

Yosemite Unified School District

Education Technology Plan

July 31, 2009-June 30, 2012

CDS #: 20-76414

County: Madera

School District Name: Yosemite Unified School District

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Yosemite Unified School District

District Technology Plan

July 1, 2009 – June 30, 2012

1. Technology Plan Duration

Yosemite Unified School District is a new school district, formed by the unification of Yosemite Joint Union High School District and Coarsegold Union School District in July 2006. This technology plan will guide the district's technology use from 7/1/09-6/30/12 with addendums added as needed.

The Yosemite Unified School District office is located in the Sierra Nevada foothills in the community of Oakhurst, 12 miles from the southern entrance to Yosemite National Park, in Madera County. The district serves just over 2300 students from the communities of Ahwahnee, Bass Lake, Coarsegold, Fish Camp, Oakhurst, Raymond, and Wawona. Students from other communities are accepted as interdistrict transfer students upon parent request and board approval. Yosemite High School is the comprehensive high school and there are six alternative high schools and one charter high school. Ahwahnee High School and Mountain View High School are continuation schools. Evergreen High School is an independent study school. Foothill High School and Raymond Granite High School are necessary small schools. Glacier High School is a charter school. Campbell Community Day High School is a community day school. There are three schools at the elementary level: Coarsegold, Rivergold, and Meadowbrook Community Day School. Yosemite Falls Education Center is a kindergarten – 12th grade home school.

The ethnic breakdown of the district student population is: White, 78%; Hispanic, 11%; Native American, 6.8%; Asian, 1.1%; African American, 1.4%; Filipino, 0.7% and Pacific Islander, 0.2%; unknown/declined to state, 1.3%. This year there are less than 10 English Language Learners enrolled in the district. Approximately 31 percent of the students receive free and reduced meals.

Included in the district's goals, as stated in the board-adopted Goals 2008-2009 document, is the following: "Fully deploy technology district-wide; optimize resources and seek new resources; staff development; vision for technology; improve Internet access and accessibility to site computers; articulate a technology continuum; and deploy Parent Connect in 7th and 8th grades district-wide for the 2009-2010 school year."

Vision

Connecting all students with their past, present, and future, the Yosemite Unified School District will be a community of responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers. Students will be expected to acquire, process, and utilize information using appropriate technology and other resources.

2a. Stakeholder Description

Parents:

Members of the various site councils and technology committees within the district, names will vary from year-to-year as members change; review and approve technology expenditures; advise schools on technology use and needs; review the district's technology use plan and suggest revisions; monitor the plan throughout its duration and make recommendations as needed.

Businesses:

Hammertech Systems, Harry Hammerling, 559-658-8307. Reviewed and updated technology infrastructure information; will continue to keep the district informed on technology needs, infrastructure, and issues as they arise. Oversees the district's use of technology.

Postsecondary Institutions:

State Center Consortium, State Center Community College District, Advisory Committee; Amanda Hopkins, 559-324-6410. Advice on technology programs; assistance in providing technology resources; assistance with professional development through workshops and resources; financial assistance through grant funding. Information on programs and resources available.

Government agencies, including county offices of education and CTAP:

Region 7 CTAP, Brian Curwick, 559-497-3786 and Frank Link, 559-851-1193; Madera County Office of Education, Jeff Bottorff, 559-673-6051. Technical assistance in changes to plan requirements, conducted workshop on updating technology plans for next cycle. Will continue to keep districts informed on changes and will give technical support and advice as needed on technology needs.

Community groups:

Oakhurst Sierra Sunrise Rotary Club; contact through Steve Raupp, 559-683-4667. Members of the group, who are community business owners and managers, give advice on what their specific needs are as employers, suggest programs that will be of value in educating students on the world-of-work; provide financial assistance as requested; provide mentors and job shadowing opportunities for students; recognize students for outstanding achievements. Members will continue to act as advisors and mentors to the students of the district in formally and informally.

Students:

Student members of the high school site councils; membership varies from year-to-year. Review and approve technology expenditures; advise schools on technology use and needs; review the district's technology use plan and suggest revisions; monitor the plan throughout its duration and make recommendations as needed.

3. Curriculum

3a. Description of teachers' and students' current access to technology tools

There is at least one computer for student use in every classroom within the Yosemite Unified School District. Additionally, there are six computer laboratories on the Yosemite High School campus that serve the student population in general as well as specific classes. All computers have Internet access and some wireless access is available. Students at Evergreen High School, the district's independent study school, have access to laptop computers that they are allowed to take home. All teachers have a computer available in their classroom to use for student attendance, grades, and record-keeping, as well as for curriculum planning and research.

The Library/Media Center at Yosemite High School is open from 7:30 until 5:30 p.m. Monday through Thursday and until 4:30 on Fridays (the school day is from 7:50 to 2:50) allowing before and after-school access for all students. The library is also open during the students' lunch period. The district operates a late bus that also helps students access the library and computers after school. Members of the community are able to use the library computer laboratory during non-school hours and use the computer laboratories for adult education classes. Students who have access to the Internet at home can access the YHS Library from their computer.

Because of the availability of computers within the YUSD, every student has equal access. The tutoring classroom for Title I students includes a computer laboratory. English Learners have access to the Title I classroom and they have access to computers at all other locations on the campus. GATE students have access to all computers on campus.

All of the computer classes are open to all students. There is also a computer laboratory at the school farm, in the Title I classroom, in the career center, in the main area of the library and a separate computer lab within the library/media center building. All of the alternative education schools have computer laboratories. Special needs students are provided with special devices and software on an as-needed basis. As a special need is assessed, the needs are met.

All of the elementary classrooms have at least one computer that is accessible to all students and teachers. These computers are connected to a LAN and the Internet. The schools have also established several mini-labs consisting of four to ten computers. The staff workrooms also have computers and printers connected to the LAN and the Internet. The elementary school libraries also have networked computers in them. There is a large lab at each school site consisting of 30 or more computers. Students in the after school clubs have access to computers.

Hardware used within the district includes: desktop computers, laptop computers, overhead projectors, document cameras, printers, scanners, AVerkeys, document projectors, video editing boxes, digital cameras, video cameras, interactive whiteboards, wireless tablets, smart tablets, DVD, VCR, televisions, and LCD projectors. The district has a wide variety of licensed software programs available in the classrooms and libraries, and used for student record-keeping, including, but not limited to, Edusoft, Aeries, turnitin.com, Facts.com, World Book Encyclopedia, Encyclopedia Britannica, ProQuest Culturegrams, Questia (on-line library subscriptions), Brain Pop Jr., Brain Pop, eLibrary, Tumble Books Grades K-8, and many more.

3b. Description of the district's current use of technology to support teaching and learning

There is at least one computer in every classroom throughout the district. All teachers integrate technology into their curriculum. Teachers in the mathematics, English, social science and science departments have received training to use subject-specific technology as have the career technical education teachers.

Students in the computer laboratories use numerous programs each class period and develop subject-specific skills. For example, students in the journalism class learn to use Adobe Photoshop, Microsoft Word, QuarkXPress and Microsoft Publisher. They also do Internet research for stories and term papers. Students in the EAST laboratory have daily access to state-of-the-art programs such as GIS/GPS, art and photography design, music editing, video editing, web page design, and Visual Basic programming, and networking software as well as Microsoft Office suite. Special needs students have daily access to computers in the tutoring laboratory. Specific programs are provided as needed. These students also have daily access to the other computers on campus.

Students are required to complete a Senior Project in order to graduate and must demonstrate technological proficiency as a component of this project.

The district has adopted policy that requires students to pass a technology proficiency component in order to graduate. A technology class where basic technology skills are taught is available to students or they may take a test to challenge the knowledge levels that are required.

With the Internet available in every classroom at Yosemite High School, teachers and the Library Media Teacher (LMT) have worked together to implement information literacy. Teachers and the LMT design instructional units that prevent students from finding answers in only one resource or plagiarizing from the Internet. All students in their 9th grade Library Orientation Unit are introduced to the Big6, an information literacy model. Sophomores and juniors researching the annual History Day topics review the Big6 process when they begin the research process and also learn about bibliographic citing using the MLA style manual.

Teachers discuss web site evaluation, a key component of information literacy. This includes a discussion and web demonstration for authority, validity, affiliation, currency, purpose and audience. High school teachers use www.turnitin.com, a plagiarism site which will review downloaded student documents for direct or indirect plagiarism.

There are more than 50 computers available to students in the library media center. Student research centers around the Internet with many programs purchased to provide authoritative and current information matching the district's curricular goals. These Internet programs and the library book catalog are available at all times to all students in the library, the classroom, and their home if they have Internet access via the YHS Library home page. The YHS Library Media Center also has a scanner, nine color printers, and two digital cameras for students to

create original works including Power Point presentations, web sites, and traditional papers using the extra professionalism that technology provides.

Teachers and administrators use Eagle software's Aeries student information system to handle all of the Yosemite High School students' data needs. Student demographic, attendance, discipline, medical, grade/transcript and testing data are stored and can be retrieved as needed. Teachers enter attendance and grades through a web browser interface in their classroom. Eagle is part of the California Student Information System (CSIS) project whose goal is to allow schools to access student information upon transfer. Parent Connect is now available for high school parents to access their student's information from home and the district goal is to expand this to 7th and 8th grade parents by the 2009-10 school year. Several opportunities are given to parents to learn to use Parent Connect and individual help is available as needed.

Two-way communication between home and school has been improved through a number of technology programs, including e-mail, homework hot-line, voice mail, an automated phone dialer system, and the school website, as well as Parent Connect. Each teacher's e-mail address is posted on the district website, allowing parents to e-mail them at any time. Also, all teachers have voice mail so parents can leave a message for them any time. Teachers have the technology necessary to record their daily homework assignments on their voice mail, and assignments are posted on Parent Connect. There is a telephone in each classroom with local, voice mail, and long distance capabilities.

The district's adult education program, Yosemite Community Education Center, offers a wide variety of technology classes to anyone in the community at no cost. Computer laboratories at several schools in the district are used for these classes.

Students use technology for word processing, research, creating projects and reports, solving problems and analyzing data, graphically presenting materials, accessing content-specific software or web-based resources, demonstrations or simulations, and corresponding with experts, authors and students from other schools.

At Yosemite High School, technology is used in mathematics, science, social science, technology and fine arts classes on a daily basis and two-five days a week in reading/language arts. Foothill High School students use technology in reading/language arts two to five days a week and weekly in science and history/social science. Raymond Granite High School students use technology daily in reading/language arts, science and history/social science and weekly in mathematics. Mountain View High School students use technology two to five days a week in all subject areas. Ahwahnee High School students use technology weekly in science and history/social science and periodically in reading/language arts. Evergreen High School students are in the classroom one day a week. They use technology less than monthly in science and history/social science and weekly in reading/language arts.

The core curriculum classes use technology in the following ways to help meet the State Standards:

English/Language Arts: On-line research; word processing (resume template, essay typing, business letters, reports, email information to home account); Power Point; use on-line information to make bibliographies and check for plagiarism; grade recording and reporting; library technology for research; community connections, especially email to parents.

Science: Power Point presentations/lectures; labs – probes to collect data, computers to analyze data; graphing programs to analyze and assist in interpreting data.

Math: Accelerated Math to generate practices and tests for students based on selected California Math Objectives; Standard Master to generate practice tests (and generate data) for students to prepare for California Standards Tests; graphing calculators in upper end classes.

Social Science: Use Internet frequently for the Stock Market game; each class spends one period a week in the Library computer laboratory; Power Point presentations; research for papers; sites for geography lessons; multiple sites for research for History Day.

In the district's elementary schools, teachers, in conjunction with a technology specialist, decide what their students will learn and what curriculum will be integrated into technology. Most students have access to classroom computers on a daily basis. All students are able to access the LAN through the library. Elective classes are conducted in the computer lab daily. All classes rotate through the lab on a block schedule. The classes on average have one two-week block per quarter of lab time.

A variety of age appropriate software is utilized to introduce students to technology in the primary grades. This is accomplished primarily in the classroom at the teachers' discretion. Students are introduced to keyboarding and taught appropriate keyboarding skills beginning in the primary grades. This basic skill is continuously reinforced throughout their academic career in the district. From fourth through eighth grade, students are introduced and work toward proficiency in a variety of programs. These programs include but are not limited to the following: Microsoft Office suite, Netscape/Explorer, UltraKey or Mavis Beacon, Adobe Photoshop, and Adobe Page Mill

Students in grades three through eight also access the Internet through various search engines (Google, AltaVista, Ask Jeeves for Kids) to do research for reports, class projects and presentations.

3c. Summary of the district's curricular goals that are supported by this plan.

This plan supports district goals found in the Western Association of Schools and Colleges (WASC) Self-Study Action plan; in board policy; and in Single Plans for Student Achievement at the different sites.

In its Western Association of Schools and Colleges (WASC) Self-Study Action Plan, YHS sets forth a number of curricular goals. These include:

1. Connect the Expected Schoolwide Learning Results (ESLRs) to curriculum and instruction; align ESLRs to content standards and performance standards, develop course syllabi, develop lessons to focus all students on achieving the ESLRs and content

- standards, modify the teacher evaluation process to focus on all students achieving the ESLRs and content standards.
2. Tailor classroom instruction to meet the individual learning styles of all students, provide training for staff in assessing individual learning styles and teaching to different learning modalities, develop strategies to assist students in learning about and using their learning style strengths and growth areas.
 3. Review and revise Title I/Tutoring plan to improve Title I students' scores on the STAR test and provide additional counseling service for at-risk students.
 4. Provide staff development activities to train all staff in strategies to support at-risk students. These strategies include student study teams, 504 plans, special education, Title I, drug recognition, suicide prevention and crisis counseling.
 5. Develop consistent multiple measures of student attainment of the ESLRs and mastery of district content standards; develop benchmarks such as rubrics, course exit examinations, portfolios and other authentic assessment tools.
 6. Develop strategies that lead to improved student performance on standardized tests, continue working to align curriculum with STAR test, International Baccalaureate tests and the California High School Exit Exam; develop strategies for improving student test-taking skills; develop strategies for improving student attitudes about standardized tests; develop instructional strategies to target areas of improvement.
 7. Ensure that all students are technologically proficient and have met minimum competencies in the area of technology; evaluate current course offerings for possible revision or expansion of curriculum to focus on student technology skills.
 8. Provide training for all staff in the use of technology; provide staff training in technical applications for all staff including basic computer operation, word processing, data bases, spreadsheets, Internet, Power Point.
 9. Imbed technology applications in instruction in all curricular areas; develop lessons and instructional strategies that utilize technology in classroom instruction and in student assignments.

The district has board policy that requires a student to achieve a minimum proficiency in technology in order to receive a high school diploma.

The goals set forth in the YHS Single Plan for Student Achievement (2008-09) are:

* **Planned improvements in student performance:**

School Goal # 1: The two numerically significant subgroups, white students and socioeconomically disadvantaged students, will meet their Academic Performance Index (API) growth targets in 2008-09.

School Goal # 2: Although Hispanic students, Native American students, and students with disabilities are not numerically significant subgroups, the goal is to increase by 5% the number who score proficient or above on the STAR.

• **Centralized support for planned improvements in student performance:**

Program Support Goal: Continue targeted instruction and tutoring for all students not scoring proficient or above on the STAR or not passing both sections of the California High School Exit Exam. Students will learn in a safe environment. There will be an increase of 5% for all students who score proficient or above on the California Standards Test.

Technology is widely used to achieve these goals, including the use of programs such as Accelerated Math and Accelerated Reader, and benchmark assessments using Edusoft.

Elementary schools will continue to monitor the changing student proficiency standards from Institute of Science and Technology in Education (ISTE) and other sources and modify the student use of technology accordingly. In an effort to make sure that students develop the essential technology skills for using and understanding conventional and current tools, materials, and processes, the schools have adopted the following grade level skill recommendations:

Three levels of mastery are identified; each associated with grade-level groupings:

1. Readiness (Pre-K – Grade 2)
2. Foundation (Grades 3-5)
3. Essentials (Grades 6-8)

These proposed standards do not represent a final product. The site committee recommends a task force of teachers, under the direction of the District Curriculum Committee, be appointed to integrate these technology standards into the curricular framework as described in the School Improvement Plan. While some classes are by their very nature “stand-alone” technology classes, such as keyboarding, most technology objectives can be taught in the context of accomplishing other content-area curricular objectives.

These levels of mastery are identified by grade level to afford individual school sites flexibility in tailoring the standards to the needs of their individual sites. The District Benchmarks for elementary schools follow:

Readiness (Pre-K – Grade 2)

- Uses basic technology vocabulary when referring to computer hardware, software, printer, monitor, disk drives, mouse and keyboards.
- Performs basic computer operations.
- Selects and uses learning activities on the computer.
- Is familiar with the keyboard, control keys (e.g., return key, shift key, space bar, escape key, etc.) and mouse
- Uses computers to extend the art mediums and other curricular areas.

Foundation (Grades 3 –5) – Correlated to State Writing Standards, Writing Strategies 4th Grade 1.5-1.10 and 5th Grade 1.3-1.6.

- Uses basic technology vocabulary when referring to computers (e.g., cursor, software, memory, disk drive, hard drive, and CD-ROM, etc.)
- Starts and exits computer programs and performs basic computer operations including inserting and removing diskettes.
- Introduce basic keyboard skills.

- Uses technology as a tool to expand the students' educational experiences.
- Selects and uses technology appropriate to tasks in the classroom.
- Uses the appropriate electronic databases for research.
- Employs search strategies to retrieve electronic information. (Utilizes the Big 6 information literacy model.)
- Participates in collaborative problem solving techniques incorporating technology.
- Uses computers to extend art mediums and other curricular areas.
- Reads and follows directions to use computer software.
- Uses computers to present simple measured information (e.g., graphing/spreadsheet software).
- Utilizes beginning word processing features to create and edit documents to meet curricular goals.

Essentials (Grades 6-8) - Correlated to State Writing Standards, Writing Strategies 6th Grade 1.4-1.6, 7th Grade 1.4-1.7 and 8th Grade 1.3-1.6.

- Examines information from electronic media and determines appropriateness, accuracy and worth.
- Understands copyright laws that pertain to technology and applies them appropriately.
- Uses electronic card catalog to locate resources and materials.
- Is able to troubleshoot and resolve simple technological problems.
- Keyboards with efficiency and accuracy without looking at the keyboard.
- Uses computers to create and import graphics and design original artwork using draw and paint programs.
- Operates peripheral devices (e.g. digital cameras, camcorders, scanners, etc.)
- Understands and follows the Acceptable Use Policy (AUP) of YUSD regarding audio, video, and electronic media.
- Identifies and uses technology skills which enhance personal productivity.
- Reads and follows directions to use computer software.
- Uses organizational features of electronic information.
- Uses computer to produce simple presentation using multimedia presentation, spreadsheet or graphing programs.
- Utilizes advanced word processing features to create and edit documents within curricular areas.
- Reads and follows directions to complete a technology-based task.
- Researches and completes career project.
- Uses computer to produce multimedia presentations.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

<p>Goal 1: YUSD high schools will prepare all students to demonstrate essential technological skills needed to meet state standards and district curricular goals.</p>
<p>Objective 1: Ensure that 100 percent of the graduates are technologically proficient and have met minimum competencies in the area of technology by passing the technology proficiency evaluation or successfully completing a basic technology class.</p>
<p>Year 1 Activities and Benchmarks: 80 percent of the incoming sophomores will have demonstrated technological proficiency and will have met minimum competencies in the area of technology by passing the technology proficiency evaluation or successfully completing a basic technology class. They will further demonstrate their technology proficiency by including a technology component in their Senior Project, which is also a graduation requirement, and they will have satisfactorily met all technology components of their individual classes.</p>
<p>Year 2 Activities and Benchmarks: 90 percent of the incoming juniors will have demonstrated technological proficiency and will have met minimum competencies in the area of technology by passing the technology proficiency evaluation or successfully completing a basic technology class. They will further demonstrate their technology proficiency by including a technology component in their Senior Project, which is also a graduation requirement, and they will have satisfactorily met all technology components of their individual classes.</p>
<p>Year 3 Activities and Benchmarks: 100 percent of the graduates will have demonstrated technological proficiency and will have met minimum competencies in the area of technology by passing the technology proficiency evaluation or successfully completing a basic technology class. They will further demonstrate their technology proficiency by including a technology component in their Senior Project, which is also a graduation requirement, and they will have satisfactorily met all technology components of their individual classes.</p>
<p>Evaluation Instrument(s) and Data to be Collected: Technology proficiency evaluation or successful completion of basic technology class.</p>
<p>Schedule for Evaluation: Initial evaluation beginning of 9th grade; if not proficient at that time, the next evaluation will be at the end of a basic technology course. Final evaluation is made as transcripts and requirements are evaluated for graduation.</p>
<p>Objective Analysis and Modification Process: Library Media Teacher is responsible for administering the technology proficiency evaluation and advising the student on further requirements; the classroom teacher is responsible for evaluating the student's classroom work if a basic technology course is required. Academic counselors evaluate transcripts for graduation.</p>
<p>Goal 2: Technology will be used to research topics for grade-level appropriate projects across the curriculum.</p>
<p>Objective 1: 80% of students in grades 2-8 will use content-specific software and the Internet to enhance grade-level appropriate projects across the curriculum.</p>
<p>Year 1 Activities and Benchmarks: 60 percent of students in grades 2-8 will use content-specific software and the Internet to enhance grade-level appropriate projects across the curriculum.</p>
<p>Year 2 Activities and Benchmarks: 70 percent of students in grades 2-8 will use content-specific software and the Internet to enhance grade-level appropriate projects across the curriculum.</p>
<p>Year 3 Activities and Benchmarks: 80 percent of students in grades 2-8 will use content-</p>

specific software and the Internet to enhance grade-level appropriate projects across the curriculum.
Evaluation Instrument(s) and Data to be Collected: Student portfolios
Schedule for Evaluation: Results shared at grade level meetings; student portfolios collected annually
Objective Analysis and Modification Process: Classroom teachers will collect student work; evaluation will take place at grade level meetings; progress will be reported to Technology Committee; feedback will be given to teachers.

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

Goal 1: Technology will become a tool for students to locate, use, understand and apply information.
Objective 1: 85 percent of students in grades 2-12 will use current technology to access, process, and present information using the Big6 Model of Information Literacy in the curricular areas identified by the individual schools.
Year 1 Activities and Benchmarks: 65 percent of students in grades 2-12 will be able to use current technology to access, process, and present information using the Big6 Model of Information Literacy.
Year 2 Activities and Benchmarks: 75 percent of students in grades 2-12 will be able to use current technology to access, process, and present information using the Big6 Model of Information Literacy.
Year 3 Activities and Benchmarks: 85 percent of students in grades 2-12 will be able to use current technology to access, process, and present information using the Big6 Model of Information Literacy.
Evaluation Instrument(s) and Data to be Collected: In-class evaluation by teacher to determine student competencies; technology proficiency evaluation or successful completion of basic technology course; technology component in Senior Project; students will demonstrate technology proficiency by producing reports and projects
Schedule for Evaluation: Progress reports throughout the semester, and final semester grade
Objective Analysis and Modification Process: Classroom teachers will collect student work; evaluation will take place at grade level meetings; progress will be reported to Technology Committee; feedback will be given to teachers.

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

Goal 1: Acquire resources and develop curriculum to instruct all students, in a grade-appropriate manner, so they can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism
Objective 1: By July 1, 2009, the district will have curriculum in place to instruct all students in the appropriate and ethical use of information technology.
Year 1 Activities and Benchmarks: B4UCopy, an educational program from the Business Software Alliance, will be used throughout the district at age-appropriate levels. By the end of the first semester, all students who are using the Internet for school-related research will have been instructed in this curriculum. Guest speakers may be used as appropriate.
Year 2 Activities and Benchmarks: Expand the curriculum to include grade-specific lessons from CyberSmart! for grades K-8. Students in K-8 will receive instruction in computer ethics; grades 4-8 will also receive instruction in respecting the law; and 4-5 will be instructed in cyber citizenship. Students in grades 9-12 will use the CopyRight Kids curriculum from the Copyright Society of the USA. These lessons will be given throughout the first semester of the year. Guest speakers may be used as appropriate.
Year 3 Activities and Benchmarks: A Crash Course in Plagiarism, from Houghton Mifflin, will be added to the curriculum for K-12 students. This program will be incorporated throughout the first semester. Guest speakers may be used as appropriate.
Evaluation Instrument(s) and Data to be Collected: In-class assessments will be given throughout the delivery of the curriculum. The grades will be recorded in the district's database system and will be a part of the student's final semester grade in the class in which the curriculum is delivered.
Schedule for Evaluation: Evaluations will be included in the progress reports throughout the semester and in the semester grade.
Objective Analysis and Modification Process: Classroom teachers will administer the assessments that are part of the curriculum and re-teach as needed. Information from the lessons will be a part of the students' everyday use of the Internet.

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

Goal 1: Acquire resources and develop curriculum to instruct all students, in a grade-appropriate manner, on Internet safety, including how to protect online privacy and avoid online predators.
Objective 1: By July 1, 2009, the district will have curriculum in place to instruct all students on Internet safety.
Year 1 Activities and Benchmarks: The Cybersmart curriculum and lesson plans will be used for grades K-8 to teach identity safety. OnGuard Online will be used for grades 9-12 to give tips on such topics as identity theft, spyware, phishing, spam and ecommerce/shopping online. These will be presented during the first semester of the year. Guest speakers may be used as appropriate.
Year 2 Activities and Benchmarks: Netsmartz: Broken Friendship will be used for grades 5-

12; the Cybersmart curriculum will again be used for grades K-5 These lessons will be presented during the first semester of the year. Guest speakers may be used as appropriate.
Year 3 Activities and Benchmarks: MySpace: How Much Information is Too Much Information? will be used in grades 5-12. Cybersmart will again be used in grades K-5. These lessons will be delivered during the first semester of the year. Guest speakers may be used as appropriate.
Evaluation Instrument(s) and Data to be Collected: In-class assessments will be given throughout the delivery of the curriculum. The grades will be recorded in the district's database system and will be a part of the student's final semester grade in the class in which the curriculum is delivered.
Schedule for Evaluation: Evaluations will be included in the progress reports throughout the semester and in the semester grade.
Objective Analysis and Modification Process: Classroom teachers will administer the assessments that are part of the curriculum and re-teach as needed. Information from the lessons will be a part of the students' everyday use of the Internet.

3h Description of the district policy or practices that ensure equitable technology access for all students.

Student goal: Yosemite Unified School District will prepare all students to demonstrate essential technological awareness.	
Student group	Implementation plan
Gifted and Talented Education (GATE)	Advanced programs such as EAST (Environmental and Spatial Technology), multimedia technology, information technology, Web page design, IB Film/Videography and videography/animation and interactive multimedia are offered for students at YHS who meet the prerequisites, if applicable.
English Language Learners (ELL)	English Language Lab and Math Lab are available to these students as well as special programs in the ELL classroom. At this time there are nine ELL students enrolled in the district. As more students enroll, additional accommodations will be made.
Special Education	Students with special needs are supported on an individual basis with equipment and/or software being made available as noted in the student's Individual Education Plan (IEP). English and Math labs are available with interactive software programs designed to assist students with learning problems.

Yosemite Unified School District intends for all students including special education, GATE, ELL and other special populations to have access to technology. The district works closely with the Madera County Office of Education to insure that the needs for special adaptive technologies are met. Meeting these needs has not been an issue for the district to this point. The Special Education Department will evaluate and suggest software and hardware to help meet each child's unique needs. The district's advanced students (GATE) are given the opportunity through the district GATE program to receive accelerated training in computer technologies.

It is the district's desire to better facilitate access to technology by a variety of students and community members by allowing both before, and after school, use of the computer lab. Students would benefit by having the ability to complete projects for school as well as projects that would enhance the acquisition of technology skills. Community members would benefit by having access to technology that they may not otherwise have access to.

Technology Access for Special Needs Students

The Individuals with Disabilities Education Act, a federal law passed in 1975 and re-authorized in 1990 mandates that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program based on their unique needs in the least restrictive environment possible. P.L. 94-142 also provides guidelines for determining what related services are necessary and outlines a "due process" procedure to make sure these needs are adequately met. In order to address the needs of these identified students, SELPA will evaluate and suggest software and hardware to help meet each child's unique needs.

3i. List of clear goals, measurable objectives, annual benchmarks, and an 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.

Goal 1: : Teachers and administrative staff will continue to use record keeping programs to maintain grades and other student assessment records in order to eliminate unnecessary and redundant paperwork.
Objective 1: The district will be fully compliant with the California Longitudinal Pupil Achievement Data System Project (CALPADS) when it is scheduled to become operational in October 2009.
Year 1 Activities and Benchmarks: Begin submitting official enrollment, exits, dropout, graduate, course enrollment, and teacher assignment data to CALPADS instead of through the current data submission processes. Do regular updates to information.
Year 2 Activities and Benchmarks: Continue submitting official enrollment, exits, dropout, graduate, course enrollment, and teacher assignment data to CALPADS instead of through the current data submission processes. Do regular updates to information.
Year 3 Activities and Benchmarks: Continue submitting official enrollment, exits, dropout, graduate, course enrollment, and teacher assignment data to CALPADS instead of through the current data submission processes. Do regular updates to information.
Evaluation Instrument(s) and Data to be Collected: State compliance with all components of CALPADS; data to be collected will be official enrollment, exits, dropout, graduate, course enrollment, and teacher assignments.
Schedule for Evaluation: Regular, periodic updates to data
Objective Analysis and Modification Process: The district's data base technician will coordinate and oversee the collection and posting of the data with supervision by district administrators. The analysis will be compliance with state requirements.

Objective 2: 100% of teachers and administrative staff will use Eagle Software to maintain current attendance and grade records as well as assessment records.
Year 1 Activities and Benchmarks: 100% of teachers and administrative staff will use Eagle Software to maintain current attendance and grade records as well as assessment records.
Year 2 Activities and Benchmarks: 100% of teachers and administrative staff will use Eagle Software to maintain current attendance and grade records as well as assessment records.
Year 3 Activities and Benchmarks: 100% of teachers and administrative staff will use Eagle Software to maintain current attendance and grade records as well as assessment records.
Evaluation Instrument(s) and Data to be Collected: Report Cards, Attendance Records, other student report
Schedule for Evaluation: Daily attendance, periodic assessment records, daily assignments and grades, six-week progress reports, semester report cards.
Objective Analysis and Modification Process: Classroom teachers implement the program, evaluation will take place at grade level meetings, progress will be reported to site administrators, feedback will be given to teachers.

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

Goal 1: The district will use technology to facilitate communication among school, parents and the community.
Objective 1: Implement Parent Connect district-wide by 2012.
Year 1 Activities and Benchmarks: Continue using Parent Connect at Yosemite High School, Mountain View High School, and Ahwahnee High School. Expand to two additional high schools.
Year 2 Activities and Benchmarks: Expand Parent Connect to the remaining high school sites.
Year 3 Activities and Benchmarks: Expand Parent Connect to the elementary schools.
Evaluation Instrument(s) and Data to be Collected: Periodic evaluation of Parent Connect information by site administrator. Teachers use Parent Connect to provide students and parents on-line access to grades, attendance and an assignment calendar. Teachers provide assignment calendar information at least one week in advance so students and parents are aware of assignments due the upcoming week. Teachers grade student work and post grades in their gradebook in a timely manner. Daily assignments should be graded and posted no later than two weeks from the date it is turned in, although some assignments, such as student essays, term papers, etc., make take longer.
Schedule for Evaluation: Periodic evaluation by site administrator; daily use by parents.
Objective Analysis and Modification Process: All teachers are responsible for maintaining their information in a timely manner for parent and student use. The data base technician is available to assist with any problems that arise.

Additional means of school to home communication are the ConnectED automatic phone dialer system and a regularly updated district Web site and individual school Web sites. Anyone can access staff e-mail addresses through the Web sites.

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

The district's director of special programs and site administrators will monitor the timeline and progress toward the benchmarks once each semester. He/she will monitor for the following:

- Use of technology to improve teaching and learning
- Teaching of technology and information literacy skills
- Equitable access to technology for all students
- Use of technology to improve student record keeping
- Use of technology to make teachers and administrators more accessible to parents
- Cyber citizenship and cyber safety curriculum.

He or she will collect all data from other responsible persons and will report to the district superintendent once a semester and to the district board of trustees once a year.

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and professional development needs

Yosemite Unified School District is a newly formed district and EdTech Profile information is not available for the new district. The following information is from the 2008 California School Technology Survey summarizing the current technology skills of the staff. During the duration of this plan, the district will conduct the EdTechProfile each year and add that information annually as an addendum to the plan. Figures shown are the percentage of teachers who utilize technology in each specific way. Thirteen schools were surveyed. 100% of all district and site administrators are proficient in all of these tasks.

Word Processing	Access Resources	Create Reports	Provide Demonstrations	Solve Problems	Research	Online Assessments
13 schools: 75-100%	8 of 13: 75-100% 5 of 13: 50-75%	10/13: 75- 100% 3/13: 50-75%	3/10: 75-100% 4/10: 50-75% 1/10: 25-50% 5/10: <25%	4/10: 75- 100% 1/10: 50- 75%; 3/10: 25- 50%; 5/10: <25%	12/13: 75- 100% 1/13: 50- 75%	11/13: 75- 100% 1/13: 50-75% 1/13: 25-50%

Professional development needs, as indicated in the CSTS were:

1. Select, access, and use technology to expand student learning opportunities, skills, and knowledge: 1 site needs a high level of assistance; 10 need a moderate level; and 2 do not need assistance.
2. Plan, implement, and use hardware to make use of the Internet for instructional purposes: 4 sites need a high level of assistance; 8 need a moderate level; and 1 does not need assistance.
3. Use technology-based applications to access and analyze student assessment to guide instructional plans and decisions: 5 sites need a high level of assistance; 7 need a moderate level; and 1 does not need assistance.
4. Identify and apply for state, federal, and/or private funding related to the access and/or use of technology: 7 sites need a high level of assistance; 3 need a moderate level; and 3 do not need assistance.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals (sections 3d through 3j).

Goal 1: Yosemite Unified School District staff will receive technology training appropriate for their classes and curriculum and they will learn to teach students the skills they need to meet their curricular goals.

Objective 1: Provide training for 100 percent of the district staff in the use of technology appropriate for their classes and curriculum, including those needs expressed in the California School Technology Survey in 2008. Train staff in cyber citizenship and cyber safety.

Year 1 Activities and Benchmarks: 70 percent of district staff will have received training in the use of technology appropriate for their classes and curriculum, and to meet their expressed needs.
Year 2 Activities and Benchmarks: 85 percent of district staff will have received training in the use of technology appropriate for their classes and curriculum, and to meet their expressed needs.
Year 3 Activities and Benchmarks: 100 percent of district staff will have received training in the use of technology appropriate for their classes and curriculum, and to meet their expressed needs.
Evaluation Instrument(s) and Data to be Collected: Teacher evaluation report; EdTechProfile survey; annual school technology survey conducted by district; sign-in sheets from staff development sessions; individual requests.
Schedule for Evaluation: Compare the year-to-year responses on the evaluation instruments collected by the district.
Objective Analysis and Modification Process: Classroom teachers request the programs; evaluation will take place at grade level meetings and/or site meetings; progress will be reported to site administrators; feedback will be given to teachers.

Objective 2: 100 percent of teachers will reach the preliminary level of technology proficiency; 90 percent will reach the professional level and 50 percent will reach mentor level
Year 1 Activities and Benchmarks: 75 percent of teachers will reach the preliminary level of technology proficiency; 70 percent will reach the professional level and 25 percent will reach mentor level.
Year 2 Activities and Benchmarks: 85 percent of teachers will reach the preliminary level of technology proficiency; 80 percent will reach the professional level and 35 percent will reach mentor level.
Year 3 Activities and Benchmarks: 100 percent of teachers will reach the preliminary level of technology proficiency; 90 percent will reach the professional level and 50 percent will reach mentor level.
Evaluation Instrument(s) and Data to be Collected: EdTechProfile survey
Schedule for Evaluation: Annual or upon expiration of their online survey results.
Objective Analysis and Modification Process: Site administrators will designate a teacher or administrator to conduct the EdTech Profile survey annually or as needed.

4c. 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.

The responsible persons will monitor the progress toward meeting the benchmarks and timeline once each semester. He/she will do this through written surveys and through meeting with the department chairs and the administrators.

Among the questions that will be asked are:

- whether all aspects of the professional development program were met and if not, why not;
- did the teachers and administrators feel supported after the initial training when questions or new situations arose;

- did teachers and administrators use what was taught;
- has the professional development program resulted in changes in instruction;
- if change has occurred, did it have a positive effect on student learning;

The status of the implementation of the Professional Development component will be reported to the district superintendent and to the board of trustees once a year. If the plan is not being implemented on target, the technology committee will discuss the situation and determine if the original plan was realistic. If it is determined that the plan is realistic, the parties who are not meeting their targets will meet with the administrators to determine what is wrong and how it can be remedied. A timeline will be established in which the plan will be implemented. If it is determined that the original plan was not realistic, or if there were unforeseen circumstances, the committee will discuss this and will revise the plan.

5. Infrastructure, Hardware, Technical Support, and Software

5a. 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.

Coarsegold Elementary School and Meadowbrook Community Day School (K-8)	
Hardware	76 computers; 19 printers; 7 digital cameras; 10 LCD projectors; 20 DVD burners; 1 document projector; 2 overhead projectors
Internet Access	All classrooms are connected to the Internet via a broadband connection; teachers have wireless access at Coarsegold Elementary and the teacher and students have wireless access at Meadowbrook.
Electronic Learning Resources	BrainPOP; TumbleBooks; Edusoft; BrainPOP Jr., Career Cruising; Accelerated Reader
Technical Support	Technology support is provided by a contracted vendor. Teachers assist each other with specific programs.

Rivergold Elementary School (K-8)	
Hardware	65 computers; 39 printers; 7 digital cameras; 5 video cameras; 5 LCD projectors; 12 DVD burners; 1 document projector; 3 smart boards.
Internet Access	All classrooms are connected to the Internet via a broadband connection; teachers have wireless access.
Electronic Learning Resources	BrainPOP; TumbleBooks; Edusoft; BrainPOP Jr., Career Cruising; Accelerated Reader
Technical Support	Technology support is provided by a contracted vendor. Teachers assist each other with specific programs. There is a student technology support class with approximately 20 students available to assist teachers and other students.

Yosemite High School (9-12)	
Hardware	307 computers; 77 printers; 12 scanners; 24 digital cameras; 21 video cameras; 8 AverKeys; 16 video editing boxes; 33 overhead projectors; 20 document projectors; 2 smart boards; 1 smart tablet
Internet Access	All computers are connected to the Internet via a broadband connection. Some teachers have wireless access.
Electronic Learning Resources	eLibrary; Britannica Online Service; Edusoft; Facts on File Reference Suite; Turnitin Plagiarism Prevention; Culturegrams Online; Questia High School with Achieve; World Book Online; Career Cruising
Technical Support	Technology support is provided by a contracted vendor. Teachers assist each other with specific programs. There is not a technology support program, but some students are able to assist in specific areas.

Alternative Education High Schools (9-12) Includes: Ahwahnee, Campbell, Evergreen, Foothill, Glacier, Mountain View, Raymond Granite, and Yosemite Falls (K-12) Total enrollment of all alternative schools – CBEDS 2008 = 262

Hardware	59 desktop computers; 42 laptop computers; 18 printers; 2 scanners; 2 digital cameras; 4 video cameras; 3 AverKeys; 3 video editing boxes; two overhead projectors
Internet Access	All computers are connected to the Internet via a broadband connection. Some sites have wireless access.
Electronic Learning Resources	These schools have access to the resources at Yosemite High School
Technical Support	Technology support is provided by a contracted vendor. Teachers assist each other with specific programs.

The district network is 100 mbps Cat 5 with 1 gbps fiber optic backbone. This is a new system that will be serviceable throughout the years of this plan and beyond. Currently, the district also has three T-1 lines for digital transmission services.

5b. 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.

Coarsegold Elementary School and Meadowbrook Community Day School (K-8)

Hardware	Upgrade/replace computers that are over four years old;
Internet Access	
Electronic Learning Resources	Software licenses and annual renewal of all electronic learning resources listed in 5a.
Technical Support	Annual fee for contracted technology support vendor.

Rivergold Elementary School (K-8)

Hardware	12 LCD projectors; 20 mobile laptops for classroom use; upgrade/replace computers that are over four years old
Internet Access	Wireless nodes to support mobile laptop use and staff training
Electronic Learning Resources	Software licenses and annual renewal of all electronic learning resources listed in 5a.
Technical Support	Annual fee for contracted technology support vendor.

Yosemite High School (9-12)

Hardware	Upgrade/replace computers that are over four years old;
Internet Access	
Electronic Learning Resources	Software licenses and annual renewal of all electronic learning resources listed in 5a.
Technical Support	Annual fee for contracted technology support vendor.

Alternative Education High Schools (9-12) Includes: Ahwahnee, Campbell, Evergreen, Foothill, Glacier, Mountain View, Raymond Granite, and Yosemite Falls (K-12) Total enrollment of all alternative schools – CBEDS 2008 = 262

Hardware	Upgrade/replace computers that are over four years old;
Internet Access	

Electronic Learning Resources	
Technical Support	Annual fee for contracted technology support vendor.

5c. Benchmarks and timeline for obtaining the needed hardware, infrastructure, learning resources and technical support

Goal 1: Provide all of the technology hardware and software needed for students and staff to meet the curriculum goals and professional development goals.
Objective 1: Upgrade/replace all computers over 4 years of age each year.
Year 1 Activities and Benchmarks: Replace or upgrade the computers in each school that are more than 4 years of age.
Year 2 Activities and Benchmarks: Replace or upgrade the computers in each school that are more than 4 years of age.
Year 3 Activities and Benchmarks: Replace or upgrade the computers in each school that are more than 4 years of age.
Evaluation Instrument(s) and Data to be Collected: Staff surveys for the California School Technology Survey each of the next three years listing the ages of computers; purchase orders indicating new computers ordered or older computers upgraded.
Schedule for Evaluation: Ongoing evaluation of purchase orders; technology survey in spring of each year.
Objective Analysis and Modification Process: Designated staff member will conduct the annual technology survey and will monitor computer purchases in cooperation with the business department and capital assets division.

Rivergold Elementary School			
Hardware/Software	When	Person Responsible	Current/Needed
LCD projectors	2009	Principal	5/12
Mobile laptops	2010	Principal	0/20
Replace old Desktop Computers	2009	Principal	61/37 replacements
Replace old Desktop Computers	2010	Principal	61/7 replacements
Replace old Desktop Computers	2011	Principal	61/6 replacements
Wireless nodes for laptops	2009	Principal	0/20
Site licenses	2009	District Office	3/3
Site licenses	2010	District Office	3/3
Site licenses	2011	District Office	3/3
Annual fee for technology support	2009	District Office	1/1
Annual fee for technology support	2010	District Office	1/1

Annual fee for technology support	2011	District Office	1/1
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Coarsegold Elementary School			
Hardware/Software	When	Person Responsible	Current/Needed
Replace old Desktop Computers	2009	Principal	84/22 replacements
Replace old Desktop Computers	2010	Principal	84/9 replacements
Replace old Desktop Computers	2011	Principal	84/30 replacements
Site licenses	2009	District Office	3/3
Site licenses	2010	District Office	3/3
Site licenses	2011	District Office	3/3
Annual fee for technology support	2009	District Office	1/1
Annual fee for technology support	2010	District Office	1/1
Annual fee for technology support	2011	District Office	1/1

Yosemite High School			
Hardware/Software	When	Person Responsible	Current/Needed
Replace old Desktop Computers	2009	Principal	307/149 replacements
Replace old Desktop Computers	2010	Principal	307/43 replacements
Replace old Desktop Computers	2011	Principal	307/41 replacements
Site licenses	2009	District Office	3/3
Site licenses	2010	District Office	3/3
Site licenses	2011	District Office	3/3
Annual fee for technology support	2009	District Office	1/1
Annual fee for technology support	2010	District Office	1/1
Annual fee for technology support	2011	District Office	1/1

Alternative high schools			
Hardware/Software	When	Person Responsible	Current/Needed
Replace old Desktop Computers	2009	Principal	59/17 replacements
Replace old Desktop Computers	2010	Principal	59/38 replacements
Replace old Desktop Computers	2011	Principal	59/16 replacements
Annual fee for technology support	2009	District Office	1/1
Annual fee for technology support	2010	District Office	1/1
Annual fee for technology support	2011	District Office	1/1

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

Site principals will be responsible for monitoring their site’s needs and acquisition of hardware and software as listed in this plan. They will coordinate with the district office and the business office to be sure site licenses are renewed as required and that the contract for the technology support vendor is in place and current. Site principals may, as needed, request special items and, if there are funds available, the Technology Use Plan will be amended to allow for these items. Any items not listed in this plan must be approved by the technology committee, district superintendent and the business office prior to being added to the plan. Budgetary constraints at this time preclude the inclusion of extensive new hardware and software. It is the district’s goal to keep what we currently have in good operating condition to meet the plan’s requirements and the needs of the students and staff.

6. Funding and Budget

6a. List of established and potential funding sources.

- District general fund
- Microsoft Settlement
- Title I
- Title II
- SIP
- EETT
- E-rate
- Miscellaneous grants as available
- Community donations (such as PTA)
- Site budgets
- Professional Development Block Grant
- Other categorical funds

6b. Estimate annual implementation costs for the term of the plan. (3-5 years)

Budget Code	Year 1	Year 2	Year 3	Justification for Expenses
1000 Certificated employees				
2000 Classified employees				
3000 Employee Benefits				
4000 Materials & Supplies				
5000 Other Services & Operating Expenses	\$58,500 \$33,562	\$58,500 \$33,562	\$58,500 \$33,562	Annual contract for technology support services Annual site licenses for items listed in 5a
6000 Equipment	\$40,000	\$40,000	\$40,000	Annual site budgets for computer upgrades and replacements
Total	\$132,062	\$132,062	\$132,062	

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

The district makes every effort to replace or upgrade computers that are over four years old. Any hardware that is usable is recycled to appropriate sites and usages with an effort to put the newest technology in the classrooms. Equipment that is no longer usable is disposed of as surplus, with board approval. Site principals are responsible for keeping track of the computers that need to be replaced. Information is available each year through the school technology survey. The contracted vendor also makes recommendations.

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

Site principals are responsible for monitoring their respective ed tech funding and implementation costs. They will only approve items that are allowed through this plan and that meet their budget guidelines, or they will work through the process of amending the plan. The business office will monitor purchase orders to be sure the items are within the budget. The district’s director of special programs monitors new funding opportunities and shares that information with staff. Budgets will be adjusted as necessary through a collaborative process including the technology committee, site administrator, district superintendent, and business office.

7. Monitoring and Evaluation

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

One person will be responsible for monitoring and evaluating the entire technology plan. He or she will create an evaluation instrument that will be used on an annual basis to evaluate the progress of the plan.

A number of data collection methods will be used. These will include: Surveys of teachers, students and administrators regarding use of technology in the classroom; interviews with department chairmen and teachers in the alternative education schools; interviews with administrators; discussions in the technology committee meetings; interviews with technology mentor teachers. This data will be collected in April and May of each year and year-to-year comparisons will be made to determine growth and increased usage. Staff will also participate in the EDTECHPROFILE survey annually to help determine their needs for staff development and to evaluate success.

Part of the survey will deal with equity and access issues. Anyone who has a concern about either of these will be given an opportunity to include that information on their survey and to request a follow-up interview.

A goal is that department chairmen and administrators will evaluate 100 percent of current course offerings for possible revision or expansion of curriculum to focus on student technology skills through the life of this plan with the 100 percent benchmark reached in 2012. This review will take place once a year and will take place along with a review of California Academic Standards.

Determine how to evaluate the impact of technology on student learning.

Success will be measured by comparing standardized test scores from year-to-year; by the level of technology use in Senior Projects; by the number of students who pass the technology proficiency required for graduation by the beginning of their sophomore year; by comparing year-to-year data from the High School Exit Exam; by the number of students enrolling in specialized computer classes; and by the number of students who choose technology as their field of study or their career when they graduate. This data will be collected through assistance from counselors, computer laboratory instructors and test score evaluation. Since this is the same data used for measuring success in the district's comprehensive local improvement plan, the data will be shared.

Special surveys will be administered to the teachers and students in the Title I program, alternative education schools, students in the severely emotionally disturbed class and students in the resource program. Students in the Advanced Placement classes and International Baccalaureate program will also be surveyed to determine how they are utilizing technology in their advanced programs.

Students enrolled in the specialized technology courses in the district will be evaluated separate from the other students. The district is required to evaluate many of these students for the grants that support the programs. Other than these students, everyone has equal access to technology with a computer in every classroom and labs available to everyone, including the lab in the YHS library that is open until 5:30 p.m. four days a week.

Teachers and site administrators worked together to compose the technology proficiency test that is used for a graduation requirement. The district board of trustees adopted this process. Teachers in each department determine the competencies needed by students in that subject area. The site administrator approves these competencies.

The district works closely with CTAP. Staff members attend workshops offered at the regional headquarters and consult the CTAP representative in the county office of education. Many of the district's staff members enroll in technology programs offered at the two nearby universities – California State University at Fresno and Fresno Pacific University. Some staff members also enroll in classes at the Oakhurst Center of the State Center Community College District and attend classes offered through the district's adult education program. They bring suggestions and examples from these classes back to share with the rest of the staff.

Research and monitoring and evaluation tools are provided at little or no cost to the school district.

Staff has attended CTAP workshops to assist with writing this plan and will continue to communicate with CTAP representatives as the plan progresses. The district has not specifically contacted institutions of higher education regarding the technology program, however, the district hired a Fresno State professor to train the teachers in the math department on Mathematica software. The independent contractor who assists the district with technology will assist with the evaluation and monitoring. He has assisted in writing portions of the plan and is always available to help as needed.

The district will make contacts in the community as needs arise for professional development. There are businesses in the area that would be able to assist and the district will seek that assistance. The main need will be for people to do training sessions for staff in specific programs.

The person who will be monitoring and evaluating this plan will consult the CTAP representative as needed throughout the process.

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

The director of special programs will evaluate the plan implementation on an annual basis. The effect of the plan on teaching and learning will be evaluated by site administrators, counselors and department chairs.

In April and May of each year, the evaluator will distribute questionnaires and/or surveys to teachers, administrators and students (random sampling of students) that will be used to evaluate the plan's implementation district wide. This information will be compiled and analyzed to determine the effect of the plan.

Members of the technology committee, that includes teachers, classified employees and site administrators, will approve the entire technology plan, including the evaluation component. They will have the opportunity to make suggestions and changes to the evaluation instrument.

The surveys will allow everyone to offer suggestions and opinions about the technology program and about the evaluation process. This is a small district where all staff members know each other and people will know who is monitoring the plan. Those who have suggestions and opinions could easily contact that person to have a discussion.

The evaluation results will be presented annually to the superintendent, to the management team and the school board. The results will be discussed fully at the annual management retreat and any necessary changes will be considered at that time. The results will be reported in August or September.

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

The status of the implementation plan will be reported to the superintendent, management team, board of trustees, stakeholders and the public (through newspaper articles and school newspaper) once a year. The report will be made in August or September, allowing the previous spring's test results to be evaluated and included.

After the evaluation is completed, the management team and the technology committee will consider any changes that may be necessary. This plan is a document that can be changed as the district's needs and situation changes. It is not intended as a plan that will remain unchanged for three years, but rather as one that will guide the district as it moves through the next three years and faces the challenges presented by the state's economic condition.

The strategies that work well will be shared with feeder schools during articulation meetings and meetings of the Vertical Teams.

Communication with the public is accomplished through stories in the local weekly newspaper, the district's newspaper, and the YHS student newspaper. The EAST program and the videography program have generated a lot of positive publicity for the school, including coverage by a television station out of Fresno as well as numerous local newspaper stories. All stories that appear in the local newspaper are also posted on the district web site, along with a lot of examples of student work. The district employs a person whose job responsibilities include public relations and the publication of a bi-monthly district newspaper that is circulated in the local newspaper as well as the local shopper, thus going into every home in the district.

8. Collaborative Strategies with Adult Literacy Providers

8a. Description of how the program will be developed in collaboration with those providers.

Yosemite Unified School District is located in a small, rural area that does not, to our knowledge, have any designated adult literacy providers within the district boundaries. The nearest services would be in Madera or Fresno which are each about 50 miles away.

Adults are eligible to enroll in courses at the Oakhurst Center of the State Center Community College District but this is not a designated adult literacy program. YUSD offers adult education classes, many of which are technology classes and others are enrichment-type classes. None are adult literacy. YUSD does offer an adult education program that is designed to lead to a high school diploma or to prepare students for the GED.

The district will continue to work closely with State Center Community College District to assess and to determine the needs of the adults in the community and will continue to offer its adult education program.

District administrators are active in the community and would learn of any adult literacy program that would be made available. Should they become aware of such a program, they would contact the provider and offer assistance and collaboration to meet the needs of the students. Possible assistance could be provided in the areas of sharing facilities, sharing ideas of curriculum integration, pursuing funding sources together, offering technology professional development opportunities, and/or providing online access.

9. Effective, Researched-Based Methods and Strategies

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

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century.

<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.

District specific analysis of how the research will be used: Consistent with this research, the YUSD 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, the YUSD will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students, including students in special populations.

WestEd Regional Technology in Education Consortium (June, 2003). The learning return on our educational technology investment. <http://www.wested.org/cs/wew/view/rs/619>

This report seeks to answer the question “what do we need to do to maximize the return on our technology investment?” It offers suggestions related to issues such as professional development, access to technology, and long term planning.

District specific analysis of how the research will be used: These issues are addressed within the development of our district technology plan, and we have considered the ten lessons from this research that address the conditions under which technology has the most benefits for students.

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, 2003, online

http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. We defined professional engagement as a teacher taking effort to affect the teaching that occurs in classrooms other than his or her own. We measured professional engagement by:

- the frequency that a teacher had informal substantive communications with other teachers at their school,
- the frequency and breadth of professional interactions with teachers at other schools, and

- the breadth of involvement in specific peer leadership activities-mentoring, workshop and conference presentations, and teaching courses and writing in publications for educators.

District specific analysis of how the research will be used: The Education Technology Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend sessions each semester that cover basic-to-advance use of technology; and (3) 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.

District specific analysis of how the research will be used: As noted in our plan, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the 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. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information.

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

Through a variety of technology classes, the district supplements its rigorous academic program. These courses are offered through the career technical education/ROP program as well as the International Baccalaureate program. They are available to resource students and GATE students alike. Technology is available to all students, K-12, and they are required to be technologically proficient before they can graduate.

To this end, the district offers basic technology courses to high school students who have not passed the technology proficiency requirement. From these most basic courses, the district moves on to the highly technical courses that integrate technology with the core curriculum concepts. High school students have the opportunity to complete advanced community service

projects through the various technology courses that include: Environmental and Spatial Technology, digital media, IB Film, and ROP multi-media. Students use technology on a daily basis in the journalism and yearbook classes.

The district has licenses for a number of on-line educational services that are mentioned earlier in this plan. These resources can be accessed at the library, in the classroom, and from the student's home via the Internet. The district's Web site hosts a library page that gives students access to many resources at any time from any computer.

Technology is utilized for remediation for those students who have not passed the California High School Exit Exam or who are scoring below proficient on the California Standards Test, and it is used for enrichment in the IB and ROP classes. It is used on a regular basis in most classes, whether it be agriculture, history, mathematics, science, English, CTE classes, IB or Honors classes. The required Senior Project has a technology component that must be met no matter what the student has chosen as a project.

At this time, the district does not offer a distance learning program. If that option were to become available in the future, it would be considered.

Staff members attend technology seminars/classes offered through CTAP, the Madera County Office of Education, and through nearby colleges. Trainers are brought on-site for staff development on an as-needed basis.

The district plans to continue, and expand, the use of technology across all grades and across the curriculum. In keeping with the district vision that students "acquire, process, and utilize information using appropriate technology and other resources," YUSD will keep technology as a priority even in the tight fiscal environment that exists as this plan is written.

In keeping with the research that shows that "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," (Sandholtz, J.H., Ringstaff, C., and Dwyer, D.C., 1997 Teaching with Technology) YUSD continues to integrate technology into all curricular areas and into the student's daily work. Today, the computer is what the pencil and paper used to be – an essential part of any student's education, and YUSD is committed to making that access an integral part of education, K-12, in all areas of study.

Appendix C – Criteria for EETT Funded 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 the EETT Technology Plan Requirement (Appendix D).
- 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
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	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, and 12 (Appendix D).	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.	4	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.	5	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 that are supported by this tech plan.	7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	11	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	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, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to	12	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

succeed in the classroom and the workplace.			
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<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>13</p>	<p>The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).</p>	<p>The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>13</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>14</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an</p>	<p>15</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual</p>	<p>The plan suggests how technology will be used, but is not specific enough</p>

implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	16	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	17	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	18	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	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, measurable objectives, annual benchmarks, and an implementation plan for providing professional	18	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have

<p>development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</p>		<p>administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>19</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>21</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications</p>	<p>22</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real</p>

<p>infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>		<p>infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.</p>	<p>relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.</p>	<p>23</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>25</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. List established and potential funding sources.</p>	<p>25</p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>b. Estimate annual implementation costs for the term of the plan.</p>	<p>26</p>	<p>Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and</p>	<p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p>

		electronic learning resource needs identified in the plan.	
c. Describe the district's replacement policy for obsolete equipment.	26	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.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	26	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	27	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	28	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. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	29	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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<p>ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>			
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>30</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

<p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</p>	<p>31</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>32</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>

		distances or insufficient resources).	
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