ABC Unified School District

July 2005 – June 2010

Vision Statement

ABC Unified School District is committed to facilitating life-long learning for ALL students and preparing them for a technologically changing world by creating equitable and stimulating educational environments and developing and supporting professional staff.

Technology is essential for students to achieve world-class standards through the transformation of teaching and learning. By using technology, students become "knowledge architects" with the ability to access and manipulate information, synthesize concepts and creatively express ideas to others. Technology can bring the world to the student, addressing a variety of learning modalities and the diverse needs of students we serve.

1. PLAN DURATION

The purpose of the ABC Unified School District Technology Plan is to provide coherent long – range direction for the District as it envisions how technology can enhance the teaching and learning process. ABC continues to implement an aggressive plan to address the challenging and diverse needs of students in the 21st century. ABC's first Technology Use Plan (adopted in July, 1996) was revised in 2002. This, the third version, will be in effect for five years, from July 2005 to June 2010. This document is in alignment with the existing district plan documents including the ABC Unified School District Strategic Plan, Library/ Media Center Plan, School Renovation Technology Grant, and K-12 Instructional Technology Standards and Benchmarks.

ABC USD serves 21,500 K-12 students resident in parts or all of five southeast Los Angeles County communities: Artesia, Cerritos, Hawaiian Gardens, Lakewood, and a small sliver of Long Beach. ABC USD operates 19 elementary, five middle, and five comprehensive high schools. Our Adult School's full and part-time student attendance exceeds 16,000 and serves the K-12 communities as well as residents in the surrounding regions.

2. STAKEHOLDERS

This document is a revision of the 2002-2005 ABC Unified School District Technology Use Plan. This revision builds on the good work of the previous Technology Committee, adds the components and modifications suggested by the California Department of Education, and provides a framework for the continued integration of technology into the curriculum. A Technology Plan Revision Team consisting of teachers, administrators, library technicians, professional experts and others worked to build on the strengths of the previous plan and to bring new strategies and direction to this revision. This group is identified in the chart below. In addition, the district's Site Technology Coordinators' Council has worked on this revision and will continue to monitor the progress of the plan's goals and objectives. This group meets for four full-day sessions throughout the school year. The California Technology Assistance Program (CTAP) Region 11 representatives also participated in the development of the document by reviewing it prior to state submission.

Name	Site	Position
Wade Austin	Hawaiian Elementary School	Principal
Joan Bravo de Murillo	Tech Ed Services	Professional Expert
Lon Brunk	District Office	Director – Information/Technology
Gerry Ellis	Artesia High School	Teacher/Site Tech Coordinator
JoAnn Gosstree	District Office	IT Support Technician
Greg Porter	Tetzlaff Middle School	Teacher/Site Tech Coordinator
Steve Harris	PASS Program	PASS Program Coordinator
Anthony Hoang	District Office	Manager-Information/Technology
Betty Hyatt	Carver Elementary School	Site Tech/Magnet Coordinator
Kerri Murray	Network Specialist	ABC Adult School
Jacque Kline	Melbourne Elementary School	Senior Library Technician
Ida Kirby	Melbourne Elementary School	Computer Lab Instructor
Mary White	District Office	Resource Teacher – Technology
Warren White	Bragg Elementary School	Principal

3. CURRICULUM COMPONENT

3a. Teacher's and Students' Current Access to Technology Tools

Since 1995, ABC Unified has dramatically focused efforts on improving technology access for students and teachers, both during the school day and outside of school hours. To date, there is a 4.2:1 ratio of students to computers across the district. All students have access to multimedia computers, peripherals, printers, and other technology during traditional school hours, in classrooms, computer labs, and Library/Media Centers. All teachers have access to computers, printers, DVD players, and other technology tools in their classrooms for their professional use. All classrooms, labs, and Library/Media Centers are attached to the WAN and Internet through T1 and DS3 circuits.

The District is actively seeking ways of providing additional and consistent access to technology during both traditional and non-traditional school hours. We have extended access to technology for students at school sites by opening up libraries and labs before and after school. We have provided remote web-based access for students to work with programs like the Vantage MyAccess writing program in all of our middle schools and in some of our high schools and elementary schools. We have extended teacher access to technology by providing web-based programs like our Aeries Browser Interface (ABI) program for student information and submission of attendance, grades, and progress reports. Several ABC USD schools are providing remote web-based access for teachers and student files.

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

Technology use focuses on teaching technology skills, research using appropriate information literacy skills, and instructional activities that integrate technology to reinforce state and district standards. Students use word processing, database, spreadsheet, and presentation software to enhance their work. Each school has at least one lab and additional computers in the classrooms. Across the district, the student to computer ratio is 4.2:1. This is consistent throughout all schools. All students, including students with special needs, are provided access to technology at least once a week and access to computers is available after school to allow students to work on assignments.

Teachers use technology on a daily basis. The vast majority of teachers throughout the district have a dedicated computer workstation in their classroom. Teachers use technology in a wide variety of ways to enhance instruction, including the use of the Internet, spreadsheets, charts, and presentation software to help deliver important information. In addition to using technology for instructional purposes, teachers access and use the student information system (Eagle), email, electronic report cards, Internet, and assessment programs.

3c. Curricular Goals and Academic Content Standards in Planning Documents

The ABC Unified School District's *Strategic Plan 2003-2006 (Phase II)* identifies the goals for this district. The goals and objectives identified throughout this Technology Plan support the attainment of the curricular goals identified in these comprehensive planning documents. Additionally, student technology goals are identified in the district's *K-12 Instructional Technology Standards and Benchmarks* and its *Library/Media Center Plan*.

ABC's Strategic Plan Goals for 2003-2006 are:

- *Goal Area I:* ***All Students Learning***
- *Goal Area II:* ***Highest Quality Professional Development***
- *Goal Area III:* ***Parents as Partners***
- *Goal Area IV:* ***Inviting Learning Environments***
- *Goal Area V:* ***Personalize Learning in High Schools***

3d. Goals and Implementation Plan to Improve Teaching and Learning

The section that follows describes what ABC USD expects its students to be able to do academically and describes how, through meaningful integration of technology, student academic achievement will be improved.

Goal 1: All ABC Unified School District schools will meet their API sub-group target goals.

Objectives	**Benchmarks**			
	6/06	**6/07**	**6/08**	**6/09**
1.1 By June 2009, and in every succeeding year, 80% of the schools will meet their API sub-group targets.	65%	70%	75%	80%

In order to meet this objective, all school sites use software programs that address various components of core curricular achievement. To assist schools in the selection and utilization of the appropriate technology resources to address student academic achievement, schools are encouraged to provide:

- Five networked computers and a printer in each library media center
- A maximum student-to-computer ratio of 4.5:1
- A projection device in each classroom (e.g., monitors, etc.)
- Grade and subject appropriate diagnostic, remediation, reinforcement, and enrichment software, especially in the areas of Language Arts and Mathematics
- Intensive, ongoing professional development to support site technology needs
- Continued professional discussion, at the site and departmental levels, concerning the effective integration of technology throughout the curriculum.

Student sub-groups will be identified by teachers using the district's database system. Students will be provided with various opportunities to participate in technology-driven curriculum-based activities, including using software such as Accelerated Reader, Reading Counts, and Accelerated Math, for the purpose of targeted instruction and academic skill building in key target areas. Administrators and teachers will be trained to use the Aeries student information system to identify lower performing students.

3e. Student Technology and Information Literacy Skills

In order to empower students to use technology as a tool to improve academic achievement, the district and school sites will need to ensure that all students have the opportunity to learn technology and information literacy skills. Information literacy is defined as the ability to

access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts. ABC Unified School District will be using the information literacy skills model based on the *Information Literacy Standards for Student Learning (American Library Association).* These standards are also part of the district's *Library Media Center Plan*.

The technology skills to be learned include word processing, Internet search and retrieval, email, spreadsheets, electronic publishing, presentation software, digital video editing and graphics, and courseware. These skills will be taught in tandem with information literacy skills through a variety of courses and instructional opportunities, presented both inside and outside of the classroom, beginning in grade K and continuing through grade 12. Student proficiency will be measured by classroom assessment. Additionally, the skill levels of students in the 5th, 8th, and 11th grades will be measured via the CTAP[2] Student Survey.

Goal 2: To enhance academic achievement, all ABC Unified School District students will demonstrate grade level appropriate technology and information literacy skills.

Objective	**Benchmarks**				
	6/06	**6/07**	**6/08**	**6/09**	**6/10**
2.1 By June 2010, 90% of all students will meet grade level appropriate technology standards, as defined in ABC USD's *K-12 Instructional Technology Standards and Benchmarks.*	40%	50%	70%	80%	90%
2.2 By June 2010, 90% of all students will meet grade level appropriate information literacy skills, as defined in ABC USD's *K-12 Instructional Technology Standards and Benchmarks.*	40%	50%	70%	80%	90%

Implementation:
The expectation that students will use technology and apply information literacy skills in their classes requires that schools provide all students with the ability to develop these skills. Therefore, all schools will provide:

- staff development on the *K-12 Instructional Standards and Benchmarks*.
- a curriculum matrix that aligns technology best practices with appropriate academic content standards.
- access to technology in classrooms, labs, libraries, and during non-traditional times.
- staff development opportunities for teachers to recreate units and rubrics integrating the teaching and application of technology and information literacy skills.
- current technology instruction resources.
- timely technical support of all hardware, software, and infrastructure.

3f. Appropriate Access to All Students
The ABC Unified School District is ADA compliant and ensures equal and appropriate access to all students, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. If a student requires additional assistive technologies, the technologies are, and will continue to be, purchased to meet their needs, as outlined in their Individual

Education Plan (IEP). Students have access to this technology in the classrooms and, in special needs cases, have additional technology at home as determined by the IEP and special needs. Assistive technology is addressed at all IEP meetings. ABC USD will continue to maintain its student to computer ratio by continuing to reallocate existing resources and to search and apply for grants and partnerships with community businesses.

3g. Administrative Uses of Technology

Currently, administrative uses of technology include the use of the Eagle/Aeries student information system for the following data: student demographics, master schedule, student class schedules, standardized test scores, grades, transcripts, graduation requirements, attendance, special education status, bilingual information, immigration, special programs, and medical information. The Aeries Browser Interface (ABI), a web-based interface, allows data to be accessed from administrators' and teachers' desktop computers.

Goal 3: ABC Unified School District will effectively utilize technologies that assist with student record-keeping and assessment.

Objective	**Benchmarks**	
	6/06	**6/07**
3.1 By June 2007, and in each succeeding year, all teachers and administrators will use the district's ABI to access student data at their desktop computers and through remote Internet connections.	All elementary and middle school teachers.	All high school teachers.

Implementation:

The goal of all teachers and administrators using the district's ABI program to access student data will be accomplished in the following action plan:

- Professional development workshops for using ABI will be provided on an on-going basis by the Information and Technology Department and will be conducted at the school site.
- A help-desk will be provided for all schools to receive assistance with the ABI program. Teachers will be able to use their classroom phones to receive assistance as needed.
- The Information and Technology will seek innovative processes to increase the access speed to the program through hardware and software revisions.
- The district's Site Technology Coordinators Council will use part of their regular meetings to discuss the ABI program and make suggestions for improving the program.

3h. Accessibility to Parents

Parents have accessibility to the district and individual schools via several avenues. The District website contains general district information, resources, and district publications, including the *ABC USD Strategic Plan*, *Technology Plan*, *K-12 Instructional Standards and Benchmarks*, and *Library Media Center Plan*. Individual school websites provide access to school site data and resources. Additionally, all employees, including classified and certificated staff members, have individual district email and voice mail accounts. Finally, a Phone Master out-dial system has been recently added to allow out-going bilingual messages to be sent to all, or a group of, parents.

Parent opinion is also gathered through the district website. Survey Pro software allows the district to survey community and parents on a wide range of issues. Recently, surveys were conducted for the *Local Hazard Mitigation Plan* and for the new superintendent search. With Survey Pro, the district and/or individual school sites can easily gather information from students, staff, parents, and community members and compile the data for interpretation and communication.

It is important to the ABC USD that parents have up-to-date information on their child's education. A pilot a program is being developed to provide parents with secure access to their respective child's grade and attendance information. The pilot will be conducted at the middle school level, which provides a more manageable size and departmentalized structure, and then expanded to the elementary and high schools.

Goal 4: All parents will have access to their child's grade and attendance information through the Internet.

Objective	**Benchmarks**			
	9/05	**9/06**	**9/07**	**9/08**
4.1 By September 2008, all parents will have secure access to their child's grade and attendance information through the Internet.	Pilot program with two middle schools	50% of the elementary and middle schools will be connected	100% of the elementary and middle schools. 50% of the high schools.	100% of all schools.

3i. Timeline

The following chart identifies action steps, persons responsible, and task completion deadlines, for implementation.

Action Step	**Person Responsible**	**Completion Date**
Select middle schools to participate in parent access pilot program	Director, Information and Technology	6/05
Plan training modules for the parent access pilot program	Director, Information and Technology	7/05
Provide parent training for parent access pilot program	Director, Information and Technology	10/05
Evaluate parent access pilot program at selected middle schools	Director, Information and Technology	5/06
Ensure that selected students complete the CTAP[2] Student Survey.	Principals	5/06
Site Tech Coordinators Council to meet to assess technology implementation, usage, and progress toward meeting yearly objectives and benchmarks.	Director, Information and Technology	5/06

Development of the curriculum matrix for integrating technology	Director, Information and Technology	6/06
Identify site level technology instructional resources for student academic achievement	Site Technology Coordinators	6/06
Determine percent of schools meeting API subgroup targets	Director, Information and Technology	9/06
Expand parent access program to selected elementary and middle schools	Director, Information and Technology	6/06
Plan or modify training modules for the parent access pilot program	Director, Information and Technology	7/06
Provide parent training for parent access pilot program	Director, Information and Technology	10/06
Measure growth toward individual attainment of benchmark	Site Tech Coordinators	6/06
Prepare progress report to share with Board members	Director, Information and Technology	6/06
Ensure that selected students complete the CTAP^2 Student Survey.	Principals	5/07
Site Tech Coordinators Council to meet to assess technology implementation, usage, and progress toward meeting yearly objectives and benchmarks.	Director, Information and Technology	5/07
Modify list of site level technology instructional resources for student academic achievement	Site Technology Coordinators	6/07
Expansion of ABI access to all teacher and administrator desktop computers.	Director, Information and Technology	6/07
Action Step (continued)	**Person Responsible**	**Completion Date**
Measure growth toward individual attainment of benchmark	Site Tech Coordinators	6/07
Prepare progress report to share with Board members	Director, Information and Technology	6/07
Expand parent access program to remaining elementary and middle schools and selected high schools	Director, Information and Technology	6/07
Plan or modify training modules for the parent access pilot program	Director, Information and Technology	7/07
Determine percent of schools meeting API subgroup targets	Director, Information and Technology	9/07
Provide parent training for parent access pilot program	Director, Information and Technology	10/07
Expand parent access program to all remaining schools	Director, Information and Technology	6/08
Ensure that selected students complete the CTAP^2 Student Survey.	Principals	5/08

Site Tech Coordinators Council to meet to assess technology implementation, usage, and progress toward meeting yearly objectives and benchmarks.	Director, Information and Technology	5/08
Modify lists of site level technology instructional resources for student academic achievement	Site Technology Coordinators	6/08
Measure growth toward individual attainment of benchmark	Site Tech Coordinators	6/08
Prepare progress report to share with Board members	Director, Information and Technology	6/08
Plan or modify training modules for the parent access pilot program	Director, Information and Technology	7/08
Determine percent of schools meeting API subgroup targets	Director, Information and Technology	9/08
Provide parent training for parent access pilot program	Director, Information and Technology	10/8
Site Tech Coordinators Council to meet to assess technology implementation, usage, and progress toward meeting yearly objectives and benchmarks.	Director, Information and Technology	5/09
Ensure that selected students complete the CTAP[2] Student Survey.	Principals	5/09
Modify lists of site level technology instructional resources for student academic achievement	Site Technology Coordinators	6/09

Action Step (continued)	Person Responsible	Completion Date
Measure growth toward individual attainment of benchmark	Site Tech Coordinators	6/09
Prepare progress report to share with Board members	Director, Information and Technology	6/09
Determine percent of schools meeting API subgroup targets	Director, Information and Technology	9/09
Ensure that selected students complete the CTAP² Student Survey.	Principals	5/10
Modify lists of site level technology instructional resources for student academic achievement	Site Technology Coordinators	6/10
Measure growth toward individual attainment of benchmark	Site Tech Coordinators	6/10
Prepare progress report to share with Board members	Director, Information and Technology	6/10
Determine percent of schools meeting API subgroup targets	Director, Information and Technology	9/10

3j. Monitoring Process

Individual(s) Responsible	Responsibilities
Director, Information and Technology	• Determine yearly schedule for expansion of parent access pilot program. • Review and report status of ABI access to all teachers and administrators. • Review and approve schedule, materials, and training guides for training modules for parent access program. • Meet quarterly with Site Technology Coordinators' Council • Review evaluations and modify training program as needed • Analyze district-wide API data • Review and approve curriculum matrix • Report status of benchmark attainment to Superintendent and Board.
Site Principals	• Obtain and analyze data from CTAP² Student Survey • Monitor student work samples as demonstrations of technology and information literacy skills mastery
Site Technology Coordinators	• Develop curriculum matrix • Report site level attainment of benchmarks

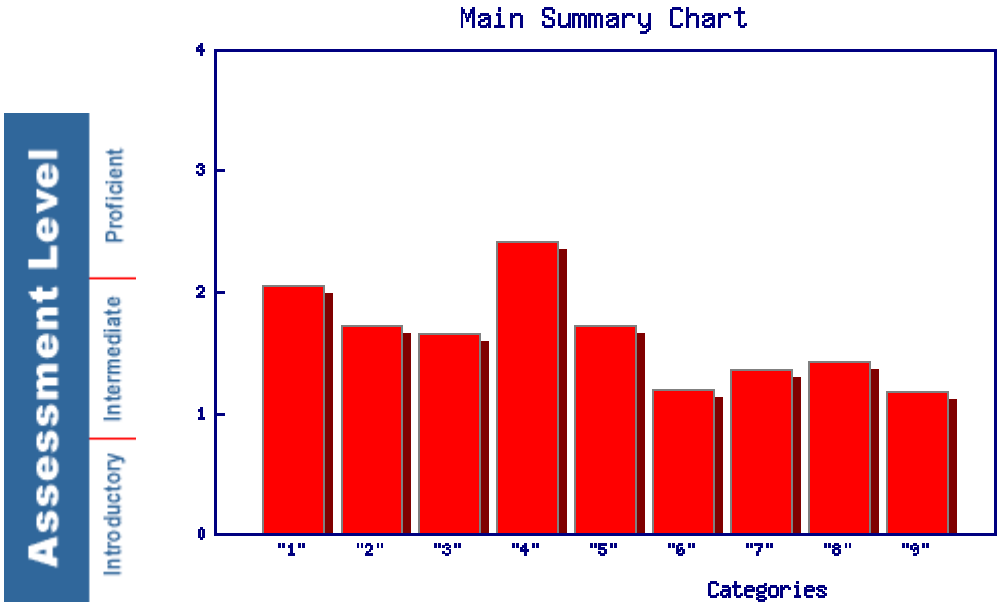
4. PROFESSIONAL DEVELOPMENT COMPONENT

In order for students to master technology and be able to use it in alignment with curriculum goals, all teachers in the ABC Unified School District continue to be provided with the necessary training and support to learn and utilize technology in the classroom. Classified staff members have also been, and will continue to be, encouraged and supported to attend technology training classes to enhance their skills.

4a. Teachers' and Administrators Current Technology Skills and Needs

ABC Unified School District surveys its teachers at least once a year to determine levels of technological expertise and continuing professional development needs. All certificated staff members, including administrators, are surveyed via CTAP[2] and Survey Pro software. Additionally, administrators are surveyed during AB75 Principal Training. (ABC USD is a provider of module 3 training.)

ABC Unified District has 1,020 credentialed teachers; this chart represents the assessment summary for 901 administrators and teachers or 88%.



1 General Computer Knowledge and Skills (Includes 901 in calculation)
2 Internet (Includes 889 in calculation)
3 Email (Includes 885 in calculation)
4 Word Processing (Includes 883 in calculation)
5 Publishing (Includes 879 in calculation)
6 Databases (Includes 878 in calculation)
7 Spreadsheets (Includes 877 in calculation)
8 Presentation Software (Includes 878 in calculation)
9 Instructional Technology (Includes 874 in calculation)

4b. Professional Development Goals, Objectives, and Benchmarks

Professional development will continue to be aligned to the needs assessments as well as the curricular component of this plan, and will be provided on an on-going, flexible basis. The technology training that teachers will receive will be integrated into school site staff development, as appropriate.

Goal 5: All ABC USD teachers and administrators will be identified as "proficient" in the use of the Internet, email, spreadsheets and presentation software and will be able to effectively use technology to improve instruction, management, and student performance, as measured by the CTAP[2] rubric.

Objective	**Benchmarks**				
	6/06	**6/07**	**6/08**	**6/09**	**6/10**
5.1 By June 2010, 75% of all K-12 teachers will be identified as proficient in the use of the Internet, email, word processing, spreadsheets, and presentation software, and will be able to integrate these programs into the instructional program to improve student achievement. (See chart below.)	20%	40%	60%	70%	75%
5.2 By June 2010, 90% of all K-12 administrators will be will be identified as proficient in the use of the Internet, email, word processing, spreadsheets, and presentation software.	40%	45%	60%	75%	90%

Professional Development Training Modules

Training Courses	**Description of Staff Uses of Technology**	**Description of Staff Activities to Assist Students**
Site Technology Coordinators' Training	Learns delivery and obtains resources to provide personal proficiency and integration training to staff, as described in this table	Gain skills and resources to support teachers in assisting students with technology in classrooms
Word-Processing and Desktop Publishing	Copies, pastes text within and between documents; uses styles, borders, bullets, numbers, page breaks, headers/footers, clip art; creates tables; etc.	Creates enhanced word-processed documents for classroom use; designs lessons that use word-processing as part of the activity; develops activities that embed design elements
Electronic Mail	Uses email as a tool to interact with and provide information to students, parents, other educational community members, and professional resources	Designs curricular lessons which utilize email; selects and implements appropriate email tools to support teaching and learning; teaches etiquette

Training Courses (cnt'd)	Description of Staff Uses of Technology	Description of Staff Activities to Assist Students
Internet Search and Retrieval	Uses advanced search features to conduct online research; conducts multiple search strategies	Selects and implements Internet resources appropriately into lesson design; uses effective classroom management techniques
Presentation Software	Creates and presents a multimedia presentation using *PowerPoint* or other presentation software	Designs curricular lessons which utilize presentation software to enhance learning outcomes; assists students in the use of presentation software
Spreadsheets	Learns to use formulas and chart functions; imports data from other sources; selects and formats charts for best presentation of data; exports data and charts into presentation software for better communication.	Designs curricular lessons which utilize spreadsheet functions to enhance learning outcomes; utilizes data to provide students with accurate assessments
District K-12 Instructional Technology Standards and Benchmarks.	Learns a practical approach to the instruction of the interrelated skills required in using information to solve problems	Designs curricular lessons, in which students select areas of interest, identify what they need to know, research information, analyze the material, interpret and synthesize information, and communicate the results
ABI Training	Learns effective use of the Aeries Browser Interface for student information and data management	Monitor student success and determine needs for modification in student program

The Governor's Principal Training Act, AB75, provides guidelines for all of California's school site administrators in critical leadership skills. The trainings focus on:

- School financial and personnel managements;
- Core academic content standards;
- Curriculum Frameworks and instructional materials aligned to the state academic standards;
- The use of student assessment instruments, specific strategies to master the use of STAR assessment data;
- School management technology to improve student performance; and
- Instructional leadership and management strategies regarding the use of instructional technology to improve student performance.

ABCUSD is a certified provider of Module 3 training. This training, referred to as D^3 M (Data Driven Decision Making), focuses on five crucial steps: using technology to find data, accessing the data, manipulating data, interpreting data, and, finally, communicating the data findings.

Implementation:
In order to successfully implement this plan, and to deliver the training described above, the district and sites will:

- provide flexible training options, such as before/after school, Saturdays, summer academies, prep time, in-class modeling, sub release/curricular planning time, department meetings, staff development buy-out days, grade level or department meetings, and on-line sessions.
- offer technology classes through the Adult Education program.
- provide applicable standards-based integration training.
- offer training at school sites in classrooms, labs, libraries, and/or on-line.
- provide compensation and/or incentives.
- offer leveled classes for beginner, intermediate, and advanced users.
- provide follow-up training, including peer coaching and classroom modeling.

4c. Timeline

The following chart identifies action steps, persons responsible, and task completion deadlines, for implementation.

Action Step	Person Responsible	Completion Date
Evaluate site level staff for technology proficiency needs via CTAP[2] and district survey data	Site Technology Coordinators	6/05
Prepare training program for the *K-12 Instructional Technology Standards and Benchmarks*	Director, Information and Technology	9/05
Prepare site level training schedule and materials, based on known proficiency levels	Site Technology Coordinators	9/05
Provide district and site level training programs for staff	Director, Information and Technology	5/06
Reevaluate site level staff for technology proficiency via CTAP[2] and district survey data	Director, Information and Technology	5/06
Prepare progress report to share with Board members	Director, Information and Technology	6/06
Modify training modules, materials, and schedules as needed	Director, Information and Technology	9/06
Provide district and site level training programs for staff	Director, Information and Technology	5/07
Reevaluate site level staff for technology proficiency via CTAP[2] and district survey data	Director, Information and Technology	5/07
Prepare progress report to share with Board members	Director, Information and Technology	6/07
Modify training modules, materials, and schedules as needed	Director, Information and Technology	9/07
Provide district and site level training programs for staff	Director, Information and Technology	5/08
Reevaluate site level staff for technology proficiency via CTAP[2] and district survey data	Director, Information and Technology	5/08
Prepare progress report to share with Board members	Director, Information and Technology	6/08

Action Step (continued)	Person Responsible	Completion Date
Modify training modules, materials, and schedules as needed	Director, Information and Technology	9/08
Provide district and site level training programs for staff	Director, Information and Technology	5/09
Reevaluate site level staff for technology proficiency via CTAP[2] and district survey data	Director, Information and Technology	5/09
Prepare progress report to share with Board members	Director, Information and Technology	6/09
Modify training modules, materials, and schedules as needed	Director, Information and Technology	9/09
Provide district and site level training programs for staff	Director, Information and Technology	5/10
Reevaluate site level staff for technology proficiency via CTAP[2] and district survey data	Director, Information and Technology	5/10
Prepare progress report to share with Board members	Director, Information and Technology	6/10

4d. Monitoring Process

Individual(s) Responsible	Responsibilities
Director, Information and Technology	• Determine yearly schedule for expansion of parent access pilot program. • Review and report status of ABI access to all teachers and administrators. • Review and approve schedule, materials, and training guides for training modules for parent access program. • Meet quarterly with Site Technology Coordinators' Council • Review evaluations and modify training program as needed • Analyze district-wide API data • Review and approve curriculum matrix • Report status of benchmark attainment to Superintendent and Board.
Site Principals	• Obtain and analyze data from CTAP[2] Student Survey • Monitor student work samples as demonstrations of technology and information literacy skills mastery
Site Technology Coordinators	• Design site level training for technology proficiency and implementation of *K-12 Instructional Technology Standards and Benchmarks*

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, and SOFTWARE COMPONENT

5a. Needed Hardware, Learning Resources, Infrastructure, Plant Modifications and Support

A variety of hardware and software is needed in order to support the curriculum component of this plan. Technology will be placed at school sites according to elementary, middle, and high school implementation guidelines that support the curriculum components most effectively.

It has been determined that:

- students in grade K will receive a minimum of 30 minutes of access per week.
- students in grades 1-3 will receive a minimum of 45 minutes of access per week.
- students in grades 4-6 will receive a minimum of 60 minutes of access per week.
- students in grades 7-12 will receive a minimum of five hours of access per week.

Hardware

In order to meet the targeted number of minutes stated above, the district goal is to provide a 4.5:1 ratio of modern multimedia computers to students in all elementary, junior high, and high schools. ABC USD also plans to provide each teacher and administrators with a modern multimedia computer for instructional and administrative use. (NOTE: The district defines a "modern multimedia computer" as being no more than 5 years old.)

Goal 6: The ABC USD will have a 4.5:1 ratio of students to modern multimedia computers throughout the district.

Objective	Benchmarks				
	6/06	6/07	6/08	6/09	6/10
6.1 By June 2010, the district will have a 4.5:1 ratio of modern multimedia computers to students throughout the district.	20%	40%	60%	80%	100%

The table on the next page identifies each of the ABC USD schools, the current enrollment, the number of computers needed to meet the 4.5:1 ratio, and the number of computers that will need to be purchased or leased yearly in a five year cycle to maintain modern multimedia computers. (Note: ABC USD currently has a 4.5:1 ratio of students to computers. By refreshing a specified number of computers per year, the ratio will be maintained.)

School	Enrollment	Computers Needed for 4.5:1	Computers to be refreshed per year
ABC Secondary	126	30	6
Aloha Elementary	474	105	21
Artesia High	1820	405	81
Bragg Elementary	642	145	29
Burbank Elementary	493	110	22
Carmenita MS	663	150	30
Carver Elementary	458	105	21
Cerritos Elementary	579	130	26
Cerritos HS	2320	515	103
Elliott Elementary	478	110	22
Fedde MS	642	145	29
Furgeson Elementary	630	140	28
Gahr HS	1934	430	86
Gonsalves Elementary	573	130	26
Haskell MS	610	135	27
Hawaiian Elementary	641	145	29
Juarez Elementary	476	105	21
Kennedy Elementary	448	100	20
Leal Elementary	708	160	32
Melbourne Elementary	645	145	29
Niemes Elementary	634	140	28
Nixon Elementary	687	155	31
Palms Elementary	668	150	30
Ross MS	675	150	30
Stowers Elementary	555	125	25
Tatzlaff MS	649	145	29
Tracy HS	519	115	23
Whitney HS	1025	230	46
Willow Elementary	690	155	31
Wittmann Elementary	482	110	22
TOTAL	21944	4915	983

Electronic Learning Resources

There is a need to provide school sites with suggestions for academic software appropriate to grade level and network specifications. The Site Technology Coordinators' Council is working on this list. During the development of this list, the Council will also design the approval process for the addition of new educational software. The Council will distribute the approved process and software list, and will continue to update the list regularly based on the approval process.

Networking and Telecommunication Infrastructure

Goal 7: The ABC USD will improve the district to school site connectivity to better deliver educational resources to teachers and students.

Objective	Benchmarks			
	6/06	**6/07**	**6/08**	**6/09**
7.1 By June 2007, all high schools and middle schools will be connected to the district office through 100 megabit fiber.	All high schools	All middle schools		
7.2 By June 2009, all elementary schools will be connected to the district office through 10 megabit fiber.			50% of elementary schools	100% of elementary schools

Physical Plant Modifications

All school sites and district offices have sufficient electrical capacity for the current and expected technology. No changes are expected in the physical plant of school sites or district offices.

Technical Support

The technical support for technology at the school sites and the district office is provided by the Site Technology Coordinator(s) at each site, as well as by district desktop and network support personnel. School sites and district offices also have access to technical support through a help-desk. In addition, we provide training on basic computer maintenance and troubleshooting as part of our professional development program. Our current level of technical support does not meet all of the support demands that occur as we add more computers and other technologies throughout the district. As funding allows, the number of technical support personnel will increase to reach a lower ratio of computers to technicians. However, given current budgetary restraints, no changes are expected in the level of technical support provided to school sites or district offices during the first year of this technology plan.

5b. Existing Hardware, Learning Resources, Infrastructure, and Support

Hardware

The ABC USD currently has a student to computer ratio of 4.5:1. The chart in section 5a lists all the schools and the numbers of computer they currently have. In order to maintain this ratio, computer hardware will be refreshed on a five-year cycle, allowing computers to stay modern while preserving fiscal responsibility.

Electronic Learning Resources

The ABC USD has standardized certain software, including Windows and Apple operating systems, Microsoft Office for productivity software, and McAfee anti-virus software. The specifications for this software, including current version numbers, are determined by the Director of IT and are included in the current technology specifications.

Networking and Telecommunication Infrastructure

Location	Infrastructure
District	• All school sites hub to the District Off ice via T1 voice and data lines, provided by Verizon. • All T1 data lines are connected to a router at the District Technology Center. • The router is connected to a switch that contains several servers. • Security is provided by Cisco Firewall and a highspeed spam and content filter service. • A T1 line connects ABC USD to LACOE for business and financial services.
School sites	• T1 data lines are connected to a router, which is connected to a MDF switch. • Servers are connected to the MDF. • Fiber from the MDF is connected to building IDF switches (number of IDF switchers per building are specific to each school's needs). • IDF switches have CAT5 drops, with six drops to each classroom, including tow for teacher use (one for phone, one for computer)

The main distribution frame (MDF) at the District Technology Services Center and at each school site has a dedicated electrical system and battery backup. This ensures that the equipment and data are protected in case of a power outage.

Technical Support

The district provides two levels of internal technical support – site-level Technology Coordinators and district-level Computer Support Technicians. The Site Technology Coordinators are the first resource for support at the site and are called on to handle basic troubleshooting, software issues, and may handle some hardware problems. The district provides one Site Technology Coordinator to each elementary and middle school and two to each high school. The coordinator position is a contractual extra-duty position. If the Site Technology Coordinator cannot resolve the issue, a district-level Computer Support Technician is contacted.

The second level of technical support is the Computer Support Technicians. Currently, there are two full-time technicians. These technicians handle all hardware issues, basic network troubleshooting, and issues that cannot be resolved by the STCs.

5c. Timeline

The following chart identifies the action steps, persons responsible, and task completion deadlines for implementation.

Action Step	Person Responsible	Completion Date
Develop academic software list	Site Tech Coordinators	7/05
Share computer refresh information with school sites	Director, Information and Technology	9/05

Action Step (continued)	Person Responsible	Completion Date
Distribute academic software lists to sites	Director, Information and Technology	9/05
Research and select best methods to increase school connectivity to district office	Director, Information and Technology	9/05
Meet with Site Technology Coordinator Council to ensure benchmarks are being met at site level	Director, Information and Technology	5/06
Connect all high schools to district office through 100 megabit fiber	Director, Information and Technology	6/06
Report progress to Superintendent and Board	Director, Information and Technology	6/06
Meet with Site Technology Coordinator Council to ensure benchmarks are being met at site level	Director, Information and Technology	5/07
Connect all middle schools to district office through 100 megabit fiber	Director, Information and Technology	6/07
Report progress to Superintendent and Board	Director, Information and Technology	6/07
Meet with Site Technology Coordinator Council to ensure benchmarks are being met at site level	Director, Information and Technology	5/08
Connect half of elementary schools to district office through 10 megabit fiber	Director, Information and Technology	6/08
Report progress to Superintendent and Board	Director, Information and Technology	6/08
Meet with Site Technology Coordinator Council to ensure benchmarks are being met at site level	Director, Information and Technology	5/09
Connect remaining elementary schools to district office through 10 megabit fiber	Director, Information and Technology	6/09
Report progress to Superintendent and Board	Director, Information and Technology	6/09

5d. Monitoring Process

Individual(s) Responsible	Responsibilities
Director, Information and Technology	• Review site ed tech plan progress semi-annually to ensure goals are met • Coordinate technical support • Upgrade and maintain school site infrastructure. • Meet with Site Technology Coordinators Council to ensure benchmarks are being met • Provide annual progress report to Superintendent and Board • Evaluate/assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks
Site Technology Coordinators	• Coordinate all site technology-based orders and purchases • Report on site inventory and installation activity • Coordinate site technical support

6. FUNDING AND BUDGET COMPONENT

6a. Established and Potential Funding Sources and Cost Savings

Established and potential funding sources and cost savings, both present and future, include but are not limited to:

District Office		Individual Sites	
Established Sources	**Potential Sources**	**Established Sources**	**Potential Sources**
Lottery Funds General Funds E-Rate Cal Teleconnect Fund	AB 862 AB 75 Construction Funds Grants K-12 Ed Tech Voucher Program	Categorical Funds BTSA Site General Funds	Grants Donations

6b. Estimated Implementation Costs

The chart below breaks down estimated district and major site level costs associated with this plan. Before any purchases are made, all cost-saving options will be explores, including leasing. **Please note that all of these figures are estimates and will only be expended when funding becomes available.**

Item	Estimated Costs per Year				
	2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Aeries student information system	$15,000	$15,000	$15,000	$15,000	$15,000
Stipends for Site Tech Coordinators	$85,000	$85,000	$85,000	$85,000	$85,000
Professional Development costs	$28,000	$28,000	$28,000	$28,000	$28,000
New computers to maintain 4.5:1 ratio of students to modern computers	$768,400	$768,400	$768,400	$768,400	$768,400
Bandwidth Improvement Project (CTF and Erate discounts included)	$35,640 (high schools & district office)	$62,040 (previous and middle schools)	$85,800 (previous and half of elementary schools)	$112,000 (all sites)	$112,000
Total	$932,040	$958,440	$982,200	$1,008,400	$1,008,400

6c. Ongoing Technical Support

As mentioned in section 5b, the district provides two levels of internal technical support – site-level Technology Coordinators and district-level Computer Support Technicians. The Site Technology Coordinators are the first resource for support at the site and are called on to handle basic troubleshooting, software issues, and may handle some hardware problems. The district

provides one Site Technology Coordinator to each elementary and middle school and two to each high school. The coordinator position is a contractual extra-duty position. If the Site Technology Coordinator cannot resolve the issue, a district-level Computer Support Technician is contacted.

The second level of technical support is the Computer Support Technicians. Currently, there are two full-time technicians. These technicians handle all hardware issues, basic network troubleshooting, and issues that cannot be resolved by the Site Technology Coordinators.

6d. Obsolete Equipment Replacement Policy

ABC USD strives to maintain educational technology that is no more than five (5) years old. In this way, teachers and students are provided access to equipment most able to meet their advancing technology needs. Obsolescence of equipment less than five years old is currently determined by usability and industry standards. If equipment is out of warranty and repair costs exceed 50% of the original cost, the product will be determined obsolete and will be replaced.

Once equipment is considered obsolete, the district collects computers deleted from the site inventory and disposes of them.

6e. Monitoring Process

Individual(s) Responsible	Responsibilities	Feedback Loop
Site Administrators	• Review site budgets and other funding sources to obtain needed equipment	• Report progress toward purchasing needed equipment to the Director, Information and Technology
Director, Information and Technology	• Monitor budget estimates • Coordinate district technical support	• Provide purchasing and budget report to district and site administrators • Update administrators on obsolescence patterns and procedures • Regularly survey site technology coordinators and administrators to determine changing technical support needs.

7. MONITORING AND EVALUATION COMPONENT

7a, b, c. Evaluation, Schedule, Monitoring, and Modifications
The charts below detail how each objective will be monitored and evaluated through the life of this plan. Modifications to this plan will be made as needed, in response to the data collected during the monitoring and evaluation of each component.

Objective	Evaluation Instrument(s)	Data to be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Goal 1: All ABC Unified School District schools will meet their API sub-group target goals.				
1.1	State API results	Number of schools meeting API sub-group target goals	As soon as API results are released by the state	API data will be collected and reviewed with recommendations for technology program modifications made to site administrators. Data and modifications to be shared with district stakeholders.
Goal 2: To enhance academic achievement, all ABC USD students will demonstrate grade level appropriate technology and information literacy skills.				
2.1	Curriculum matrix and student work	Percent of students demonstrating grade level technology and information literacy skills	Quarterly	Classroom teachers to monitor student mastery of technology and report to site administrators. Program to be modified as needed. Data and modifications to be shared with district stakeholders.
2.2	Curriculum matrix and student work	Percent of students demonstrating grade level information literacy skills	Quarterly	Classroom teachers to monitor student mastery of information literacy skills and report to site administrators. Program to be modified as needed. Data and modifications to be shared with district stakeholders.
Goal 3: ABC USD will effectively utilize technologies that assist with student record-keeping and assessment.				
3.1	Site inventories and surveys	Number of teachers and administrators who use district's ABI to access students data via desktop computers and Internet connections.	Semi-annually	Teachers will be surveyed and inventories will be completed to ensure that access is available. Program to be modified and expanded as needed. Data and any necessary modifications to be shared with district stakeholders.

Objective	Evaluation Instrument(s)	Data to be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Goal 4: All parents will have access to their child's grade and attendance information through the Internet.				
4.1	Parent surveys	Number of parents who have access to their own child's information over the Internet	Bimonthly at each site involved	Director of Information and Technology to determine if program implementation is successful or if modifications and/or retraining are necessary. Data and any necessary modifications to be shared with district stakeholders.
Goal 5: All ABC USD teachers and administrators will be technologically proficient and will be able to effectively use technology to improve instruction, management, and student performance.				
5.1	CTAP[2] and district surveys	Percent of teachers identified as proficient in the use of the Internet, email, word processing, spreadsheets, and presentation software.	Semi-Annually	School site administrators to monitor and share results with Director, Information and Technology. Additional site training may be provided, as needed. Data and any necessary modifications to be shared with district stakeholders.
5.2	CTAP[2], AB75, and district surveys	Percent of administrators identified as proficient in the use of the Internet, email, word processing, spreadsheets, and presentation software.	Semi-Annually	Director, Information and Technology to monitor and share results with Superintendent. Additional training may be provided, as needed. Data and any necessary modifications to be shared with district stakeholders.
Goal 6: The ABC USD will have a 4.5:1 ratio of students to modern multimedia computers throughout the district.				
6.1	District survey, CBEDS report	Student to modern computer ratio	Annually	Director of Information and Technology will review data. Data and any necessary modifications to be shared with district stakeholders.

Objective	Evaluation Instrument(s)	Data to be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Goal 7: The ABC USD will improve the district to school site connectivity to better deliver educational resources to teachers and students.				
7.1	District survey	Connectivity of high and middle schools to district office	Annual	Director of Information and Technology will review data. Data and any necessary modifications to be shared with district stakeholders.
7.2	District survey	Connectivity of all school sites to district office	Annual	Director of Information and Technology will review data. Data and any necessary modifications to be shared with district stakeholders.

8. COLLABORATION WITH ADULT LITERACY PROVIDERS

8a. Description of How Program Has Been Developed in Collaboration with Providers
ABC Unified School District provides adult literacy classes through the Community-Based English Tutoring (CBET) program and ESL classes. Adult literacy programs incorporate the use of technology in to their curriculum. The adult school program for adult literacy classes purchased some computers used by students during the day. All CBET and ESL classes are taught at school site locations and the technology available to students during the traditional school is made available to these classes. Concerns and ideas involving the use of technology with our adult literacy programs will continue to be addressed by the District Technology Committee and the Adult Education Administrator.

The Adult School Administrator is an active member of the District Technology Plan Revision Team and will participate in future technology meetings and updates of the District Technology Plan.

9. RESEARCH

9a. Relevant Research

The annotated bibliography that is included in Section 9b describes the research that was used in the development of this plan and how the district has and will use the research findings in the development and implementation of the plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

9b. Research Literature

The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century. (2001). The CEO Forum
http://www.ceoforum.org/downloads/report4.pdf

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

How the research has been and will be used: Consistent with this research, ABC USD will carefully analyze learning resources and lessons both for alignment with California Content Standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, ABC USD will continuously monitor its attainment of the goals and objectives of the 2006-2010 District Technology Plan, and will report results annually to the superintendent, the school board, and the public through the school board meetings. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

The CEO Forum school technology and readiness report. The power of digital learning: Integrating digital content. (2000). The CEO Forum.
http://www.ericit.org/fulltext/IR020402.pdf

This report offers a vision for digital learning and focuses on actions that schools, teachers, students, and parents must take to integrate digital content into the curriculum to create the learning environments that develop 21st Century skills. The report presents a vision for digital learning. The power of digital learning is discussed, including the need for digital learning, the power and potential of digital learning, reasons why digital content is essential to digital learning, digital learning environments, digital learning develops 21st Century skills, shifting to digital learning environments, models from the business community, readjustment (expanding the scope of technology integration), the critical importance of professional development, and integrating digital content.

How the research has been and will be used: Consistent with this research, in the development of this Technology Plan, ABC USD has followed, and will continue to follow, the steps recommended in the report. In alignment with the report, ABC USD has identified educational goals and linked technology resources to those objectives; established student outcomes and performance standards that will be achieved by the inclusion of technological resources; and determined a process for measurement and evaluation of the

outcomes and a process to modify the plan accordingly.

Connecting the bits. A reference for using technology in teaching and learning in K-12 schools. (2000). The National Foundation for the Improvement of Education. http://www.ericit.org/fulltext/IR020862.pdf.

This book provides information for integrating technology into teaching and learning in K-12 schools, based upon findings from two past programs of the National Foundation for the Improvement of Education. "The Road Ahead" program explored how technology can facilitate teaching and learning in both formal and informal education settings, and the "Learning Tomorrow" program funded pilot projects that investigated how technology can improve teaching and learning for underserved students.

How the research has been and will be used: The research in this book was used in the discussion and development of ideas for integrating technology. As recommended throughout this document, ABC USD focused its attention first on establishing learning goals for students in alignment with the District's *Strategic Achievement Plan*, not technology goals. The emphasis of ABC USD plan is to help teachers become comfortable and highly competent in the integration of technology throughout the curricula and project-based learning. Integral to ABC USD plan, and supported by this research and others, is the belief that successful integration of technology depends on teachers who are knowledgeable, have opportunities for continuous learning, and who challenge their students academically while providing the support necessary to ensure their success. The professional development programs at ABC USD have been designed to incorporate these concepts.

Designs for learning: An introduction to high quality professional development for teachers. The California Department of Education. http://www.cde.ca.gov/pd/pdf/designsintro.pdf

This document provides the framework for designing high quality professional development. It is based on three guiding principles: (1) High quality professional development helps teachers to more ably address the learning needs of every student, thereby improving the learning of all students; (2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and (3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and students achievement.

How the research has been and will be used: ABC USD has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed in the ABC USD plan. All professional development activities will be monitored, evaluated and modified, as described in the plan.

Ringstaff, Cathy; Kelley, Loretta. (2002). The learning return on our educational technology investment. A review of findings from research. West Ed. http://www.wested.org/online_pubs/learning_return.pdf.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources, focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research focus on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient

and accessible equipment, including adequate computer-to-student ratio; long-term planning; technical and instructional support.

How the research has been and will be used: Consistent with this research, ABC USD's Educational Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring of the plan itself is built into the plan.

Valdez, G., McNabb, M., et. al. (May, 2000). Computer-based technology and learning: Evolving uses and expectations. North Carolina Regional Educational Laboratory. http://ericit.org/fulltext/IR020868.pdf

This research report takes an in-depth look at the three distinct phases of technology uses and expectations: Print Automation, Expansion of Learning Opportunities, and Data-Driven Virtual Learning. For each it addresses two important and highly interrelated questions facing educators as they try to determine the best use of technology in K-12 settings: (1) What evidence is there that the use of computer-based technology in each phase has a positive effect on learning; and (2) What significance do the findings from each phase have for educators today as they try to make technology-related decisions that have an impact on student learning?

How the research has been and will be used: Consistent with this research, and following the recommendations made in the report, ABC USD has designed and will continue to: implement a plan that provides an opportunity for technology to make learning more interactive; individualize and customize the curriculum to match learners' developmental needs as well as personal interests; capture and store data for informing data-driven decision making; enhance avenues for collaboration among family members and the school community; and improve methods of accountability and reporting.

9c. Utilization of Innovative Strategies

The ABC Unified School District is exploring the process of integrating distance learning into the high school curriculum at the high school level. Distance learning will allow the district to provide opportunities to address individual student needs, including opportunities for remediation, access to specialized classes, and additional rigorous academic courses not offered at the schools.

This effort is led by the Site Technology Coordinators' Council, under the supervision of the Director of Information and Technology and the Academic Services Department. The first phase of this project is focusing on the use of the Cyber High Project, through Fresno Unified School District, with the ABC USD migrant education population. The second phase of implementation will focus on the integration of general education students into the program beginning in the 2005-06 school year.

The district will also explore the feasibility of accessing distance learning programs through streaming video. Through a partnership with higher education institutions such as UCLA and UCI, teachers will be able to begin taking technology methods courses to better utilize technology within the curriculum.

Appendix C – Criteria for EETT-Funded Education Technology Plans

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

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

1. PLAN DURATION CRITERION	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. The plan should guide the district's use of education technology for the next three to five years.	**1**	The education technology plan describes the districts use of education technology for the next three to five years.	The plan is less than three years or more than five years in length.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 & 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**1**	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.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**2**	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.	**2**	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.	**2**	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.	**2**	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.	**3**	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	**4**	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.	**4**	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.	**5**	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.	**6**	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.	**8**	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. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology skills and needs for professional development.	**9**	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.	**10**	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.	**12**	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.	**13**	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. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 & 12 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.	**14**	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.	**16**	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.	**17**	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.	**18**	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. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. List of established and potential funding sources and cost savings, present and future.	**19**	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).	**19**	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Description of the level of ongoing technical support the district will provide.	**19**	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure.	The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
d. Description of the district's replacement policy for obsolete equipment.	**20**	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
e. Description of the feedback loop used to monitor progress and update funding and budget decisions.	**20**	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.			

7. **MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.	**21**	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.	**21**	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.	**21**	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.	**24**	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 & 9 (Appendix F)	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
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.	**25**	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.	**25**	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).	**25**	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings

Appendix 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, _____

IDENTIFYING INFORMATION:
CDS # ____19-64212_____
Applicant Name: ABC Unified School District

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

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

The ABC Unified School District has made progress toward meeting the goals and implementation plan identified in our previous technology plan. The district's *K-12 Instructional Standards and Benchmarks* has been applied throughout the curriculum. Additionally, we have met all the CIPA requirements for safe and ethical use of technology. We have provided a variety of appropriate technologies for communication among students, staff, parents, and community, including websites, Phone Master dial-out systems, and the use of Survey Pro software. 100% of our teachers, administrators and support staff and some of the students have email access. We have implemented an Information Services System that is used as an assessment system and data management tool and we will meet our targets for providing online access to the system for teachers and parents. We have met our first target of having 100% of our elementary teachers and administrators use the District's Aeries Browser Interface Program to access student data online.

One action step that was not met, and will be addressed in the current revision of our technology plan, is the development of a curriculum matrix that aligns best practices with the academic content standards. While that action step was not realized, we do believe that the effective integration of technology has helped ABC USD meet and exceed our critical academic goals. Our California High School Exit Exam percentages have increased dramatically over the past few years. In 2001, ABC USD had 59% of high school students pass the Language Arts portion of CAHSEE. In 2004, that percentage increased to 82%. In 2001, ABC USD had 40% of high school students pass the Mathematics portion of CAHSEE. In 2004, that percentage increased to

84%. The District's API scores have increased as well. The 2003 District score of 742 increased to 753 in 2004.

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

The ABC Unified School District has made progress toward meeting the goals and implementation plan identified in our previous technology plan, as verified though CTAP[2] and district surveys. We have expanded the technology training opportunities for all staff, certificated and classified. This includes site-based and district-based training, as well as on-line courses through CTAP and the district. We have implemented a process to track each staff member's professional growth.

Increasing the number of staff members trained in technology in the past few years has been a critical part of our district's strategic plan. Over 300 teachers, administrators, and support staff attend training at the District Technology Center for multiple training sessions annually. In addition, over 60 District administrators have completed Module 3 of the AB 75 Principal Training Program during 2004-05 and the goal of every administrator trained to use technology will be met by June, 2006.

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:

_____
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

_____
TITLE OF AUTHORIZED REPRESENTATIVE

_____
SIGNATURE DATE

Education Technology Plan Review System

Contact Information

County & District Code :
19-64212

School Code :

LEA Name:
ABC Unified School District

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