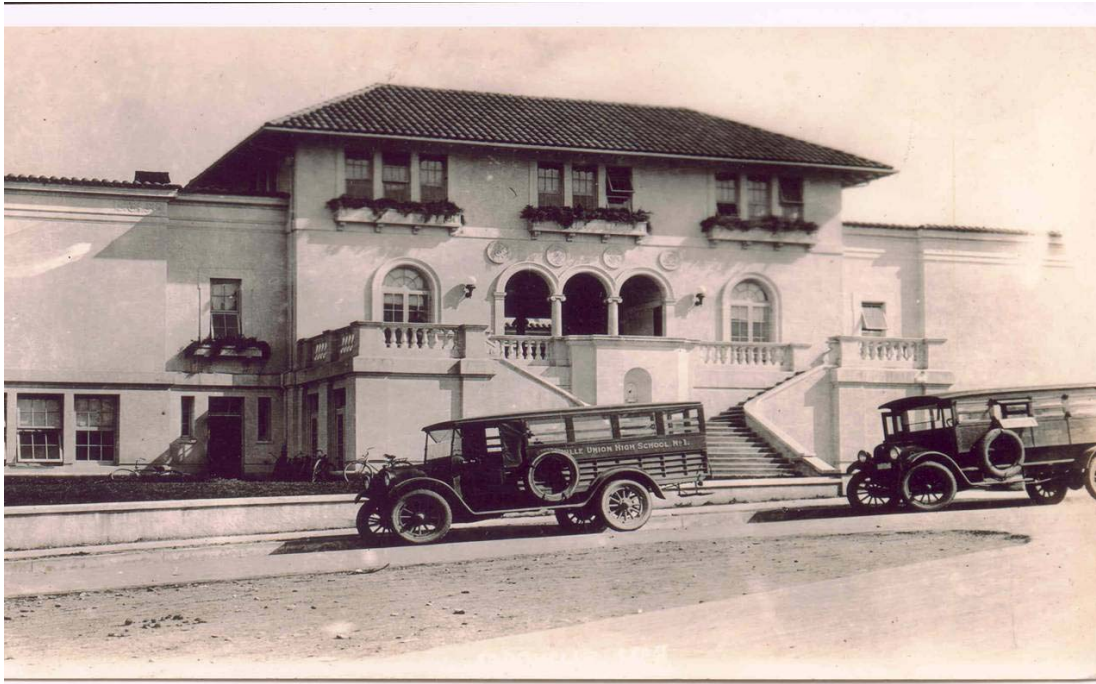


# OROVILLE UNION HIGH SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

JULY 1, 2006 – JUNE 30, 2011



**2211 Washington Avenue  
Oroville, Ca 95966  
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District Name: Oroville Union High School District  
CDS Code: 04-61515  
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# **ACKNOWLEDGMENTS**

## **School Board of Trustees**

**David Bruce, President**  
**Kathy MacIntyre**  
**Mitch Brown**  
**Ed Hottell**  
**Steven Rocchi**

## **District Educational Technology Plan Team**

### **District Personnel**

**Curriculum / Data Personnel**  
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**Technology Personnel**  
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**Corey Willenberg**

### **Teachers**

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**Liz Coleman**  
**Tom Edgar**  
**Michael Caratenuto**

### **Government Agencies**

**CTAP Region 2, EdTech Plan Coordinator – Nancy Silva**

# Appendix I – Education Technology Plan Benchmark Review

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

EETT-F02BR

## Education Technology Plan Benchmark Review

For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:	
CDS #	04-61515
<b>Applicant Name: Oroville Union High School District</b>	
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>	
1.	Describe your district's progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)
<p>The Oroville Union High School District has made great progress towards its goals for implementing technology into the curriculum. Teachers have received in-service training for new or existing software in all areas (Read 180, Edusoft, SASI, InteGrade Pro, Interactive Mathematics, CyberEd, Glencoe Social Science materials, heart monitors). As they became familiar with the new software and available technology, lesson plans were developed to integrate the materials into the daily classroom structure. There has continued increased use of the available computer labs and mobile labs on campus for instruction. The students are utilizing the technology to produce quality work and projects. Students are utilizing their technology skills to find, evaluate, synthesize and present knowledge and understanding of the curriculum using word processing, presentation, video, and/or web-page development software.</p> <p>The district provided staff release time to develop quarterly assessments in the areas of English, mathematics, science and social science. Edusoft is used to score the tests and provides results that are then analyzed by individual departments to drive curriculum modification and decisions.</p>	

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

All staff participates in professional development opportunities that assist them with designing standards-based coursework that provides students with opportunities to use technology to acquire and exhibit proficiency with core content areas. The assessment results were used to evaluate the effectiveness of the professional development and determine areas of expertise for teachers. As part of the teachers' yearly end of year checkout process, teachers reassessed their professional development needs for the following year.

New staff was given in-service training on the SASI attendance and InteGrade Pro grading systems. They also received instruction with Edusoft and the components available. New BTSA participants, along with their Support Providers, are using technology through CMATE to fulfill the requirements for their professional clear credential. CTAP online courses are available for all staff.

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

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

**For CDE Use Only**

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

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

**Comments:**

\_\_\_\_\_  
Nancy Negri  
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
Director of Education and Student Services  
TITLE OF AUTHORIZED REPRESENTATIVE

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

# DISTRICT PROFILE

The Oroville Union High School District is located about 60 miles north of Sacramento in the north valley. The district covers 663 square miles. The following data offers a snapshot of our district during the 2004-05 school year from the Ed Data (<http://www.ed-data.k12.ca.us/welcome.asp>) and Dataquest (<http://data1.cde.ca.gov/dataquest/>) web sites.

Oroville Union High School District 2004-05 School Data					
School	Number of Schools	Enrollment	Pupil Teacher Ratio	Avg. Class Size	Full-Time Equivalent Teachers
Challenge Charter High	1	161	20.1	17.4	8
Las Plumas High	1	1,545	23.2	28.9	66.5
Oroville High	1	1,200	25.0	31.1	48
Oroville Community Day	1	21	4.2	17.4	5
Prospect High (Continuation)	1	110	22.0	14.7	5
<b>District Total:</b>	<b>5</b>	<b>3,037</b>	<b>22.9</b>	<b>28.3</b>	<b>132.4</b>

Oroville Union High School District, Students by Ethnicity 2004-05		
	District	
	Enrollment	Percent of Total
American Indian	189	6.2%
Asian	442	14.6%
Pacific Islander	14	0.5%
Filipino	18	0.6%
Hispanic	279	9.2%
African American	122	4.0%
White	1973	65%
Multiple/No Response	0	0
Total	3037	100%

Oroville Union High School District, Student & Teacher Data 2004-05	
English Learners	257
Fluent-English-Proficient Students	294
Students Redesignated FEP	4
Graduates (prior year)	2260
UC/CSU Elig Grads (prior year)	129/23.7%
Dropouts (prior year, grade 9-12)	134
1 Yr Drop Rate (prior year, grade 9-12)	4.5%
4 Yr Drop Rate (prior year, grade 9-12)	17%
% Fully Credentialed Teachers	90.1%
Pupil Teacher Ratio	22.9
Avg. Class Size	28.3
Free or Reduced Price Meals	43.8
CalWORKs (formerly AFDC)	598/20.2%

# EDUCATION TECHNOLOGY PLAN OVERVIEW

Oroville Union High School District is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology. We are committed to providing our teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of district and school site curriculum and technology leaders. Specifically our role is to:

- Orchestrate the implementation of our technology plan components with stakeholders.
- Keep the technology funding flowing and manage the technology budgets.
- Keep the infrastructure, hardware, and software up to date.
- Provide high-quality service to users on an ongoing basis.
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.

This revised EdTech Plan is the result of discussion, learning, and collaboration among a diverse representation of administrators, teachers, parents, and business partners. The original District Technology Stakeholder Committee was formed in the fall of 2002. The committee developed a comprehensive, research-based Education Technology Plan for the 2003-2006 school years that was reviewed, revised, and adopted by the district school board and subsequently approved by the California Department of Education in 2003. We have made great strides in the accomplishment of the goals set forth in our original tech plan and are optimistically moving forward with this updated tech plan.

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

## **1A. PLAN DURATION**

**The plan should guide the district's use of education technology for the next 3-5 years.**

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



## 2A. STAKEHOLDERS

**Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.**

Our District's original Educational Technology Planning Team has become our implementation oversight team. The group is comprised of district and site representatives who are responsible for implementing the plan, including district curriculum, data, and information technology staff; site administrators, teachers, students, and parents as well as partners in higher education, community non-profit groups, and local businesses.

The team originally convened in the 2002-03 school year to serve as a strategic planning committee for technology in the development of our original technology plan. Since then, the team has met annually with the core technology advisory team and sub groups meeting more frequently as needed. There is ongoing input and updates regarding the objectives, funding, budgets, and curricular guidelines contained within our technology plan. In addition, progress is reviewed at quarterly district education support meetings with site administration to:

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

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

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

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

## Stakeholder Groups

**District Curriculum Personnel** – the Superintendent and Director of Education and Student Services

**Design & Implementation Roles:** Representatives on our Tech Plan team promote, direct, and facilitate the technology team’s development of broad and inclusive goals and objectives for curriculum, resources, and operations that include technology. Our curriculum personnel integrate 21<sup>st</sup> century skills into the overall vision for student achievement and into every aspect of learning, teaching, and administrating. Curriculum personnel define and unpack clear and specific standards-aligned academic objectives by grade and subject; support research-based best practices and instructional programs; develop student assessment and data monitoring systems and monitor school performance and make adjustments based on school performance.

**District Technology Personnel** –District Computer Technicians

**Design & Implementation Roles:** Representatives on our Tech Plan team provide overall coordination of the technology implementation and oversight team, funding resources, and the implementation of the goals and objectives set forth in this updated technology plan.

**District Financial Personnel** – the Assistant Superintendent, CBO

**Design & Implementation Roles:** The representative on our Tech Plan team provides coordination of technology funds and budget issues.

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

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

**Site Teachers** - Teachers representation from our comprehensive, charter and alternative education schools.

**Design & Implementation Roles:** Representatives on our Tech Plan team provide input on efforts and outcomes using research-based technology programs and practices to support the district curricular goals and academic content standards and improve teaching and learning.

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

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

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

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

**Community Groups & Businesses** – Computers For Classrooms, California State University, Chico, City of Oroville, Butte Community College, and the local media.

**Design & Implementation Roles:** Representatives on our Tech Plan team offered assistance with the implementation of our tech plan objectives focused on improving technology equity, access, after school opportunities, and home-school-community communications.

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

# 3: CURRICULUM DRIVEN TECHNOLOGY GOALS

## Overview

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

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

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

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

**Goal 3:** All Students will acquire the National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

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

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

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

## 3a. Current Technology Access

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records, annual California School Tech Survey data. The 2004-05 data has been summarized below.

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is 5:1. Unfortunately, as you will see in our access objective, this ratio will not be able to be maintained. All teachers at the five Oroville Union High School District schools have access to a minimum of one multi-media computer with internet access in their classrooms as well as in their Library/Media Centers, and/or Computer Labs, before, during, and after school hours. Teachers schedule before, during and/or after school access to computer programs and the Internet as needed for students to complete classroom activities.

### ***Comprehensive High School***

Las Plumas High School	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>194</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>194</b>
<b># of computers* in Classrooms</b>	<b>304</b>
<b># of computers* in Library/media centers</b>	<b>30</b>
<b># of computers* in Computer Labs</b>	<b>124</b>
<b># Available times for Student access to computers before and after school</b>	<b>7:30 – 7:55am / 3:00 – 4:30pm (M-Th)</b>

Oroville High School	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>265</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>265</b>
<b># of computers* in Classrooms</b>	<b>277</b>
<b># of computers* in Library/media centers</b>	<b>33</b>
<b># of computers* in Computer Labs</b>	<b>94</b>
<b># Available times for Student access to computers before and after school</b>	<b>7:30 – 7:55am / 3:00 – 3:36pm</b>

### ***Charter High School***

Challenge Charter High School	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>58</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>58</b>
<b># of computers* in Classrooms</b>	<b>18</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>25</b>
<b># Available times for Student access to computers before and after school</b>	<b>7:00– 8am / 3:20 – 4:30pm</b>

### ***Continuation High School***

Prospect High School	
<b>All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:</b>	
<b>Total # of computers* 4 years old or newer (*instructional use)</b>	<b>20</b>
<b>Total # of computers* 4 years old or newer with Internet access</b>	<b>20</b>
<b># of computers* in Classrooms</b>	<b>20</b>
<b># of computers* in Library/media centers</b>	<b>0</b>
<b># of computers* in Computer Labs</b>	<b>46</b>
<b># Available times for Student access to computers before and after school</b>	<b>7:30 – 8am / 2:10 – 3:05pm</b>

### *Alternative School – grades 9-12*

Community Day High School	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Total # of computers* 4 years old or newer (*instructional use)	27
Total # of computers* 4 years old or newer with Internet access	27
# of computers* in Classrooms	8
# of computers* in Library/media centers	0
# of computers* in Computer Labs	19
# Available times for Student access to computers before and after school	7:30 – 8am / 2:45 – 3:00pm

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

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

#### ***Oroville Union High School District Technology Integration***

Technology is being integrated primarily in the classroom in core curriculum for word processing, reinforcement and practice, Online and CD-ROM research, and creating reports or projects. (See details in charts below) Integration can also be seen in core classrooms with the use of smart boards, computerized science lab equipment, graphing calculators, and digital editing software.

#### **Oroville Union High School District School Software Used:**

*Plato, Accelerated Math, Interactive Mathematics, Green Globs, Exam Gen, Accelerated Reader, Read 180, Cyber Ed Science, Premier Adaptive Suite vender-provided curricular support for textbook, Photoshop, Illustrator, InDesign, PageMaker Audition, PhotoStory 3, Macromedia Suite, photo and video editing, desktop publishing, web design, 2D animation, 3D animation, GIS, CAD, ShopBot, solid modeling/engineering, virtual reality, Microsoft Office Suite, Net Ops Schools, Vision, Edusoft, SASIxp, Parent Connect, InteGrade Pro, Follet, and CLRN approved curriculum based software.*

How often do teachers use the following technology tools for classroom instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
<b>Computers and Peripherals (scanner, printers, etc.)</b>	53%	15%	13%	13%	7%	0%
<b>Video based presentation devices (VCR/DVD, laser disc player, LCD projector, etc.)</b>	9%	16%	44%	16%	11%	4%
<b>Video based creation tools (video camera, digital camera, etc.)</b>	4%	3%	19%	31%	26%	16%
<b>Internet</b>	32%	20%	20%	21%	7%	1%
<b>Email</b>	33%	12%	16%	18%	19%	2%
<b>Hand-held electronic devices (PDA, GPS, heart monitor, etc.)</b>	6%	1%	3%	3%	19%	68%

How often and in what subject areas teachers use technology tools for instruction.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	Not available
Reading/Language Arts	15%	14%	8%	6%	13%	45%
Mathematics	10%	4%	13%	10%	10%	53%
Science	8%	4%	6%	12%	11%	59%
History/Social Science	8%	8%	9%	7%	12%	56%
PE/Health	5%	5%	2%	13%	11%	64%
Fine Arts	5%	4%	2%	7%	14%	68%
Business/Computer Science	4%	3%	1%	6%	14%	72%
Foreign Language	1%	2%	0%	5%	16%	76%
Home Economics	1%	1%	5%	5%	16%	73%
Industrial Arts	4%	2%	2%	5%	14%	74%
Careers	6%	5%	8%	13%	12%	56%

In what ways and to what degree teachers use technology tools (computers, video, Internet, and hand-held devices) at their school.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Create instructional materials	38%	32%	19%	6%	5%
Deliver classroom instruction	18%	24%	29%	22%	7%
Manage student grades and attendance	80%	8%	1%	3%	7%
Communicate with parents or students	19%	27%	39%	11%	4%
Gather information for planning lessons	31%	29%	28%	9%	3%
Access model lesson plans and best practices	14%	21%	26%	32%	7%

To what degree do teachers use the following technology tools at your school to support and improve home/school communication?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Voice Mail	31%	21%	15%	9%	24%
School web site with class related information, such as assignments, grades, upcoming events, parental information, etc.	23%	13%	23%	21%	21%
Video Conferencing	0%	1%	0%	4%	94%
Electronic Grading System	60%	11%	10%	6%	13%
Online Student Assessments	8%	7%	17%	21%	46%

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instructional areas	My students don't use technology tools.	Total Responses
My students use technology tools in	35%	35%	30%	0%	100%

How often teachers require students to use technology tools for classroom assignments.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	12%	13%	27%	28%	14%
Internet	9%	12%	31%	28%	15%
Email	7%	4%	13%	30%	37%
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)	3%	2%	3%	7%	20%

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	7%	15%	37%	25%	15%
Reinforcement and practice	5%	18%	30%	23%	23%
Research, using the Internet and/or CD-ROMs	3%	9%	39%	31%	17%
Creating reports or projects	3%	7%	41%	33%	16%

How often teachers assign students in their typical classroom, work that involves using technology tools.	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Demonstrations or simulations	3%	7%	27%	31%	32%
Correspondence with experts, authors, students from other schools, etc., via email or Internet	1%	8%	13%	28%	49%
Solving problems or analyzing data	4%	8%	21%	37%	29%
Graphically presenting information	4%	4%	18%	35%	39%

### 3c. Summary of District's Curricular Planning Documents

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

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

Our 2004-05 student achievement data indicates that our rigorous academic goals and objectives, aligned to both the content and cognition levels identified in the California Adopted Academic Content Standards and Frameworks, are having a positive impact at our schools. (See Student Achievement data next page). For the 2004-05 school year, the 10<sup>th</sup> and 11<sup>th</sup> grade combined pass rate for the CAHSEE was 72% for ELA and 66% for math.

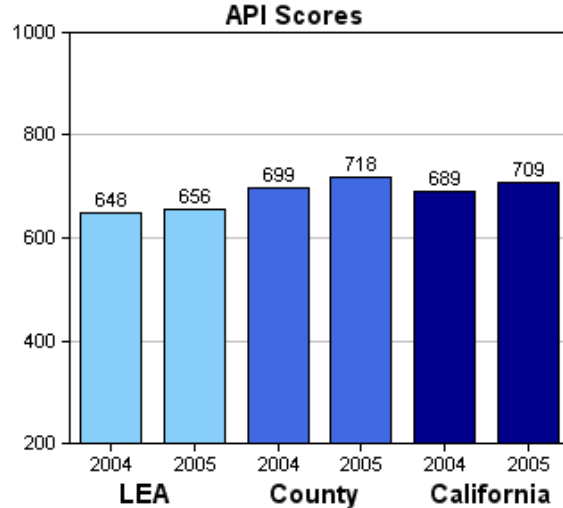
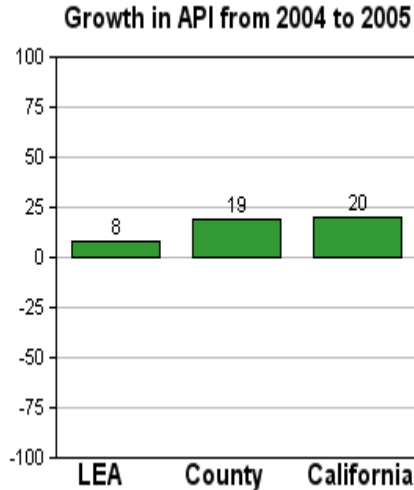


## Progress on the Academic Performance Index (API) 2004-05 Reporting Cycle

**District:** Oroville Union High School District

**County:** Butte

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



### 2005 AYP Criteria Summary

**District:** Oroville Union High School District

**County:** Butte

Our district met all of the 2005 Adequate Yearly Progress (AYP) Criteria: 20 of its 20 AYP Criteria

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

#### AYP components

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

#### Met 2005 AYP criteria

Yes  
Yes  
Yes  
Yes

<b>Annual Measurable Objectives (AMOs) 2004-05</b>	<b>English - Language Arts</b>		<b>Mathematics</b>	
	<b>Percent At or Above Proficient</b>	<b>Met 2005 AYP Criteria</b>	<b>Percent At or Above Proficient</b>	<b>Met 2005 AYP Criteria</b>
<b>DISTRICT PERCENT PROFICIENT</b>				
<i>Data Resource:</i> <a href="http://ayp.cde.ca.gov/reports.asp">http://ayp.cde.ca.gov/reports.asp</a>				
<b>LEA-wide</b>	40.0	Yes	36.9	Yes
<b>African American or Black (not of Hispanic origin)</b>	26.7	Yes	17.2	Yes
<b>American Indian or Alaska Native</b>	33.3	Yes	24.5	Yes
<b>Asian</b>	32.7	Yes	49	Yes
<b>Filipino</b>	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	19.6	Yes	21.3	Yes
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (not of Hispanic origin)</b>	44.6	Yes	37.6	Yes
<b>Socio-economically Disadvantaged</b>	33.5	Yes	33.2	Yes
<b>English Learners</b>	13	N/A	26.8	N/A
<b>Students with Disabilities</b>	4.3	N/A	5.4	N/A

## Oroville Union High School District Curricular Goals

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

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

1. All schools in the district will meet or exceed the NCLB Annual Measurable Objectives (AMO's) for student proficiency, including all ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups with the state content standards in English / Language Arts and Math. By 2013-2014, all students in the district will be proficient or better with English/Language Arts and Math grade level content standards.
2. All schools in the district will meet or exceed the state's Annual Performance Index (API) growth target as well as the API growth targets for each numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
3. All students will be taught by highly qualified teachers.
4. The district will work with site administration to collect and analyze school and student data and develop continuous cycles and plans for school improvement including improving: curriculum, instruction, student support & intervention, the monitoring of student achievement, and home/ school/ and community partnerships.
5. All students will be educated in learning environments that are safe, drug-free, conducive to learning and conducive to building student's internal and external resources.

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

Our state adopted academic standards, curriculum, pacing guides, assessments, interventions and professional development plans are articulated in our District Curriculum and Assessment Plan that is updated and modified each year.

Each school site develops a *School Accountability Report Card* (SARC) that targets specific achievement goals for their school, with an action plan and evaluation component to measure success. Beginning with the 2003-2004 planning cycle, each school site included a technology component in their SARC that identifies the site's focus in relation to technology integration, implementation, and professional development.

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

- The district adopted State Content Standards for K-12.
- The district LEA plan.
- No Child Left Behind compliance / implementation documentation.

- CDE and Federal district-wide school achievement data from annual AYP, API, and STAR results.
- The District's plan for English Language Learners (ELL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This ELL plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided for ELL students to assist them in meeting and/or exceeding district content standards and graduation requirements.
- The District's Gifted and Talented (GATE) Plan provides challenging curriculum and instructional opportunities to gifted and talented students capable of achieving significantly beyond the level of their peers.
- The site handbooks which details the District's philosophy and goals, and policy and procedures regarding students, instruction, promotion and retention, equity, administration, personnel, community relations, business, and much more.
- Site-based Single Plans for Student Achievement, SARC, WASC and CPM self study reviews and actions plans, categorical programs, and other program goals, which vary from site to site.
- Our current district Educational Technology Plan.

### **3d- 3h. Curricular Driven Technology Goals and Implementation Plans 3i -3j. Benchmarks, Timelines, Monitoring, and Evaluation**

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

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

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

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

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

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

**Goal 3:** All district students will acquire the National Education Technology grade level standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

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

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

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

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

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

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

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

### **Goal 1 - District Curriculum Goal Supported by Technology - E/LA & Technology**

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

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

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

**Objective 1a:** By the 2010-11 school year, A minimum of **70%** of all students will score proficient or above on the English-Language Arts portions of the CAHSEE supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

#### ***Annual Benchmarks -***

**Year 1:** minimum of **50%** in the 2006-07 school year

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

**Year 2:** minimum of **55%** in the 2007-08 school year

**Year 4:** minimum of **65%** in the 2009 -2010 school year

**Year 5:** minimum of **70%** in the 2010-2011 school year.

### **Evaluation Instrument(s) & Data**

**Instruments:** Quarterly core content assessments; Annual STAR/CST test results in English/Language Arts; CAHSEE

**Data:** Percentage scoring proficient or above

**Instrument:** District professional development and collaboration meeting times / agendas / participation records and outcomes.

**Data:** % of teachers participating; calibrated and articulated standards-aligned grade/subject level objectives and assessments across the district.

**Instrument:** Ongoing Classroom Observations by site admin./ principal aligned to teachers' evaluation schedule

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

**Instrument:** Annual Site Academic Software Survey

**Data:** Curriculum-based software and productivity software being used at each site.

**Instrument:** Annual EdTech Profile survey

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

#### **Data reviewers**

District curriculum, data, and technology administrators and school administrators will analyze annually in late August / September after state releases data.

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

Goal 1: Objective: 1a - E/LA & Technology Implementation Action Steps	Use of Technology
1. Annually, purchase and ensure standards-aligned textbooks and supplemental curriculum-based technology resources (adopted and/ or CLRN approved) are being used in the classroom.	<p>Adopted Text Supplemental Tech resources including publisher software and websites.</p> <p>Curriculum software such as Renaissance Learning and <i>PLATO</i> products, <i>Accelerated Reader</i>, <i>Reading 180s</i>, <i>iMovie</i>, <i>iMacromedia</i>, <i>FrontPage</i>, <i>Dreamweaver</i>, <i>InteGrade Pro</i>, <i>CAD</i>, Web-based student assessment platform such as <i>Edusoft</i>.</p> <p>Microsoft Office and other productivity software.</p> <p>Internet Resources</p> <p>Peripherals such as LCD projectors, digital cameras, video cameras, and printers.</p> <p>CTAP Online Professional Development.</p>
2. Annually, provide professional development on adopted curriculum and technology resources (such as AB 75 training for site administrators.)	
3. Beginning in fall 2006 and every year thereafter, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments in the district, review data, learn and share best practices including the use of technology.	
4. By fall 2007, design and distribute an annual site academic software usage survey.	
5. Beginning in the fall 2007 and annually thereafter, provides professional development on district adopted curriculum software and online resources as needed. Track usage with annual software survey.	
6. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers.	
7. Continue to provide CTAP Online Technology productivity and integration training as needed.	
8. Continue to monitor instructional time for standards-aligned text.	
9. Continue to monitor targeted intervention time aligned with standards-aligned text, targeting the lowest performing students.	
10. By June 2006, fully credentialed <i>Highly Qualified Teachers</i> in all classrooms.	
11. Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum including in career tech courses.	
<b>Monitoring</b>	
<p>District and school site administrators and data and technology personnel will track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.</p>	
<p><b>Timeline:</b> Most of the aforementioned actions are already underway annually in the district and will continue to be planned for and implemented after annual data driven needs assessments and data analyses take place for each school, annually no later than October 1.</p>	
<p><b>Person(s) responsible:</b> District and school site administrators, district technicians, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing all necessary professional development and ensuring their instruction is based on standards-aligned objectives and research based programs, practices and arrangements.</p>	

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

### **Goal 2- District Curriculum Goal Supported by Technology – Math & Technology**

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

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

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

**Objective 2a:** By the 2010-11 school year, a minimum of 70% of all students will score proficient or above on the Math portion of the CAHSEE supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data analysis, and collaboration time.

#### **Annual Benchmarks -**

**Year 1:** minimum of 45% in the 2006-07 school year

**Year 3:** minimum of 55% in the 2008-09 school year

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

**Year 4:** minimum of 60% in the 2009 -2010 school year

**Year 5:** minimum of 70% in the 2010-2011 school year.

### **Evaluation Instrument(s) & Data**

**Instruments:** Quarterly Grade level assessments; Annual STAR/CST test results in Math; CAHSEE

**Data:** Percentage scoring proficient or above with the content standards.

**Instrument:** Ongoing Classroom Observations by site administrators aligned to teachers' evaluation schedule

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

**Instrument:** Annual Site Academic Software Survey

**Data:** Curriculum-based software and productivity software being used.

**Instrument:** Annual EdTech Profile survey

**Data:** Teachers' self assessed technology and integration skills

#### **Data reviewers**

District curriculum, data, and technology administrators and school administrators will analyze annually in late August / September after state releases data.

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

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



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

### **Goal 3 - District Technology Skills and Information Literacy Goal**

**Goal 3:** All students in our district will acquire the National Education Technology student profile standards (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

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

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

**Objective 3a:** By 2010-2011, a minimum of 70% of all students will learn district approved NETS skills (including technology productivity tools and information literacy) as appropriate, during their curricular assignments. Student proficiency will be tracked through Ed Tech Profile assessment. The Six NETS Strands each have specific standards and performance indicators.

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools (Information Literacy)
6. Technology problem-solving and decision-making tools

#### **Annual Benchmarks -**

**Year 1:** minimum of 0% in the 2006-07 school year

**Year 3:** minimum of 40% in the 2008-09 school year

**Year 2:** minimum of 20% in the 2007-08 school year

**Year 4:** minimum of 60% in the 2009-2010 school year

**Year 5:** minimum of 70% in the 2010-11 school year.

### **Evaluation Instrument(s) & Data**

**Instrument:** Annual EdTech Profile survey

**Data:** Teachers and students' self assessed technology and integration skills

#### **Data reviewers**

District and school site administrators will analyze end of school year results annually in June.

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

Goal 3: Objective: 3a - Technology Skills & Information Literacy Implementation Action Steps	Use of Technology
1. Beginning in the summer/fall 2007 and annually thereafter, provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 2) to teachers on integrating the student NETS grade level skills and standards in their curriculum. Pursue incentives for PD completion.	Adopted Text Supplemental Tech resources including publisher software and websites.
2. By fall 2007, students will begin learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	CLRN and district approved curriculum software such as Renaissance Learning and PLATO products. <i>Plato, Accelerated Reader, Accelerated Math, iMovie,</i>
3. By spring 2008, begin administering annually the EdTech Profile to students	<i>iMacromedia, FrontPage, Dreamweaver,</i>
4. By spring 2009, continue administering annually the EdTech Profile to students, increasing the number of students participating.	web publishing software, <i>InteGrade Pro,</i>
5. By spring 2010, a minimum of 70% of all students are participating in the EdTech Profile.	Web-based student assessment platform such as <i>Edusoft.</i>
	Microsoft Office and other productivity software.  Internet Resources  Peripherals such as LCD projectors, digital cameras, video cameras, and printers.  CTAP Online Professional Development.
<b>Monitoring</b>	
District and school site administrators and data and technology personnel will track the development and implementation of all activities and accomplishments quarterly and report progress at our monthly district/ site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District and site administrators, district technicians, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing the training, integrating the NETs skills, and assessing the students.	

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

### **Goal 4 - District Goal for Appropriate Access to Technology**

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

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

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

**Objective 4a:** By June 30, 2011 our district average student to computer ratio will be 7 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records). Our baseline ratio is 5:1, however due to aging computers and dwindling technology funds, we anticipate a slight increase in the student: computer ratio over time.

#### Annual Benchmarks -

Year 1: 6 students to 1 computer by June 2007.

Year 3: 6 students to 1 computer by June 2009.

Year 2: 6 students to 1 computer by June 2008

Year 4: 7 students to 1 computer by June 2010

Year 5: Maintain or improve 7 students to 1 computer by June 2011

All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

### **Evaluation Instrument(s) & Data**

**Instrument:** Annual California School technology Survey

**Data:** average student to computer ratio by school and district wide – Four years old or newer

**Instrument:** Annual District Supplemental Tech needs and service survey including IEP, EL, and GATE program directors and educators in the district:

**Data:** Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies.

#### **Data reviewers**

District and school site administrators will analyze end of school year results annually in June.

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

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

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

### **Goal 5 - District Goal for Using Technology for Student Data Collection, Analysis, Reporting, and Decision Making**

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

**Target Group:** All district schools.

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

**Objective 5a:** By June 2011, 80% of teachers will use Edusoft to analyze assessment data, make data-driven decisions to meet individual student academic needs, and target student intervention needs.

#### **Annual Benchmarks**

**Year 1:** 40% of teachers in the district by June 2007.

**Year 3:** 60% of teachers in the district by June 2009

**Year 2:** 50% of teachers in the district by June 2008.

**Year 4:** 70% of teachers in the district by June 2010.

**Year 5:** 80% of teachers the district by June 2011.

**Objective 5b:** By June 2011, 100% of district teachers will have access to the District's student information / attendance software / online suite tools and necessary training to use.

#### **Annual Benchmarks**

**Year 1:** 90% of teachers by June 2007.

**Year 3:** 100% of teachers by June 2009.

**Year 2:** 95% of teachers by June 2008.

**Year 4:** 100% of teachers by June 2010

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

### **Evaluation Instrument(s) & Data**

**Instrument:** Student assessment and data management system training participation records and usage records for Edusoft

**Data:** % of teachers using integrated student assessment and data management system to inform instruction.

**Instruments:** District SASI suite training participation records and SASI / Parent Connect usage records

**Data:** % of teachers completing *ClassroomXP* and *InteGrade Pro Electronic Gradebook* training; % of teachers using *ClassroomXP* and *InteGrade Pro Electronic Gradebook*. % of parent usage of *Parent Connect*.

#### **Data reviewers**

District and school site administrators and district technicians will analyze end of school year results annually in June.

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

<b>Goal 5: Objective: 5a,b Student Data Collection, Analysis, Reporting, and Decision Making Implementation Action Steps</b>	<b>Use of Technology</b>
1. During the 2006-07 school year and every year thereafter, the district will continue the use of Edusoft. All teachers will receive the necessary training.	SASI xp, <i>ClassroomXP</i> , <i>InteGrade Pro Electronic Gradebook</i> , and <i>Parent Connect</i> .  Web-based student assessment platform, <i>Edusoft</i> .
2. Annually, continue to provide SASI training as needed.	
3. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments in the district.	
<b>Monitoring</b>	
The District and school site administrators and district technicians will track the development and implementation of all appropriate access activities, inventories, and accomplishments quarterly and report progress at our monthly district/ site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District and school site administrators, district technicians, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for completing professional development and inputting student data.	

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

<b>Goal 6 - District Goal for Improving Parent Access to Teachers and Administrators</b>
<p><b>Goal 6:</b> The district office and schools will use technology to improve two-way communication between home and school.  <b>Target Group:</b> Parents of all students including special education, English Learner, and GATE students.</p>
<b>Specific Measurable Objective by June 30, 2011</b>
<p><b>Objective 6a:</b> By June 2011, all schools will offer parents password protected, online access to their student’s attendance, assignments and grades through a web-based system such as SASIxp’s <i>Parent Connect</i>.</p> <p><b>Annual Benchmarks -</b>  <b>Year 1:</b> <u>90%</u> of schools by June 2007. <span style="float: right;"><b>Year 3:</b> <u>100%</u> of schools by June 2009.</span>  <b>Year 2:</b> <u>95%</u> of schools by June 2008. <span style="float: right;"><b>Year 4:</b> <u>100%</u> of schools by June 2010</span>  <span style="float: right;"><b>Year 5:</b> <u>100%</u> of schools by June 2011</span></p> <p><b>Objective 6b:</b> By June 2011, all district site administrators and teachers will have access to a classroom phone, voice-mail, and a district e-mail account and will provide this information to all parents at back to school night and via the school website.</p> <p><b>Annual Benchmarks -</b>  <b>Year 1:</b> <u>95%</u> of educators by June 2007. <span style="float: right;"><b>Year 3:</b> <u>100%</u> of educators by June 2009.</span>  <b>Year 2:</b> <u>95%</u> of educators by June 2008. <span style="float: right;"><b>Year 4:</b> <u>100%</u> of educators by June 2010</span>  <span style="float: right;"><b>Year 5:</b> <u>100%</u> of schools by June 2011</span></p> <p><b>Objective 6c:</b> By June 2011, all OUHSD schools will provide parents with timely school / class information via automated phone service, newsletters, and flyers (translated in native home language as needed.)</p> <p><b>Annual Benchmarks -</b>  <b>Year 1:</b> <u>95%</u> of schools by June 2007. <span style="float: right;"><b>Year 3:</b> <u>100%</u> of schools by June 2009.</span>  <b>Year 2:</b> <u>95%</u> of schools by June 2008. <span style="float: right;"><b>Year 4:</b> <u>100%</u> of schools by June 2010</span>  <span style="float: right;"><b>Year 5:</b> <u>100%</u> of schools by June 2011</span></p>
<b>Evaluation Instrument(s) &amp; Data</b>
<p><b>Instruments:</b> Ongoing District SASI / <i>Parent Connect</i> “how to access” communications and/ or trainings, parent password requests, and usage records.  <b>Data:</b> % of parents trained; % of parents requesting passwords; % of parents using <i>Parent Connect</i>.</p> <p><b>Instrument:</b> District and site based equipment and e-mail account records  <b>Data:</b> % of teachers with access</p> <p><b>Instrument:</b> School website and communication artifacts.  <b>Data:</b> Evidence of efforts to improve two-way communication</p> <p><b>Data reviewers</b>  District and site administrators and district technicians will analyze end of school year results annually in June.</p>

*(Objectives 6a, b, c - Continued on next page)*

<b>Goal 6: Objectives: 6a,b,c - Improving Parent Access to Teachers and Administrators Implementation Action Steps 5</b>	<b>Use of Technology</b>
1. By fall 2006, provide training as needed for phone, voice-mail, and/ or e-mail.	
2. By June 2007, ensure all district schools have the hardware, infrastructure, and training needed to implement the Parent Connect component of SASIxp.	SASI xp, <i>ClassroomXP</i> , <i>InteGrade</i> and <i>Parent Connect</i> .
3. By June 2008, all district parents will have received information and/ or training about how to access Parent Connect student data.	Web publishing software training.
4. Continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.	Word, desktop publishing, and Outlook e-mail.
5. Annually provide web publishing software training opportunities for teachers to learn to publish / communicate on their school web site.	CTAP online training
6. Annually provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community.	
<b>Monitoring</b>	
The District and school site administrators and district technicians will track the development and implementation of all appropriate access activities, inventories and accomplishments quarterly and report progress at our monthly district/ site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District administrators, site administrators, and teachers are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Teachers are responsible for attending professional development.	



# 4. PROFESSIONAL DEVELOPMENT

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

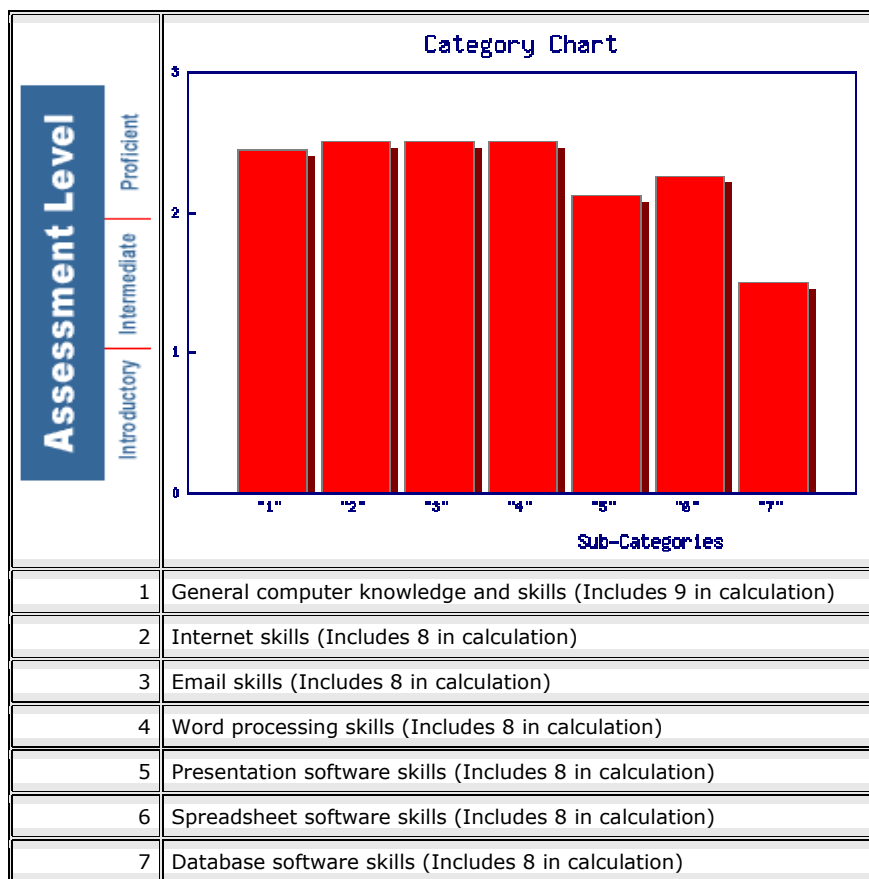
**Summary of the teachers' and administrators' current technology skills and needs for professional development.**

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

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

Ed Tech Profile survey data of district school site administrator's as of December 2005, indicates that most administrators are at the proficient level with general computing, Internet, e-mail, word processing, presentation, and spreadsheet and at the intermediate level in database skills.

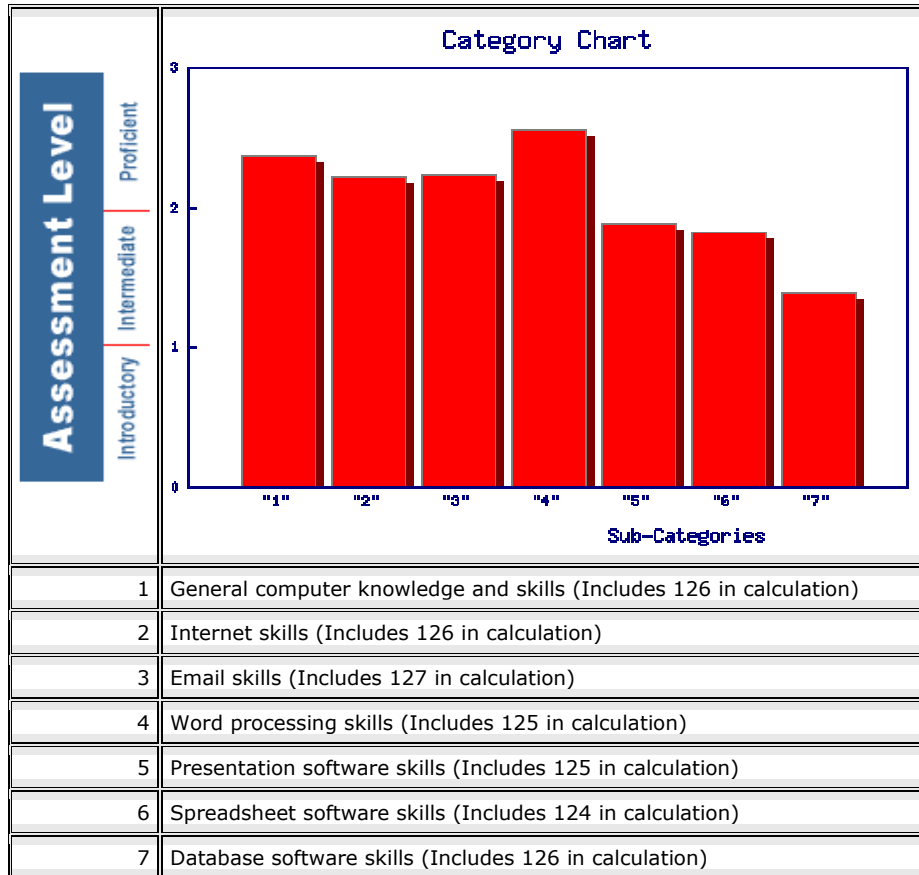
**Implication:** Administrators need minimal professional development opportunities in basic Personal Technology proficiencies.



### District Teachers' Survey Data

Ed Tech Profile survey data of district teachers as of December 2005 indicates that most teachers are at the proficient level with general computing, Internet, e-mail, and word processing and at the intermediate level in presentation, spreadsheet, and database skills.

**Implication:** Teachers need some professional development opportunities in basic Personal Technology proficiencies.



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

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum
I need opportunities to participate in educational technology staff development focused on:	26%	77%

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

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	25%	56%	19%

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

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	41%	24%	6%	4%	25%

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

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

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

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

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

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

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

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

Our Education Technology Professional development will encompass a three tiered professional development approach based on teachers’ individual technology training needs.

1. Annually as needed, we will offer Personal proficiency training on NETs skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills with an emphasis on presentation software skills and Spreadsheet /Database software skills.
2. Annually as needed, we will offer Professional proficiency training on NETs skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources such as SETs, and job specific productivity and assessment tools.
3. Annually as needed, we will offer Technology Leadership / Coach proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in technology use and integration.

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

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

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

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

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

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

**Target Group:** Certificated teachers and administrators

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

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

**Objective: 1a:** By June 2011, 60% of teachers who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD and Special Education teachers will become proficient in technology skills and assistive tools for their subgroup populations.

#### **Annual Benchmarks**

Year 1: minimum of 30% in the 2006-07 school year

Year 3: minimum of 50% in the 2008-09 school year

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

Year 4: minimum of 55% in the 2009-10 school year

Year 5: minimum of 60% in the 2010-11 school year.

**Objective: 1b:** By June 2011, 60% of teachers who participate in educational technology professional development focused on technology integration, including curriculum based technology resources, will become proficient.

#### **Annual Benchmarks**

Year 1: minimum of 30% in the 2006-07 school year

Year 3: minimum of 50% in the 2008-09 school year

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

Year 4: minimum of 55% in the 2009-10 school year

Year 5: minimum of 60% in the 2010-11 school year.

**Objective: 1c:** All district ELA and mathematics teachers will become proficient in technology integration.

#### **Annual Benchmarks**

Year 1: minimum of 60% in the 2006-07 school year

Year 3: minimum of 80% in the 2008-09 school year

Year 2: minimum of 70% in the 2007-08 school year

Year 4: minimum of 90% in the 2009-10 school year

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

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

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

**Instrument:** EdTech Profile pre- and post-survey completed for all district sponsored Education Technology professional development programs

**Data:** Administrators’ and teachers’ self assessed technology and integration skills

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

**Data:** Professional development participation correlated with proficiency in EdTech Profile survey

**Data reviewers**

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

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

**Use of Technology**

1. Annually, require administrator and teacher completion of EdTech pre- and post- survey by all who participate in district sponsored technology training programs.
2. Annually, in June, analyze EdTech survey of administrator and teacher technology and integration skill data to plan for professional development offerings during the year.
3. Annually, provide EdTech survey workshops to teachers, administrators, and site EdTech survey administrators.
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified EdTech survey professional development needs including information literacy skills.
5. Annually in the fall, schedule and promote district sponsored technology integration and curriculum-based software and resource workshops for Math and ELA teachers during the school year aligned to the content standards, to the NETs, and to identified EdTech survey professional development needs.
6. Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.
7. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments in the district.

Microsoft Office Suite, e-mail, Internet.  
 Peripherals such as LCD projectors, digital cameras, video cameras, and printers.  
 Curriculum-based software  
 CTAP Online Professional Development.  
 Online resources including SETs  
 EdTech survey

**Monitoring**

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

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

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

## Goal 2 - District Professional Development Goal

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

**Target Group:** Certificated teachers and administrators

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

### Specific Measurable Objectives by June 30, 2011

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

**Annual Benchmarks**

**Year 1:** 40% of teachers in the district by June 2007.

**Year 3:** 60% of teachers in the district by June 2009

**Year 2:** 50% of teachers in the district by June 2008.

**Year 4:** 70% of teachers in the district by June 2010.

**Year 5:** 80% of teachers the district by June 2011.

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

**Annual Benchmarks**

**Year 1:** 90% of teachers by June 2007.

**Year 3:** 100% of teachers by June 2009.

**Year 2:** 95% of teachers by June 2008.

**Year 4:** 100% of teachers by June 2010

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

### Evaluation Instrument(s) & Data

**Instrument:** Annual EdTech Profile survey

**Data:** % of teachers self assessed as proficient or above in technology and integration skills

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

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

**Data reviewers**

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

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

Goal 2: Objective: 2a,b Implementation Action Steps	Use of Technology
1. Annually, require administrator and teacher completion of EdTech Profile pre- and post-survey by all who participate in district sponsored technology training programs.	SASI xp, <i>ClassroomXP</i> , <i>InteGrade Pro Electronic Gradebook</i> , and <i>Parent Connect</i> .
2. Annually, in June, analyze EdTech Profile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.	
3. Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits.	Integrated student assessment platform/system such as <i>Edusoft</i>
4. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all SASIxp components.	CTAP Online Professional Development.
5. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on an integrated student assessment platform/system such as <i>Edusoft</i> .	Online resources including SETs
6. Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments in the district.	EdTech Profile Survey
<b>Monitoring</b>	
District administrators and site administrators track the development and implementation of all activities and accomplishments quarterly and report progress at our monthly district/ site administrator meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.	
<b>Timeline:</b> The timeline for the aforementioned actions are included in the Action Steps listed above.	
<b>Person(s) responsible:</b> District administrators and site administrators, District Technicians and site media specialists / mentors are responsible for the planning, development, implementation, and evaluation of all the aforementioned activities. Site administrators and teachers are responsible for completing all necessary professional development and ensuring student instruction is based on standards-aligned objectives and research based programs, practices and arrangements.	



### Goal 3 - District Professional Development Goal

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

**Target Group:** Certificated teachers and administrators

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

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

**Objective: 3a** By June 2011, 40% of site administrators and teachers, who attend professional development, will be proficient with web publishing software.

**Annual Benchmarks**

**Year 1:** minimum of 5% in the 2006-07 school year

**Year 3:** minimum of 10% in the 2008-09 school year

**Year 2:** minimum of 5% in the 2007-08 school year

**Year 4:** minimum of 15% in the 2009-10 school year

**Year 5:** minimum of 25% in the 2010-11 school year.

**Objective: 3b** By June 2011, 60% of site administrators and teachers, who attend professional development, will be proficient with using Word and Desktop Publishing software to produce timely print communications for parents and the community.

**Annual Benchmarks**

**Year 1:** minimum of 30% in the 2006-07 school year

**Year 3:** minimum of 50% in the 2008-09 school year

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

**Year 4:** minimum of 55% in the 2009-10 school year

**Year 5:** minimum of 60% in the 2010-11 school year.

**Objective: 3c** By June 2011, 100% of teachers, who attend professional development, will post students' attendance, assignments and grades through a web-based system such as SASIxp's *Parent Connect* and all parents that want access will be given a password and access instructions/training....or other such mechanism such as *TeacherWeb* website.

**Annual Benchmarks**

**Year 1:** 90% of teachers by June 2007.

**Year 3:** 100% of teachers by June 2009.

**Year 2:** 95% of teachers by June 2008.

**Year 4:** 100% of teachers by June 2010

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

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

**Annual Benchmarks**

**Year 1:** 90% of teachers by June 2007.

**Year 3:** 100% of teachers by June 2009.

**Year 2:** 95% of teachers by June 2008.

**Year 4:** 100% of teachers by June 2010

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

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

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

**Instruments:** District records of the number of teachers trained to use *SASIXp IntegratePro* to feed data into *Parent Connect*

**Data:** % of teachers trained; % of parents requesting passwords and instructions; % of parents using *Parent Connect*.

**Instrument:** District and site based equipment and Outlook e-mail account records

**Data:** % of teachers self assessed as proficient or above in e-mail skills; teacher usage for home contact

**Instrument:** Communication artifacts from School and classroom websites.

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

**Data reviewers**

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

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

**Use of Technology**

1. Annually, require administrator and teacher completion of EdTech Profile pre- and post- survey by all who participate in district sponsored technology training programs.
2. Annually, in May, analyze EdTech Profile administrator and teacher information/ data analyses results to plan for professional development offerings during the next school year.
3. Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIXp components during the school year.
4. Annually in the fall continue to schedule and promote district sponsored Outlook workshops for administrators and for teachers during the school year

SASI xp, *ClassroomXP*,  
*InteGrade Pro Electronic Gradebook*, and *Parent Connect*.  
 Web publishing software  
*Microsoft Outlook* e-mail online access and client software  
 CTAP Online Professional Development.  
 Online resources including SETs  
 EdTech Profile Survey

**Monitoring**

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

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

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

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

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

### Current District Hardware

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

Total Number of student computers / thin clients at each school site					
Challenge Charter	Las Plumas HS	Oroville HS	Prospect	Oroville Community Day	District Total
58	474	405	66	27	1030

Oroville Union High School District is involved an expansion/remodel/modernization on several campuses using bond funding and modernization monies. Part of this process will include connectivity, servers, and equipment. School sites will make independent decisions on the use of site funding (Title I, Title II, etc) for needed technology. The district has a large number of computers, purchased with Digital Grant monies, that will not be counted in the 4 year or new numbers in the next year. Budget restraints do not allow for the necessary purchases to maintain current ratio of 5:1. That is why there is a slow growth in the student computer ratio in the following charts and in our computer access goals and objectives rather than the preferred decrease over time. The district will budget funds to continue replacement of older computers in the following manner. If adequate funding is available, additional purchases will be made to lower the student to computer ratio as quickly as possible.

District Equipment Replacement Chart				
School Name	2005-06 Enrollment (Unofficial CBEDs)	# of current Instructional Multimedia computers / thin clients 4 years or newer in 2005 -06 CA. Tech Survey	# of new computers needed to reach 6:1 or better by June 2007	# of new computers needed to reach/ maintain goal of 7:1 in five years as per District objective.
Challenge Charter High School	159	58		
Las Plumas High School	1393	194		
Oroville High School	1169	265		
Prospect Continuation High	155	20		
Oroville Community Day	39	27		
<b>total= 6:1 student to computer ratio</b>	<b>2915</b>	<b>564</b>	<b>30</b>	<b>240</b>

## District Hardware Needs During the Next Five Years

Improving student to up-to-date multi-media computer ratios is a moving target. As the district annually purchases new computers for its school sites, others are retired, making it difficult to obtain a student to computer homeostasis. To complicate the issue further, our student population fluctuates annually with an expected decline in enrollment of 160 students in the next four years.

We will replace old computers and add to the numbers at each site to improve our student to computer ratios through new purchases that meet the CDE minimum recommended standards for new desktops, laptops, and thin client servers.

30 new computers to meet 6:1 student to computer ratio (4years or newer in Spring 2007)

40 new computers to meet 6:1 student to computer ratio (4years or newer in Spring 2008)

60 new computers to meet 6:1 student to computer ratio (4years or newer in Spring 2009)

60 new computers to meet 7:1 student to computer ratio (4years or newer in Spring 2010)

50 new computers to meet 7:1 student to computer ratio (4years or newer in Spring 2011)

**240 = Total number of new computers needed over the next five years: 2006-2011**

(See chart on previous page for details.)

## Current District Software

Each of our high schools provides a strong academic program tailored to meet the needs of their students. Software found throughout the district includes the following:

*Plato, Accelerated Math, Interactive Mathematics, Green Globs, Exam Gen, Accelerated Reader, Read 180, Cyber Ed Science, Premier Adaptive Suite vender-provided curricular support for textbook, Photoshop, Illustrator, InDesign, PageMaker Audition, PhotoStory 3, Macromedia Suite, photo and video editing, desktop publishing, web design, 2D animation, 3D animation, GIS, CAD, ShopBot, solid modeling/engineering, virtual reality, Microsoft Office Suite, Net Ops Schools, Vision, Edusoft, SASIxp, Parent Connect, InteGrade Pro, Follet, and CLRN approved curriculum based software.*

## District Software Needs During the Next Five Years

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all 9-12 grade levels.
- Ongoing subscriptions to online research resources such as SIRS
- Ongoing contract with data analysis software such as Edusoft.
- CLRN approved assistive software as identified by Special Education teachers by the district
- Upgrades to existing software versions as needed.
- CLRN approved software as identified by curricular needs in Science and Social Science.

## Current District Infrastructure, Site Networks, and Connectivity

Total Number of district schools = 5

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection = 5

Total Number of district schools connected to the Internet by:

Full T-1: 5

Fractional T-1: 0

ISDN: 0

DSL: 2

Microwave: 0

Wireless (not microwave): 0

Other, please specify: OC3: 1

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average # of drops per classroom: 6.5

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

- District office:
- County Office of Education: **72%**
- California State University/University of California
- Commercial provider (e.g., Earthlink, MCI, Sprint, etc.) **28%**

What percentage of classrooms in the district that do not have a phone service in the classroom? 2%

What percentage of classrooms in the district that do not have voicemail service? 2%

### District Infrastructure Needs During the Next Five Years

With our bond measure, the district is constructing new buildings, on multiple sites, and will be modernizing existing permanent buildings. The district also consists of many portable classrooms which can not be supported by the bond measures. Using all available funding, within acceptable guidelines, the district will support the following priorities:

- Increase phone system capabilities
- Increase wireless capabilities
- Ensure that adequate infrastructure exists to support current and new classrooms (including T1 lines, servers, routers, switches, fiber optics)
- Adequate connectivity in all classrooms.

### Current District Tech Support

The County Office of Education Information Technology Support Department provides contract services for WAN, LAN specialists and infrastructure support as well as free infrastructure and hardware consultation.

District Support also includes two full-time District Computer Technicians. The technicians are available to sites five days a week. Their duties include coordinating with the County Office of Education Information Technology Support Department to support infrastructure and LAN. Furthermore, District Computer Technicians are Student Administrative Support specialists (SASIXp), data collection and reporting, and management, maintenance and repair of computers and software.

Type Of District Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	District Computer Technicians (2 FTE)
Technical Support provided during school hours	District Computer Technicians (2 FTE)
Technical support after school hours	District Computer Technicians (2 FTE)
Technology Integration Support	CTAP Region 2, District Director of Information Technology, and teachers on district assignment.

Type Of Site Support Provided	Individuals Responsible
Ongoing equipment maintenance and repair.	None at site level - District Computer Technicians
Technical Support provided during school hours	Site Tech Coordinators, Media specialists, students, volunteers
Technology Integration Support	Site administrators, Site Tech Coordinators, Media specialists, librarians, peer coaches.

### District Tech Support Needs over the Next Five Years

The district will hire additional technicians as needed and as funding is available. To support teachers participating in the district's education technology professional development opportunities, the district will support, as funds are available, training and stipends to technology integration mentors (i.e. peer coaches).

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

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

**Goal 1:** All students will have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

*(Aligns to curriculum goals #1,2, & 4 in component 3)*

### Specific Measurable Objective by June 30, 2011

**Objective 1a:** By June 30, 2011 our district average student to computer\* ratio will be 7 to 1 or better. (\*based on CDE defined up to date multimedia computer - four years old or newer). Our baseline ratio is 5:1, however due to aging computers and dwindling technology funds, we anticipate a slight increase in the student: computer ratio over time.

#### Annual Benchmarks and Timeline:

**Year 1:** 6 students to 1 computer by June 2007

**Year 2:** 6 students to 1 computer by June 2009

**Year 3:** 6 students to 1 computer by June 2008

**Year 4:** 7 students to 1 computer by June 2010

**Year 5:** 7 students to 1 computer by June 2011

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

#### Annual Benchmarks and Timeline:

**Year 1:** 6 students to 1 computer by June 2007

**Year 2:** 6 students to 1 computer by June 2009

**Year 3:** 6 students to 1 computer by June 2008

**Year 4:** 7 students to 1 computer by June 2010

**Year 5:** 7 students to 1 computer by June 2011

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

**Instrument:** Annual CBEDS:

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

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

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

#### Monitoring and Evaluation Process:

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

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

**Goal 2 - District Goal for Infrastructure**

**Goal 2:** Our district will provide adequate new infrastructure for computer access and phone system capabilities.  
*(Aligns to curriculum goal #4 in component 3)*

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

**Objective 2a:** By June 30, 2011, the district will provide the necessary phone systems and infrastructure for our campuses

**Annual Benchmarks and Timeline:**

**Year 1:** 80% of campus buildings by June 2007.

**Year 3:** 90% of campus buildings by June 2009.

**Year 2:** 80% of campus buildings by June 2008.

**Year 4:** 90% of campus buildings by June 2010

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

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

**Instrument:** Annual California Online Tech Survey, district and school surveys

**Data:** Infrastructure data

**Monitoring and Evaluation Process:**

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



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

**Goal 3 - District Goal for Technical Support**

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

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

**Objective: 3a** By June 2011, the district will increase the number of district computer technicians by 1 FTE.

**Annual Benchmarks and Timeline:**

**Year 1:**   0   by June 2007                                 **Year 2:**   0   by June 2009  
**Year 3:**   .5   by June 2008                                 **Year 4:**   .5   by June 2010  
**Year 5:**   1   by June 2011

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

**Instrument:** Personnel records

**Data:** Personnel records

**Monitoring and Evaluation Process:**

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

## 6. TECHNOLOGY FUNDING & BUDGET

Economic conditions in our district, in California and in the nation may continue to impact k-12 education budgets and grants through the duration of our 5 year tech plan. Therefore, our established and potential funding sources to implement our Ed. Technology Plan may be impacted as well.

Generally speaking, the District General Fund pays for:

- The salaries for the Computer Technicians,
- SASI implementation & growth of application of components,
- Tech help support,
- Internet Service Provider fees
- Other equipment/tools used by the Computer technicians.

District and Site Ed Tech budgets

- Various sources help pay for site needs. In some cases, school site budgets also pay for site technical support, educational software, computers & peripherals, etc.

The local bond measure pays for:

- Technology infrastructure in new buildings
- Communication systems in new buildings
- Modernization of infrastructure and communication in existing buildings

Title I and Title II budgets pays for facilitation, mentoring, and stipends for:

- Teacher technology staff development to meet curricular goals (basic and integration proficiencies)
- Standards-based achievement tracking (Edusoft)
- SASI Integrate Pro & Parent Connect,
- Advanced training for our technical staff
- Extra technical help for special project deployment

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

Regarding the continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help, these are the biggest budget challenges for technology in our district. District and Site budgets from various sources help pay for needed hardware

### **Budget Assumptions:**

- District-paid and site-paid tech support will continue at the same level.
- EETT Formula grant funds will continue at approximately the same funding rate throughout the duration of the Ed tech plan.
- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue throughout the duration of the Ed Tech plan.
- Staff development time will be at the teacher/principal/district's discretion throughout the duration of the plan.
- There will not be any state or district budget freezes for the duration of our Tech Plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

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

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

- School site technical support
- Updated student and teacher computers
- Curricular software & associated service contracts
- Voice mail & auto attendant communication systems
- Infrastructure upgrades
- Staff development for Edusoft, where to find educational resources, and computer basics and integration training.
- Staff development for administrators – web searching, basics include file management & how to work with attachments, where to find educational resources

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

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

*(See charts on following page)*

source	pays for	ongoing	1-time	potential	y1	y2	y3	y4	y5
<b>Dist Gen fund</b>	salaries, bandwidth , tech support, SASI, equip, diagnostics, tools, extra help, etc.	x			\$203,000	\$203,000	\$248,000	\$248,000	\$248,000
<b>Site budgets - Lottery</b>	Various including hardware & ELR	x			\$41,000	\$41,000	\$41,000	\$41,000	\$41,000
<b>Title II Part A</b>	Ed Tech staff development	x			\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
<b>Title II, Part D EETT Formula</b>	in-service, server fees, hardware,	x			\$9500	0	0	0	0
<b>Local bond measures</b>	Tech infrastructure, comm sys & elec upgrades	x			\$30,000	\$15,000	0	0	0
<b>Actual Budget Total:</b>					<b>\$299,500</b>	<b>\$275,000</b>	<b>\$305,000</b>	<b>\$305,000</b>	<b>\$305,000</b>
<b>Erate</b>	<b>Discounts only</b>	<b>x</b>			<b>\$700</b>	<b>varies</b>	<b>varies</b>	<b>varies</b>	<b>varies</b>
<b>DAS</b>	Cal Teleconnect Fund Discounts Only	x			\$11,000	varies	varies	varies	varies
<b>Discounts ONLY Total =</b>					<b>\$11,700</b>				

*Funding amounts are estimates only*

*\*\*Funding amounts are estimates only*

<b>K-12 Voucher</b>	<b>Hardware, software, PD</b>	<b>x</b>		<b>X</b>	<b>\$450,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Title I site</b>	various	x			\$30,000	TBD	TBD	TBD	TBD
<b>Other Grants</b>				x	potential	potential	potential	potential	potential
<b>Potential Total ONLY Total =</b>					<b>\$480,000</b>				

*\*\*Funding amounts are estimates only*

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

With funding limited and unpredictable, the budget plan is designed to project total costs of the five year plan.

Category	Description Item/category Cost	Estimated cost Yr One	Amount Erate funded in Yr 1	Total cost estimate Years 1-5
1000-1999 - Certificated Salaries	Substitutes and stipends for staff development	\$13,000		\$65,000
2000-2999 - Classified Salaries	Tech Support	\$90,000		\$450,000
3000-3999 - Employee Benefits	Benefits for certificated and classified	\$48,000		\$240,000
4000-4999 Books and Supplies	Misc. Infrastructure (servers, routers, switches, fiber optics, T-1 lines, etc.)	110,600		\$533,000
	75 Computers			
	75 Productivity licenses			
	Peripheral devices (i.e. printers, scanners, LCD projectors, Smart Boards, etc.)			
	ELRs –(Electronic Learning Resources) InfoTrak Online			
	ELARs – (Electronic Learning Assessment Resources)			
5000 -5999 Services, operating expenses, travel	Staff Development Training, LAN and ISP	\$91,900	\$41,000	\$459,500
6000-6999-	Capitol Outlay if over \$10,000 purchased at one time	\$55,000	\$100,000	\$275,000
<b>TOTALS</b>		<b>\$404,500</b>	<b>\$141,000</b>	<b>\$2,022,500</b>

We will implement our five year technology plan with our known annual technology budget and new funding opportunities that may arise. We plan to set aside a minimum of 25% of our annual technology plan budget for professional development with the remaining 75% going toward hardware, software, infrastructure, and technical support.

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

The district has 2 FTE computer technicians offering tech support to schools. In addition to the District Technical Support information in Component 5 (a,b,c,d) of our tech plan, the district will train and offer stipends to site-based technology integration support mentors (peer coaches) to assist teachers participating in the district’s education technology professional development opportunities.

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

The district replacement policy for obsolete equipment is every five years. Our district computer replacement budget is 10% per year of our technology budget. Some of our school sites have their own technology budgets. Principals work with the District and School Site Councils to review tech inventories at the school and replace as needed.

## **6e. District's Budget and Funding Monitoring Process**

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

The district Assistant Superintendent of Business has the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District budget and funding monitoring is the responsibility of the Assistant Superintendent of Business who takes budget recommendations and revision requests to Administrative-level meetings and the School Board as needed. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils.

District computer technicians provide site principals and the Assistant Superintendent of Business ongoing data on technology replacement, upgrade, maintenance, and technical support needs including the annual California School Survey data provided by all sites in the district.

## 7. MONITORING & EVALUATION

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

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

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

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making are embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

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

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

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

Job Title(s) of Responsible Individual(s)	Responsibilities	Monthly Hour Estimate
District Technology Director	Provide overall Tech Plan management and coordination	2 hours
Director of Education and Student Services, Site Administrators	Manage, coordinate, and assess curriculum-based technology staff development	2
Director of Education and Student Services	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	1
District Technology Director	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.5
Director of Education and Student Services	Collect staff development data on technology proficiencies through the completion of the EdTechProfile.(i-assessment)	.2
Director of Education and Student Services	Coordinate ongoing partner involvement with community and private schools.	.1
Director of Education and Student Services, Testing Coordinators, Site Administrators, Advisory Committee	Collect and analyze data regarding 9-12 students' computer skills and students' academic achievement	2
Director of Education and Student Services, Site Administrators	Provide and / or facilitate necessary Ed Tech professional development for the district based on data.	.1
Director of Education and Student Services, District Technicians, Site Administrators	Collect data regarding staff development focused on teaching students computer and information literacy skills	.2
Director of Education and Student Services, District Technicians, Site Administrators	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement	.1
Director of Education and Student Services, District Technicians, Site Administrators, Advisory Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	1
Site-based Technology Coaches, District Technicians	Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.25



## 8. ADULT LITERACY AND TECHNOLOGY

Oroville Adult Education-Career and Technical Education Center is the second largest adult education provider North of Sacramento. Oroville Adult Education served approximately 7800 students during the 2004-2005 fiscal year. The mission of Oroville Adult Education-Career and Technical Center is to empower students of all ages and diversity by offering excellent educational opportunities through affordable, technologically advanced training, academic, and community service programs delivered by a highly qualified, personable and caring staff.

Oroville Adult Education provides adult education courses to adults at little or no cost. Oroville Adult Education offers the following courses to our community:

1. English as a Second Language
2. Adult Basic Education
3. Adult Secondary Education
4. GED Preparation
5. Career Exploration
6. Citizenship
7. Community Based English Tutoring (CBET)
8. EL Civics
9. Classes for older adults including basic computer courses
10. Classes for adults with disabilities
11. Medical Assistant program
12. Secretarial Training program
13. Construction Trades program
14. Computer Repair and Maintenance program
15. Classes in computer software applications including Microsoft Word, Microsoft Excel, Microsoft Outlook, Microsoft PowerPoint, Microsoft Publisher, Microsoft FrontPage, QuickBooks, Adobe Photoshop and Adobe Elements.

Oroville Adult Education classrooms are Internet accessible and most of the classrooms have computers for student use as well as a computer on every teacher's desk. Oroville Adult Education Teachers are given the opportunity to take computer classes offered at our school for free in order to improve their technology skills.

Oroville Adult Education-Career and Technical Education Center has many partnerships that assist our school in offering quality educational programs to adults in the greater Oroville community. Our partners include:

**Butte County Employment Center**- Oroville Adult Education is a member of the One-Stop center in Oroville. Our school offers educational programs to staff at the One Stop as well as clients of the One-Stop. Clients and staff are also using our computer labs to access CalJobs, check email and to create and update resumes. Oroville Adult Education has the most computers available for student use in the One-Stop.

**Palermo Union School District**- Oroville Adult Education in collaboration with the Palermo Union School District offers CBET and ESL courses at Palermo Elementary School. Oroville Adult Education provides the credentialed instructor and the curriculum and the district provides the facility. Students are

assessed to determine their literacy skills and then instruction is designed around student need. Five computers were installed in the classroom at Palermo during the 2004-2005 school year for use in the ESL class.

**Thermalito Union School District-** Oroville Adult Education in collaboration with the Thermalito Union School District offers CBET, ESL, GED Preparation, Adult Basic Education and Adult Secondary Education courses at Poplar Avenue School. Oroville Adult Education provides the credentialed instructor and the curriculum and the district provides the facility. Students are assessed to determine their literacy skills and then instruction is designed around student need. Students have access to computers at both Poplar Avenue School and Oroville Adult Education.

**Butte County Community Action Agency-** Oroville Adult Education in collaboration with the Butte Community Action Agency and other community agencies are members of the local Hmong Task Force which is designed to assist recent Hmong Refugees from Thailand with literacy needs, health needs and housing needs.

**Absolute Safety Training Inc-** Oroville Adult Education in partnership with Absolute Safety Training Inc. offers EMT classes, Firefighting classes and a Paramedic program to community members. All of our classes offer up to date curriculum as well as the latest technology to train firefighters and emergency medical personnel that protect our community.

**Work Training Center Inc-** Oroville Adult Education in collaboration with the Work Training Center offers classes in literacy and adult basic education to adults with disabilities in the community. Oroville Adult Education provides the curriculum and credentialed instructor and the Work Training Center provides classroom space.

**Butte County Sheriff's Office-** Oroville Adult Education offers job readiness courses in collaboration with the Butte County Sheriff's Office. Oroville Adult provides the credentialed instructor and curriculum and the Butte County Sheriff's Office provides a room and twenty-three computers for students to work on literacy skills as well as job skills, such as creating a resume, writing a cover letter and searching for a job.

**Mooretown Rancheria, Oroville City Elementary School District, Oroville Union High School District and Thermalito Union School District-** Oroville Adult Education in collaboration with the Mooretown Rancheria, Oroville Elementary School District, Oroville Union High School District and Thermalito Union School District offer assistance on local school sites for students identified as Native Americans to assist in narrowing the achievement gap in core subjects for those students. Identified Native American students also have the opportunity to participate in Oroville Adult Education's Fast-Forward software after school on a daily basis.

Oroville Adult Education-Career and Technical Education Center administration meets with all of our partners at least quarterly to discuss the programs we jointly offer the community as well as discuss opportunities that would allow each entity to pool our resources to offer quality educational programs to all segments of our community.

## 9. EFFECTIVE, RESEARCH-BASED STRATEGIES

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

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

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

Oroville Union High School District's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001)

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

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

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

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

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

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

Our revised Education Technology Plan 2006-2011 includes all the research-based best practices integrated in:

- **The *EETT Technology Plan*** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.  
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- ***Education Technology Planning: A Guide for School Districts***. California's research-based guidelines for district-level educational technology planning.  
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>
- ***COSN, Total Cost of Ownership (TCO)***  
TCO Tool offers schools a formalized process for assessing the costs of managing their technology investments. Costs for wireless communications, voice/data integration and e-learning.  
[http://classroomtco.cosn.org/gartner\\_intro.html](http://classroomtco.cosn.org/gartner_intro.html)

In our district technology plan, professional development is a primary focus and CTAP Online ([www.ctaponline.org](http://www.ctaponline.org)) is at the heart of our technology skill and integration professional development program. In September of 2002, the California Department of Education released the document:

**Learning...Teaching...Leading...Report of the Professional Development Task Force** (<http://www.cde.ca.gov/re/pn/fd/documents/learnteachlead.pdf>) which contained 10 recommendations for developing a comprehensive, aligned, and integrated statewide system of professional development that will sustain the continued growth of a highly-qualified teacher and administrator workforce. Among the recommendations, CTAP Online web-based professional development portal was specifically identified as the primary example of a, “... **Web-based support system for teachers and administrators that is available at all times and includes standards-based curriculum resources, professional development resources, and facilitated online training.**” (pp 37-38, *Learning...Teaching...Leading*.)

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

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

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the

teaching that occurs in classrooms other than his or her own. We measured professional engagement by (1) the frequency that a teacher had informal substantive communications with other teachers at their school, (2) the frequency and breadth of professional interactions with teachers at *other* schools, and (3) the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

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

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

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

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring Information and technology literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

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

The Oroville Union High School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including easy to use school and teacher Web Publishing software, free or low cost Internet resources for students, teachers, and Smart Board technology.

Our district is committed to increasing course offerings through the use of technology. The district has several online AP courses for high school students. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our high school students. Through our partnership with CTAP Region 2 we have free access to an online course builder to provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration expanding our current face-to-face district staff development offerings.

# Appendix

## Appendix C

### Criteria for EETT-Funded Education Technology Plans

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
	<b>6</b>		
<b>a. The plan should guide the district’s use of education technology for the next three to five years.</b>	<b>6</b>	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
<b>2. STAKEHOLDERS CRITERION</b> Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	Page in District Plan  <b>7</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
<b>a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</b>	<b>8</b>	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.
<b>3. CURRICULUM COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	Page in District Plan  <b>10</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>

a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	<b>10</b>	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	<b>12</b>	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	<b>14</b>	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	<b>18, 19</b>	The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	<b>17, 23</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensures appropriate access to all students.	<b>18, 26</b>	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.



g. List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	<b>18, 27</b>	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
h. List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	<b>19, 29</b>	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of benchmarks and a timeline for implementing planned strategies and activities.	<b>20</b>	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
j. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	<b>20</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

4. <b>PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	<b>31</b>	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	<b>33, 35</b>	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. List of benchmarks and a timeline for implementing planned strategies and activities.	<b>33, 35</b>	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	<b>33, 35</b>	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

5. <b>INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	<b>41</b>	The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district’s Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.	The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.	<b>41</b>	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.	<b>45</b>	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.	<b>45</b>	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

6. <b>FUNDING AND BUDGET COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. List of established and potential funding sources and cost savings, present and future.	<b>48</b>	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
b. Estimate implementation costs for the term of the plan (three to five years).	<b>50</b>	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
c. Description of the level of ongoing technical support the district will provide.	<b>51</b>	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
d. Description of the district's replacement policy for obsolete equipment.	<b>51</b>	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	<b>52</b>	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
	<b>52</b>	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.
* In this document, the term "resources" means funding, in-kind services, donations, or other items of value.			

<b>7. MONITORING AND EVALUATION COMPONENT CRITERIA</b> Corresponding EETT Requirement(s): 11 (Appendix F)	<b>Page in District Plan</b>  <b>53</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	<b>53</b>	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	<b>53</b>	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Description of how the information obtained through the monitoring and evaluation will be used.	<b>53</b>	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p><b>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION</b></p> <p>Corresponding EETT Requirement(s): 11 (Appendix F)</p>	<p><b>Page in District Plan</b></p> <p><b>55</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	<p><b>55</b></p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<b>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b> Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	<b>Page in District Plan</b>  <b>57</b>	<b>Example of Adequately Addressed</b>	<b>Not Adequately Addressed</b>
a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	<b>57</b>	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	<b>57</b>	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	<b>59</b>	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

## E-Rate Supplement To Technology Plan

**(This is a placeholder for now...A new Form will be out soon from CDE To be completed and retained locally)**

### BLOCK 1.

E-Rate Year:	July 1, 2006 - June 30, 2007, Year 9	Date:	
Name of School or District:			
CDS Number			
Technology Plan Coordinator:			
Signature:			
District Authorization:			
Signature:			

### BLOCK 2. Service Requested From E-rate.

**BLOCK 3.** EETT district technology plan goal(s) which are addressed by the service (either reference to a location within the plan or a brief narrative description):

### BLOCK 4

**(This is a placeholder for now...A new Form will be out soon from CDE To be completed and retained locally)**

#### Analysis of Non E-rate Funded Resources

The technology plan documentation must be supported with documents that describe how the applicant will secure access to the non-eligible resources needed to effectively use the requested E-rate services. This includes infrastructure, hardware, software, professional development, retro-fitting, and maintenance, and any other resources needed to use the E-rate services and equipment. This analysis must be kept with the E-rate documentation at the applicant's site.

BLOCK 4 a Infrastructure:	Current level:	New required:	Budgeted \$:	Source of funds:
BLOCK 4 b Hardware required:	Current level:	New required:	Budgeted \$:	Source of funds:



<b>BLOCK 4 c Software required:</b>	<b>Current level:</b>	<b>New required:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
<b>BLOCK 4 d Professional development required:</b>	<b>Current level:</b>	<b>New required:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>
<b>BLOCK 4 e Retrofitting required</b>			<b>Budgeted \$:</b>	<b>Source of funds:</b>
<b>BLOCK 4 f Maintenance required:</b>	<b>Current level:</b>	<b>Location of serviced items:</b>	<b>Budgeted \$:</b>	<b>Source of funds:</b>