

Technology Plan



Washington Unified

July 1, 2011 - June 30, 2014

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Background and Demographic Profile

The Washington Unified School District serves an ethnically diverse and growing population of 7,166 students, with a staff of 419 certificated and 309 classified employees. The district currently operates eight elementary schools (one K-2 school, one K-5 school, and six K-8 schools), a comprehensive high school, an independent study program, and an alternative program.

In addition to a quality K-12 educational program, the district offers a variety of additional educational opportunities to meet the needs of the student population, including preschool programs, English as a second language/bilingual education, special education, a GATE program, vocal and instrumental music, an AVID program, an opportunity program, adult education, and independent study.

The diverse student population is 39% Hispanic, 36% Caucasian, 11% Asian, 7% African-American, 3% Filipino, 2% Native American, and 1% Pacific Islander. 67% of students qualify for free and reduced price lunch. The district's API is 741.

The Washington Unified School District serves the city of West Sacramento. The city covers a 23-square mile area in eastern Yolo County, along the west bank of the Sacramento River, just south of where it meets the American River.

1. Plan Duration

This plan will help guide the Washington Unified School District in its educational technology decision making for three years, **July 1, 2011 - June 30, 2014** .

The three year term is specific, to properly address the following:

- a) Federal E-Rate program eligibility.
- b) The highly volatile and dynamic financial environment of the economy and our state educational budget.
- c) The rate of technological change has and will continue to be at a feverish pace. The next three years, perhaps more than any period in California K-12 education, has the potential to see significant and exponential changes in the applications, and effective uses of instructional technologies.

2. Stakeholders

A mixture of management, administrative, certificated, and classified staff took part in composing the following plan. Once drafted the plan was initially reviewed by site administrators and district leadership. Copies will be sent to all school sites for further review and comment by staff and/or parents. The district technology team will oversee the ongoing implementation of this plan.

Stakeholders	Position	Developmental Role	Implementation Role
Community	Parents	Feedback and community based suggestions	Continued feedback through meetings and surveys
Students	Multiple grade levels	Feedback via survey and data	Continued data and survey responses
Local Educational Services	CTAP region 3/SCOE	Feedback and training support	Continued feedback and training support
District Educational Services	Assistant Superintendent of Educational Services & Coordinator of BTSA and Assessment	Planning & Coordinating curriculum goals and professional development	Continued planning and coordination as well as monitoring and evaluation
WUSD Technology Department	Director of Information Technology	Planning & Coordinating	Purchasing, advising, and maintaining software and hardware needs

WUSD Administration	Assistant Superintendent of Business, Director of Fiscal Services, site Administration	Advising and Input for budget component	Continued advice and input as well as monitoring and evaluating student achievement and purchasing
Classified Staff	Computer Lab Specialists	Providing information, input on site technical needs, professional development, and student use of technology	Continued input and evaluation of Technology Plan
Certificated Staff	Teachers	Providing information, input on site needs, professional development, and student achievement	Continued input and evaluation of Technology Plan

3. Curriculum

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

Teacher Access

All teachers have a computer. At some schools, teacher computers are very old, and take a long time to boot up, and are not capable of running newer software. Please see the replacement plan for details related to this area.

Teacher computers are loaded with the Microsoft Office suite. Some teachers have additional software requirements, and those programs are loaded on their computers. Project Lead the Way engineering teachers have a high end laptop that runs drafting software.

Each classroom where use would be appropriate is equipped with an LCD projector and ELMO document camera. All teachers have multimedia capability to project DVDs, and all classrooms are connected to the network and Internet. At this time, LCD projectors are only ceiling mounted at some schools, with most teachers placing the LCD projector on a cart.

All math classrooms at the comprehensive high school are equipped with Smartboards. There are a few Smartboards in K-8 schools and at the continuation school.

Student Access

At most schools, labs have been updated and meet instructional needs. There are still a few labs where the replacement or upgrade process is in progress. Please see the replacement plan for details.

All K-8 schools have a middle grades computer lab with at least 32 computers. These computers are less than three years old, and are loaded with Photoshop and AutoCAD Inventor in addition to Microsoft Office. All elementary schools have a drop in lab for students in grades K-5. Stonegate is an exception. Because the facility lacks space for this lab, we are piloting the use of a cart with a wireless access point that contains 20 Netbooks. Teachers are using these Netbooks to find out to what degree mobile technology can replace a drop in lab. In addition to Microsoft Office, student computers may also be loaded with additional software.

All schools have intervention labs. These intervention labs have up to 15 computers that are less than two years old. READ 180, System 44, Imagine Learning English, and ALEKS are examples of programs used in these labs. Some intervention labs are drop in facilities used by teachers during differentiated instruction. Others are in the classrooms of reading and ELD intervention specialists.

Students with disabilities are provided with technology to meet their individual needs. This includes computers in special education classrooms as well as a variety of assistive technology as specified in the students' IEPs.

Student to computer ratios are very low in alternative education because technology is a primary method of delivering instruction in these programs. In the Evergreen Elementary program for children in grades 4-6 with serious behavior issues, there is one computer per student. There is a pod of computers in the Independent Study program to ensure that all students have full access to an internet connected computer during any hours the program is open, usually 7:30 a.m. to 4:00 p.m. Students frequently drop in to use these computers outside of their scheduled learning program times.

In December of 2008, we surveyed our students to find out about access at home. We found a relationship between poverty and computer access at home. At our school with the lowest free/reduced price lunch rate (40%), 95% of students reported a computer at home, and 85% reported an internet connected computer at home. At our school with the highest free/reduced price lunch rate (93%), 56% of students had a computer at home, and 38% had an internet connected computer at home. About a third of students without internet connected computers at home reported accessing the internet from the homes of friends and family.

At Yolo High School and Evergreen Opportunity, which are located on the same campus and share some technology, the student computer ratio is 2:1. A lab of high end computers was added so that the school could begin offering some career technical education courses such as Dreamweaver Web Design and Photoshop. Also, in addition to the technology-based intervention curriculum used across the district, the school is implementing Expert 21, which is a high interest reading program that bridges the gap between READ 180 and the core Holt curriculum.

River City High School is our comprehensive high school. The facility was completed less than two years ago and the computers were purchased at that time. They are new and meet the learning needs. There are 1870 students at the school, and there are 478 computers, making the ratio about 4:1. River City has a drop in lab inside their library. Music has a lab with 40 computers with Yamaha digital piano keyboards attached, and Finale (score writing) and Reason (music production) software. Art has a large Photoshop lab. Math has a drop in lab in their building. Each science classroom is equipped with 16 computers, with a computer for each pair of students at a lab table. These computers run both standard software and PASCO probeware.

The school has a television studio with an adjacent lab filled with workstations for non-linear video editing. These computers are loaded with Adobe Premiere and other video editing and enhancement software. In addition, we leverage the horsepower of these workstations in engineering with students using AutoCAD and Inventor in the lab later in the day after the video production students have finished. There is an adjacent lab that is used by journalism and yearbook as well as for some computer applications classrooms. In addition, the engineering rooms have a set of laptops to use to program robots through Bluetooth connections.

We have additional technology for students to use including digital cameras, PASCO probeware and SPARK units, video cameras, robot kits, etc. This technology is allocated to meet program needs.

Access

Students currently have adequate access to technology during the school day. However as software is improving and the demand is increasing we are having explore wireless solutions. In courses where students are primarily using technology, there is one computer per student and labs have a few extras so in case one is not working the students have an alternative for use. Students store their files on a server so they can access them from any computer on campus.

After school access varies. After school programs use drop-in computer labs as part of the academic enrichment portion of the program. All schools offer after school tutoring, usually three days per week, and computer labs are used for this instruction if students need to access programs such as ALEKS for math. At the comprehensive high school, two technicians keep the library open from 7:30 a.m. to 4:30 p.m. which provides easy daily access for any student.

Because we serve a community where 67% of students are eligible for free/reduced price lunch, parent access is also important. Each school has at least two computers located where parents can easily access them, often in the reception area or parent center.

The community recently built a new library that has 30 computers for additional public use, and our students take advantage of this. The Colling's Teen Center has computers for student use. In addition, we have a partnership with a local community-based organization called Computers4Kids. This group receives corporate and government donations of computers that are less than four years old, refurbishes them, loads licensed software, and then donates the computers to families in need that have been identified by school staff. Computers4Kids is working with the City of West Sacramento to apply for grants to provide free wireless access in the north part of town where the poverty rate is high. We do have a digital divide and believe it is important for all students to have access outside the school day. As we plan for technology, we need to be cognizant of this digital divide, and develop plans that include equity of access.

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

Current Use

The following information focuses on software use. Where software is being used it is running on appropriate hardware. The use of specialized hardware is included below where appropriate. Please note that one of the objectives in this plan is to develop a clear scope and sequence for technology use and that the usage below is typical, but there may be some exceptions.

Technology for Effective Classroom Instruction

All classrooms are equipped with teacher computers which are connected to the Internet, ELMO document cameras, and to LCD projectors. High school math classrooms are equipped with Smartboards. All high school math classrooms and K-8 Algebra 1 classrooms are equipped with class sets of TI-Nspire graphing calculators which also act as a student response system. High school science labs have 16 computers with PASCO probeware. Teachers have the ability to project ELMO document camera images, DVDs, and images and media from computers. Specialized programs such as music and engineering have computers and peripheral equipment as described elsewhere in this plan.

All teacher and student computers have Microsoft Explorer, Word, Excel, and PowerPoint. Teachers and students use these tools to create document and presentations. Students in 4th and 5th grade use PowerPoint to make presentations twice a year. Students in 4th grade and above use Word to create documents multiple times in a year. Students use Explorer to find Internet resources when writing research papers. Use ranges from once a year in 4th and 5th grades to several times a year (depending on class schedule) for high school students.

Schools subscribe to Discovery Education (formerly United Streaming Video) for access to videos and video clips to illustrate concepts. Use averages once a week at most grades and in most subject areas.

Technology for School Management

The River City High School has security cameras, and by June, 2011, security cameras will be installed at the Yolo High School. The district and all schools use Aeries to manage student information and DataDirector to provide additional assessment information. E-mail is used for communication, both inside the organization and with parents and community members. HomeLink, part of Aeries, provides parents with real time attendance, transcript, and grade information. ParentLink, an auto-dialer, provides both routine and emergency messaging capability for all district schools. In addition, ParentLink's survey function allows for some two-way communication.

The district and all schools maintain websites to provide information. Most schools have VoIP telephone systems, and there are plans to extend that functionality to all schools. Teachers, administrators, and staff have voicemail.

The high school uses BlueBear to manage ASB funds. The district and sites access the COE's QSS system for financial recordkeeping and position control. In addition, clerical staff and

administrators use MS Excel and other technology to administer the school district and to track and analyze budgets.

Library Media Centers and Computer Labs

KidZone and Club West, our elementary and middle grades after school programs use computer labs on a daily basis. Students check their grades on HomeLink. They use Microsoft Word to write reports and Explorer for research. Students use PowerPoint to create presentations. Classes visit library media centers to use computers an average of once a week, but usage varies and may be lower during some units and more frequent in others.

Reading

READ 180

STAR data (2010) shows that only 49.1% of district students score Proficient/Advanced in English Language Arts. Both STAR and our district benchmarks show that there is a group of students who perform two or more years below grade level in reading. We have used DataDirector to identify these students, and students in grades 4-12 needing support have been placed in reading intervention programs. We are using READ 180, which has a significant technology component. A READ 180 lesson begins and ends with whole group instruction. In the middle of the lesson, students participate in three rotations. One is small group direct instruction led by the teacher. Another is modeled and independent reading which uses CD audiobooks and CD players. The third is individualized software that provides intensive skills practice. Students read and hear auditory input and respond both verbally and through the keyboard and mouse. READ 180 is used on a daily basis by students enrolled in the program.

System 44

To support our younger children needing help with phonics we use System 44. System 44 is a foundational reading and phonics program designed for students who need intensive help with phonics. System 44 helps students learn the 44 sounds and 26 letters found in English. There is a screening and placement assessment. Students then work on age-appropriate adaptive software that provides them with appropriate lessons. Use is on a daily basis.

Reading Counts/Accelerated Reader

Students in grades 1-8 use Reading Counts or Accelerated Reader, with schools having one or the other. A computer-based assessment gives them a Lexile level, and they select books at that level to read. When they complete a book, they take a computer-based comprehension quiz and the results data goes to the teacher. Frequency of use averages once a week.

English

Word and PowerPoint

Students in middle grades and high school English classes use Word and PowerPoint to write essays and research papers and to make presentations. Students receive instruction on plagiarism

and ethical use of technology. They learn how to cite the work of others. At the comprehensive high school, there is a large computer lab adjacent to the Library Media Center, which is located in the English building. Classes frequently go to the lab to revise papers, do research, and create presentations. Use averages once a week.

English Language Development

Imagine Learning English

We are leveraging the multimedia capacity of computers to provide our young (K-5) English learners who score beginning or early intermediate on the CELDT with supplemental English instruction. We have 245 students in grades K-5 who score CELDT 1 or 2 and are using Imagine Learning English, a highly motivating and attractive online program, to provide them with additional English instruction during the school day and after school. Students take an adaptive assessment online and then receive individualized instruction through hundreds of engaging activities specifically designed to meet their individual needs. Identified students use Imagine Learning English is used between 50 and 180 minutes each week.

Mathematics

Harcourt and Holt Technology Tools

Teachers use the technology tools available with our core Harcourt and Holt math programs to improve student learning. There are online components and teaching tools such as MS PowerPoint presentations. Holt provides access to videos of a teacher who explains the daily lesson. Teachers use PowerPoint on a daily basis, and the other tools as needed. In some units, there are multiple online tools, such as e-manipulatives, that enhance learning and the tools are used on a daily basis. For other units, tools are used less frequently.

Destination Math

Students in grades 2-8 (Algebra 1) have access to Destination Math. Teachers can assign lessons and students can do the lessons at school or at home. Destination Math includes sequenced, prescriptive step-by-step instruction in math concepts and skills aligned to California standards. The program helps students develop fluency in math reasoning, conceptual understanding, and problem solving skills. The district website provides families with tips for using Destination Math and schools offer parent workshops. Students using Destination Math spend between 60 and 120 minutes per week on the program.

ALEKS QuickTables

A lack of fluency in math facts prevents some students from being able to solve problems. We are currently piloting QuickTables with some students to see how this research-based adaptive program helps struggling students. There is a placement assessment plus ongoing assessment. Student progress is tracked visually which is motivating to students. Students are presented with new facts to learn along with practice. The program will also generate custom worksheets for individual practice. Students use QuickTables twice a week.

ALEKS

We applied for and received an ARRA EETT grant to pilot the use of ALEKS with high school math students. The grant is being used for teacher training in implementing technology to improve student learning in mathematics. Through the grant, we have provided ALEKS licenses for all high school students in the district enrolled in Pre-Algebra/Algebra Readiness, Algebra 1, or Geometry, and all students needing support to prepare for the math CAHSEE. Although we are just beginning this effort, initial results are promising with alternative education students reporting enthusiasm and success. Most ALEKS students use the program daily. Some students use the program twice a week when their class goes to the computer lab.

Technology Tools for High School Math: TI-Navigators, Smartboards, and Geometer's Sketchpad

In addition to training in ALEKS, the ARRA EETT grant has allowed us to offer each high school math teacher 30 hours of professional development in the implementation of ALEKS and the use of additional technology tools, including Smartboards, TI-Navigator systems, and Geometer's Sketchpad to improve student learning. Teachers will also receive additional training in the use of DataDirector to disaggregate benchmark assessment results to identify learning gaps and to plan instruction to close those gaps. We also have one shared TI-Navigator system at each K-8 school, primarily for use in Algebra 1. Some middle grades math classrooms have Smartboards. Smartboards are used daily in most classrooms. TI-Navigator systems are used almost daily in higher math classes, and several times per year in Algebra 1 classes.

Science

PASCO Probeware

Each science classroom at the comprehensive high school is equipped with 16 computers and PASCO probeware boxes. Students can measure temperature, pH, speed, acceleration, force, light, sound, and other lab phenomena with probeware. A graph of the data is shown on the computer and the graph can be pasted into lab reports. High school students use PASCO Probeware an average of six to eight times during a term.

SPARK Science Learning System

Each K-8 school has a set of SPARK units for use in middle grades science classes. These units are all-in-one mobile devices that students can use with sensors to measure temperature, force, and other lab phenomena. The data, including both data tables and graphs, can be exported to computers. Teachers are still in the process of learning to use these tools and incorporate them into their daily lessons.

Video Microscope Cameras

High school science classes have access to video cameras that attach to a microscope to enable the projection of microscope images. These units are used only during units with intensive microscope work.

Social Studies

Multimedia, Images, and PowerPoint

Social Studies teachers use multimedia, digital images, and PowerPoint to provide a rich, visual experience for students learning social studies. In grades 6-8, students use Word and Publisher to create brochures. In high school, students use technology to write research papers and develop presentations. The Mock Trial team makes extensive use of technology for legal research.

Social studies classes also use Discovery Education videos to make concepts come alive for students. In addition, classes use online collections of materials, such as the American Memory collection at the Library of Congress, to access primary sources.

Teachers use technology daily to present lessons. Student use averages once a week.

Career Technical Education and the Arts

Although the primary purpose of Career Technical Education goes beyond core academic instruction, it is an important strategy to build motivation and to allow students to apply their core academic skills in world situations. The district offers the Project Lead the Way program, with Gateway to Technology (AutoCAD Inventor) in middle grades; Introduction to Engineering Design, Principles of Engineering, and Digital Electronics in high school (AutoCAD Inventor and AutoCAD); and Biomedical Sciences, also in high school. These courses use technology extensively. We are piloting some C/C++ curriculum developed at UC Davis in middle grades and high school. The curriculum uses a flavor of C/C++ called CHide, developed by Dr. Harry Cheng in the Engineering Department. CHide has advantages over other C/C++ software because a separate compiler is not needed, making programming easier for beginners. Middle grades students use LEGO NXT Mindstorm robotics kits for an introduction to programming using Robot C. CTE students use technology on a daily basis.

Technology is used extensively in multimedia and publications courses. The comprehensive high school has a television studio with an adjacent lab with the Adobe software suite, including Premiere. Photography students in middle grades and high school learn Photoshop. Use is on a daily basis.

Our high school music program has entered the 21st century with a MIDI lab with Propellerhead's Reason and Finale. Students can play music, and Finale will write the score. Reason allows students to mix multiple tracks and to produce music. Elementary schools have Yamaha MIE networked digital piano labs. Students in 4th and 5th grade have music lessons in these labs once or twice a week, and middle grades students can select piano lab as an elective course that meets on alternating days.

Special Education

Students use interactive CDs for reading support, with frequency of use depending on individual student need. Students are enrolled in READ 180 and System 44, and use the computer portions of those programs on a daily basis. Students use websites such as BrainPop to teach or reinforce a learning objective. Students with significant cognitive disabilities use EdMark, which has a

direct instruction component and a computer component for practice in reading high frequency words. EdMark students use the program on a daily basis. Visually impaired students have access to readers and large screens. Students with motor impairments have laptops for writing.

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

The district's curricular goals are detailed in the district's LEA Plan. Each school's Single Plan for Student Achievement is aligned to the LEA Plan.

During the planning process, we analyzed STAR, CELDT, CAHSEE, AP, and SAT results; graduation data; and the results of district benchmark assessments to determine areas where we needed to make changes to improve student learning results. There were several areas where research showed technology could be helpful in these efforts and those are summarized below. Some of these initiatives are fully implemented and some of them are in progress, having just started this year. Teachers involved receive training to support their efforts.

Washington Unified School District's Curricular Goals for 2011-2014

All students will be proficient or advanced in English Language Arts.

Metrics: California Standards Tests (CSTs) with Reading LIONS and Holt benchmark assessments used to track progress toward the goal.

Target: Increase the percentage of students scoring proficient or advanced on CSTs by 11.0% per year.

All students will be proficient or advanced in Math.

Metrics: California Standards Tests (CSTs) with Houghton Mifflin and Holt benchmark assessments used to track progress toward the goal.

Target: Increase the percentage of students scoring proficient or advanced on CSTs by 10.8% per year.

All English learners will become fully English proficient within five years of enrolling in U.S. schools, and will move up one level on the CELDT each year.

Metrics: CELDT, with a district-developed ELD assessment used to track progress toward the goal.

Target: Increase the percentage of students meeting these standards by 10% each year.

All students will graduate by the end of their 12th grade year.

Metrics: State graduation rate data.

Target: 100% of students graduate.

- 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.

The goals below describe how technology will be used to improve student learning results. The goals focus on improving student learning results in English Language Arts and math. The use of technology to improve learning results in other subject areas is described elsewhere in this plan. In addition, there are goals for decreasing the dropout rate through credit recovery and providing CAHSEE preparation support for students.

The needs of underperforming subgroups are not specifically called out in these goals and objectives, because an analysis of CST, benchmark, CAHSEE, CELDT, and course grades indicates that our underperforming subgroups need support primarily in reading, math, passing the CAHSEE, and credit recovery.

Goal 3d.1: Technology will be used to improve teaching, learning, and student assessment results in English Language Arts.

Objective 3d.1.1: By June, 2014, the percentage of students scoring proficient or advanced on the English Language Arts CST will increase by 32.4% overall for each subgroup and at each grade level.

Benchmarks:

- Year 1: By June, 2012, the percentage of students scoring proficient or advanced on the English Language Arts CST will increase by 10.8% overall for each subgroup and at each grade level.
- Year 2: By June, 2013, the percentage of students scoring proficient or advanced on the English Language Arts CST will increase by 21.6% overall for each subgroup and at each grade level.
- Year 3: By June, 2014, the percentage of students scoring proficient or advanced on the English Language Arts CST will increase by 32.4% overall for each subgroup and at each grade level.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Plan and implement district writing benchmarks.	Rollout in Fall, 2011. Administration during the school year in 2011-12, 2012-13, and 2013-14, ongoing.	Writing Leadership Team.	Assistant Superintendent, Educational Services.	Rubric results from initial administration; ongoing results as measured by rubrics.
Use Imagine Learning English with K-5 students who score 1 or 2 on CELDT.	2011-12, 2012-13, 2013-14, ongoing.	Coordinator of ELD; ELD Intervention Specialists; Elementary Teachers.	Assistant Superintendent, Educational Services.	CELDT results of students using Imagine Learning English.
Project student work with ELMOs or computers (depending on grade level) for critique and editing.	2011-12, 2012-13, 2013-14, ongoing.	Writing Leadership Team; Teachers.	Site Administrators.	Classroom observations.
Consider the use of TurnItIn or other anti-plagiarism software for possible district adoption.	Fall, 2013.	English Teachers in grades 6-12.	Assistant Superintendent, Educational Services.	Meeting minutes describing decision.
Provide training for teachers to help them provide effective lessons for students on how to evaluate information from web sites for reliability and validity.	Fall, 2013.	English Teachers providing training.	Assistant Superintendent, Educational Services.	Training agendas and rosters.

Goal 3d.2: Technology will be used to improve teaching, learning, and student assessment results in mathematics.

Objective 3d.2.1: By June, 2014, the percentage of students scoring proficient or advanced on each math CST will increase by 32.4% overall, for each subgroup, and at each grade level or course.

Benchmarks:

- Year 1: By June, 2012, the percentage of students scoring proficient or advanced on each math CST will increase by 10.8% overall for each subgroup and at each grade level or course.
- Year 2: By June, 2013, the percentage of students scoring proficient or advanced on each math CST will increase by 21.6% overall for each subgroup and at each grade level or course.

- Year 3: By June, 2014, the percentage of students scoring proficient or advanced on each math CST will increase by 32.4% overall for each subgroup and at each grade level or course.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Compare CST results from the group of students who used ALEKS in high school math this year to control students to determine effectiveness of ALEKS in improving CST results. Use data to adjust program to improve effectiveness, and develop plans to be implemented on an ongoing basis.	Analysis in Fall, 2011. Plan for 2012-13 complete by May, 2012. Plan for 2013-14 complete by May, 2013.	River City Assistant Principal assigned to ARRA EETT ALEKS project.	River City Principal, Assistant Superintendent of Educational Services	ALEKS usage data and CST results for experimental and control groups.
Provide middle and high school math teachers with training in the use of TI-Nspire graphing calculators and student response systems.	Fall, 2011; Fall, 2012; Fall, 2013; Fall, 2014.	River City Assistant Principal assigned to mathematics.	Assistant Superintendent, Educational Services.	Training agendas and rosters.
Provide middle grades and high school math teachers with Smartboard training as needed.	Fall, 2011; Fall, 2012; Fall, 2013; Fall, 2014.	River City Assistant Principal assigned to mathematics.	Assistant Superintendent, Educational Services.	Training agendas and rosters.
Develop an annotated list of effective math support websites and add their use to math pacing guides for grades K-5.	Fall, 2011, with ongoing updates each year.	Elementary Math Leadership Team.	Educational Services Coordinator.	Sites listed in pacing guides.
Provide teachers with training and implementation workshops on the use of Destination Math.	Fall and spring workshops each year in 2011-12, 2012-13, and 2013-14.	Elementary Math Leadership Team.	Educational Services Coordinator.	Training agendas and rosters.
Provide math teachers in grades 6-12 with training in the use of electronic resources that come with Holt math core curriculum.	Fall, 2011; Fall, 2012; Fall, 2013.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training agendas and rosters.

Goal 3d.3: Technology will be used to improve student success on the California High School Exit Exam (CAHSEE).

Objective 3d.3.1: By June 2014, the pass rate on the 10th grade census administration of the English Language Arts portion of the CAHSEE will increase from the current 75% to 88%. All seniors will have passed the English Language Arts portion of the CAHSEE by May of their senior year.

Benchmarks:

- Year 1: By June 2012, the pass rate on the 10th grade census administration of the English Language Arts portion of the CAHSEE will increase from from the current 75% to 82%. All seniors will have passed the English Language Arts portion of the CAHSEE by May of their senior year.
- Year 2: By June 2013, the pass rate on the 10th grade census administration of the English Language Arts portion of the CAHSEE will increase from from the current 75% to 85%. All seniors will have passed the English Language Arts portion of the CAHSEE by May of their senior year.
- Year 3: By June 2014, the pass rate on the 10th grade census administration of the English Language Arts portion of the CAHSEE will increase from from the current 75% to 88%. All seniors will have passed the English Language Arts portion of the CAHSEE by May of their senior year.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Refine current CAHSEE prep courses and tutoring programs to include the use of technology where appropriate.	June, 2012.	High school teachers.	High school principals.	Revised course and tutoring program descriptions; student ELA CAHSEE results.
Continue to use data to monitor and adjust ELA CAHSEE courses and tutoring to improve student results on the CAHSEE.	2012-13 school year; 2013-14 school year.	High school principals and teachers.	Assistant Superintendent, Educational Services.	Course and tutoring program data; student ELA CAHSEE data.

Objective 3d.3.2: By June 2014, the pass rate on the 10th grade census administration of the math portion of the CAHSEE will increase from the current 79% to 91%. All seniors will have passed the math portion of the CAHSEE by May of their senior year.

Benchmarks:

- Year 1: By June 2012, the pass rate on the 10th grade census administration of the math portion of the CAHSEE will increase from the current 79% to 85%. All seniors will have passed the math portion of the CAHSEE by May of their senior year.
- Year 2: By June 2013, the pass rate on the 10th grade census administration of the math portion of the CAHSEE will increase from the current 79% to 88%. All seniors will have passed the math portion of the CAHSEE by May of their senior year.
- Year 3: By June 2014, the pass rate on the 10th grade census administration of the math portion of the CAHSEE will increase from the current 79% to 91%. All seniors will have passed the math portion of the CAHSEE by May of their senior year.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Monitor ALEKS pilot project (ARRA EETT funded) to find out to what degree ALEKS changes the pass rate on both the census and overall math CAHSEE pass rate.	Fall, 2011.	River City Assistant Principal assigned to implement and monitor grant.	River City High School Principal.	CAHSEE data from group of students using ALEKS and control group.
Use results from ALEKS study to determine which students benefitted from ALEKS use, and plan program modifications for the future.	Spring, 2012.	River City Assistant Principal assigned to implement and monitor grant.	River City High School Principal, Assistant Superintendent of Educational Services, Yolo High School Principal, Independent Study Coordinator.	CAHSEE data from group of students using ALEKS and control group perceptual data from students.
Implement plan for using technology to improve CAHSEE math results.	2012-12 and 2013-14 school years.	High school principals.	Assistant Superintendent, Educational Services.	Ongoing data collection of information about the effect of CAHSEE support programs on student results.

Goal 3d.4: Technology will be used to assist students in credit recovery to reduce the dropout rate.

Objective 3d.4.1: The district's overall dropout rate will be reduced by 3% each year, moving from the 2008-09 rate of 16.5% to 7.5% by June, 2014. (Note: Dropout rates are reported two years behind other data. Also, only technology-related activities are reported below. Reducing the dropout rate involves many activities in addition to the use of technology.)

Benchmarks:

- Year 1: The district's dropout rate will drop by 3%, moving from the 2008-09 rate of 16.5% to 13.5%.
- Year 2: The district's dropout rate will drop by 6%, moving from the 2008-09 rate of 16.5% to 10.5%.

- Year 3: The district's dropout rate will drop by 9%, moving from the 2008-09 rate of 16.5% to 7.5%.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop a credit recovery system that includes the use of online learning systems and support for student success in using those systems.	Fall, 2011.	Assistant Superintendent, Educational Services, High School Administrators.	Assistant Superintendent, Educational Services.	List of credit recovery course options available through online learning systems; budget allocation.
Pilot the use of online learning system options for credit recovery.	2011-12 school year.	High school principals.	Assistant Superintendent, Educational Services.	Data on online course enrollment and completion; student perceptual data collected through a survey.
Monitor and adjust the use of online learning systems for credit recovery.	2012-13 school year; 2013-14 school year.	High school administrators.	Assistant Superintendent, Educational Services.	Data on online course enrollment and completion; student perceptual data collected through surveys; parent perceptual data collected through surveys.

Goal 3d.5: Library Media Center technology will be used to improve student learning results.

Objective 3d.5.1: By June of 2013, 100% of elementary school libraries will provide reading incentive programs (Accelerated Reader or Reading Counts) to increase the number of pages students read each year, which has been shown by research to improve literacy.

Benchmarks:

- Year 1: By June of 2012, 50% of elementary school libraries will provide reading incentive programs (Accelerated Reader or Reading Counts) to increase the number of pages students read each year, which has been shown by research to improve literacy.
- Year 2: By June of 2013, 100% of elementary school libraries will provide reading incentive programs (Accelerated Reader or Reading Counts) to increase the number of pages students read each year, which has been shown by research to improve literacy.
- Year 3: By June of 2014, 100% of elementary school libraries will continue to provide reading incentive programs (Accelerated Reader or Reading Counts) to increase the number of pages students read each year, which has been shown by research to improve literacy.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Survey elementary principals to find out which schools have reading incentive programs through Accelerated Reader or Reading Counts and which schools need book and software.	Fall, 2011.	Assistant Superintendent, Educational Services.	Assistant Superintendent, Educational Services.	Data from principals.
Work with principals to plan the use of categorical funding for Accelerated Reader or Reading Counts books and quizzes. Make purchases where needed.	Fall, 2011.	Assistant Superintendent, Educational Services.	Assistant Superintendent, Educational Services.	Purchase orders for materials.
Provide teachers with training in the use of Accelerated Reader or Reading Counts.	Fall, 2011; Fall, 2012; Fall, 2013.	Educational Services Coordinator, teacher trainers.	Assistant Superintendent, Educational Services.	Training agendas and rosters.

Objective 3d.5.2: By June of 2014, all high school students will have access to services typically provided by Library Media Centers, including book check out and access to computers for research, CAHSEE exam preparation, support in improving skills in English Language Arts and math, and access to online courses for credit recovery.

Benchmarks:

- Year 1: By June of 2012, all high school students at River City High School will have access to services typically provided by Library Media Centers, including book check out and access to computers for research, CAHSEE exam preparation, support in improving skills in English Language Arts and math, and access to online courses for credit recovery. (1 of 3 high schools)
- Year 2: By June of 2013, all high school students at River City High School and West Sacramento School for Independent Study will have access to services typically provided by Library Media Centers, including book check out and access to computers for research, CAHSEE exam preparation, support in improving skills in English Language Arts and math, and access to online courses for credit recovery. (2 of 3 high schools)
- Year 3: By June of 2014, all high school students in the district, including at River City High School, West Sacramento School for Independent Study, and Yolo High School, will have access to services typically provided by Library Media Centers, including book check out and access to computers for research, CAHSEE exam preparation, support in improving skills in English Language Arts and math, and access to online courses for credit recovery. (3 of 3 high schools)

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train River City High School library media center staff to support students using online learning systems.	Fall, 2011.	River City High School Principal.	Assistant Superintendent, Educational Services.	Training agendas.
Train Independent Study teachers to support students using online learning systems.	Fall, 2011 through Fall, 2012.	Coordinator of Independent Study program.	Assistant Superintendent, Educational Services.	Training agendas.
Train Yolo High School teachers and support staff to support students using online learning systems.	Fall, 2012.	Yolo High School Principal.	Assistant Superintendent, Educational Services.	Training agendas.
Install book checkout system in Yolo High School Library Media Center.	Spring, 2012.	Yolo High School Principal.	Director of Information Technology	Installation completed.
Install computers for student use in Yolo High School Library Media Center.	Fall, 2013.	Director of Information Technology	Assistant Superintendent, Business Services.	Installation complete.
Update checkout system database with Yolo High School library book collection data. (Note: This activity depends on the district being able to allocate funds for clerical staff to complete this work.)	June, 2013.	Assigned clerical staff.	Yolo High School Principal.	Reports from updated library database.

- 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 3e.1: Students will develop technology, communication, and information literacy skills needed for success in the 21st century.

Objective 3e.1.1: By June, 2013, the district will have developed a scope and sequence for implementing the ISTE National Educational Technology Standards, and will have implemented appropriate professional development for teachers.

Benchmarks:

- Year 1: By June, 2012, the district will have developed a scope and sequence, including benchmark assessments, for implementing NET•S Standard 1: Creativity and Innovation; Standard 3: Research and Information Fluency; and Standard 5: Digital Citizenship.
- Year 2: By June, 2013, the district will have developed a scope and sequence, including benchmark assessments, for implementing NET•S Standard 4: Critical Thinking, Problem Solving, and Decision Making; and Standard 6: Technology Operations and Concepts. 100% of affected teachers will have been trained in implementation and measurement of Standards 1, 3, and 5.
- Year 3: By June, 2014, the district will have developed a scope and sequence, including benchmark assessments, for implementing NET•S Standard 2: Communication and Collaboration. 100% of affected teachers will have been trained in implementation and measurement of Standards 4 and 6.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Gather information from teachers about where NET•S Standards 1, 3, and 5 are currently taught and assessed.	Information gathered by December, 2012.	Technology Committee.	Assistant Superintendent, Educational Services.	Summary report of data from teachers.
Analyze information, and use commonalities as a basis for developing a scope and sequence for implementing NET•S Standards 1, 3, and 5. Example: If the majority of 4th grade teachers report that they teach students how to use PowerPoint and that students use PowerPoint to create a science presentation about how an animal is adapted to its environment, the assignment could be identified as a benchmark for 4th grade.	Commonalities identified and draft scope and sequence developed by February, 2012.	Technology Committee.	Assistant Superintendent, Educational Services.	Draft scope and sequence by grade level in K-5 and course in 6-12.

Get feedback from teachers on draft scope and sequence for NET•S Standards 1, 3, and 5.	Present draft scope and sequence for NET•S Standards 1, 3, and 5 at site collaboration meetings during the week of March 5, and take feedback to the Technology Committee for revision. Review revised scope and sequence at district collaboration meetings on March 14 or 21.	Technology Committee.	Assistant Superintendent, Educational Services.	Completed scope and sequence.
Provide 50% of affected teachers with training in implementing the curriculum scope and sequence for NET•S Standards 1, 3, and 5, including technology skills, pedagogy, scheduling and access to technology, and benchmark assessments.	Summer and Fall, 2012.	Technology Committee.	Assistant Superintendent, Educational Services.	Training outlines and rosters.
Provide the remaining 50% of affected teachers with training in implementing the curriculum scope and sequence for NET•S Standards 1, 3, and 5, including technology skills, pedagogy, scheduling and access to technology, and benchmark assessments.	Summer and Fall, 2013.	Technology Committee.	Assistant Superintendent, Educational Services.	Training outlines and rosters.
Gather information from teachers about where NET•S Standards 4 and 6 are currently taught and assessed.	Information gathered by December, 2013.	Technology Committee.	Assistant Superintendent, Educational Services.	Summary report of data from teachers.

Analyze information, and use commonalities as a basis for developing a scope and sequence for implementing NET•S Standards 4 and 6.	Commonalities identified and draft scope and sequence developed by February, 2013.	Technology Committee.	Assistant Superintendent, Educational Services.	Draft scope and sequence by grade level in K-5 and course in 6-12.
Get feedback from teachers on draft scope and sequence for NET•S Standards 4 and 6.	Present draft scope and sequence for NET•S Standards 4 and 6 at site collaboration meetings during the first two weeks of March, 2013, and take feedback to the Technology Committee for revision. Review revised scope and sequence at district collaboration meetings in late March, 2013 (dates not determined yet).	Technology Committee.	Assistant Superintendent, Educational Services.	Completed scope and sequence.
Provide 50% of affected teachers with training in implementing the curriculum scope and sequence for NET•S Standards 4 and 6, including technology skills, pedagogy, scheduling and access to technology, and benchmark assessments.	Summer and Fall, 2013.	Technology Committee.	Assistant Superintendent, Educational Services.	Training outlines and rosters.

Provide the other 50% of affected teachers with training in implementing the curriculum scope and sequence for NET•S Standards 4 and 6, including technology skills, pedagogy, scheduling and access to technology, and benchmark assessments.	Summer and Fall, 2014.	Technology Committee.	Assistant Superintendent, Educational Services.	Training outlines and rosters.
Gather information from teachers about where NET•S Standard 2 is currently taught and assessed.	Information gathered by December, 2014.	Technology Committee.	Assistant Superintendent, Educational Services.	Summary report of data from teachers.
Analyze information, and use commonalities as a basis for developing a scope and sequence for implementing NET•S Standard 2.	Commonalities identified and draft scope and sequence developed by February, 2014. (Note: professional development will extend beyond the timelines covered by this plan.)	Technology Committee.	Assistant Superintendent, Educational Services.	Draft scope and sequence by grade level in K-5 and course in 6-12.

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

Goal 3f.1:

WUSD staff will model the ethical use of technology, including respecting copyright, applying the principles of fair use, avoiding plagiarism, and maintaining students' intellectual property rights as appropriate. District computers will host only properly licensed software.

Goal 3f.2:

All students will receive age-appropriate instruction in the ethical use of technology. (Cyberbullying is addressed with Internet safety.) Students will be able to distinguish lawful from unlawful use of copyrighted works, and will be able to explain and apply the following concepts: intellectual property; purpose of copyright and principles of fair use; lawful vs. unlawful downloading and peer-to-peer file sharing; plagiarism; and software licensing.

Implementation Plan

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Staff, including teachers, clerical staff, administrators, and other staff who use computers or technology at work will complete either the Keenan SafeSchools Copyright Infringement course (available online) or equivalent training developed by the Technology Committee or the schools.	By June, 2012, 33% of the staff will have received this training. By June 2013, 66% of staff will have received this training. By June 2014, 100% of the staff will have received this training.	Director of Information Technology, Technology Committee, Site Administration	Assistant Superintendent, Business Services	Logs from Keenan SafeSchools online, training rosters. The Director of Information Technology will approve alternative curriculum developed by schools or the Technology Committee to determine whether it meets requirements.
Monitor software on district computers to ensure that all software is properly licensed.	Annually, beginning in 2012.	Director of Information Technology	Assistant Superintendent, Business Services	Reports from monitoring software.
Plan scope and sequence for instruction in the ethical use of technology. Consider the use of online resources such as those provided through CTAP, including CopyRight Kids; Copyright with Cyberbee; Flash Tutorial on Plagiarism; A Fair(y) Use Tale; and Copyright and Fair Use. (Note: English teachers are currently providing instruction to all students in grades 6-12 related to plagiarism. This instruction will expand the concept to include multiple forms of media.)	Scope and sequence and resource list will be developed by October, 2013.	Director of Information Technology, Technology Committee.	Assistant Superintendent, Business Services.	Completed scope and sequence; resource list.

Provide principals with information to share with parents related to copyright and Internet safety. Each year, the Director of Information Technology and the Technology Committee will provide short information pieces to principals to incorporate into newsletters and other home-school communication. Principals will incorporate information related to copyright or Internet safety into at least three parent communications. Some schools may wish to schedule parent presentations on these topics.	Annually, beginning in fall, 2011.	Director of Information Technology, Technology Committee; Principals.	Assistant Superintendent, Business Services	Copies of information sent by the Director of Information Technology to principals; school newsletters, websites, PTA/PTO/PTC agendas showing presentations of the material.
Implement instruction in the ethical use of technology.	By June, 2012, 33% of teachers who provide instruction in the use of technology will incorporate ethical use in lessons. By June, 2013, 66% will teach ethical use. By June, 2014, 100% will teach ethical use.	Principals.	Assistant Superintendent, Business Services.	Classroom observations.

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

The Washington Unified School District has recognized the critical need for our staff and students to understand internet safety, including how to protect online privacy and avoiding online predators. In partnership with the justice department our district has taken part in the Web Wise Internet Safety program in which several staff members attended training and then brought this information back to the school sites. We are currently attempting to bring some of their resources including their games Missing and Cyber Cops into our middle grade curriculum.

In addition to internet safety our district realizes the importance of informing our entire learning community to the dangers of cyberbullying. This topic has been talked about amongst staff and is currently enforced through our disciplinary matrix.

Goal 3g.1:

By June 2014, 100% of all students will receive instruction and understand the learning goals in regards to internet safety including the features of cyberbullying and how to protect online privacy and avoid online predators.

Goal 3g.2:

By June 2014, 100% of all teachers will receive training and materials regarding internet safety including the features of cyberbullying and how to protect online privacy and avoid online predators.

Goal 3g.3:

By June 2012 the Washington Unified school district will have an updated and revised AUP available online so that 100 of staff and students can sign it in the fall of the next year.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Bring together teaching staff personnel to design materials for internet safety training	July 2011-June 2012	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Meeting Agendas and Meeting notes
Implement a train the trainers model by training a small team of staff members from each site to work with entire school site staffs in how to share internet safety materials	July 2012-June 2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Training agendas and sign-outs
Train certificated staff at each school site in internet safety and how to share resources and materials with students	July 2012-2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Training agendas and sign-outs
Continue to offer workshops and training opportunities for staff regarding internet safety	July 2012-2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Training agendas and sign-outs

Continue to promote staff awareness regarding internet safety by monthly emails and table top scenarios for staff	July 2012-2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Emails to staff
Technology team members and admin will work together with teachers to implement internet safety lessons for students.	July 2011-June 2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Staff lesson plans
Create partnerships with law enforcement government agencies, and community services	July 2012-June 2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Meeting notes and agendas
Hold community workshops and events for parents to spread awareness of internet safety related issues	July 2012-2014	District cabinet, site admin, and technology team members	Monthly technology team meetings, staff meetings, and leadership team meetings	Agendas and sign in sheets
Post internet safety related resources on school websites	July 2012-2014	site admin and school webmasters	Monthly technology team meetings, staff meetings, and leadership team meetings	Posted resources online
Review and update AUP used by sites for staff and students	July 2011-June 2012	District cabinet, site admin, and technology team members	The review of the AUP will be done at site staff meetings and technology team meetings. Posted AUP online for staff and students	Posted AUP online for staff and students and Meeting notes
Continue to review and update AUP used by sites for staff and students	July 2011-June 2012	District cabinet, site admin, and technology team members	The review of the AUP will be done at site staff meetings and technology team meetings. Posted AUP online for staff and students	Posted AUP online for staff and students and Meeting notes

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

Technology use extends beyond the school day in three primary ways: after school drop in use, after school tutorial use, and use at home. We currently have equity of access after school at school sites, but home access varies. Please see data from the December 2008 student technology survey related to the difference in home access related to socio-economic status.

Students who are learning English, students with disabilities, and students who are struggling in school have enhanced access to technology compared to students in the general population. We use multiple programs, including READ 180, Expert 21, ALEKS, and Imagine Learning English to meet these students' needs and they are all either completely computer based or they have a

strong technology component. We have recently purchased computers for the programs and these new computers can run the required multimedia software effectively.

Students with disabilities have increased access to technology or to assistive technology depending on their individual needs. The technology to be used is specified in the student's IEP. Some current examples of this include a student with physical disabilities who has a laptop, and a student with a visual impairment who has a reading machine at home so that there is not a dependency on large print materials being provided. In addition, special education classrooms are rich with technology. We used some ARRA special education funds to put new computers into special education classrooms.

Site	Student #	Computer #	Current Student to computer ratio
Bridgeway Island	871	127	7:1
Bryte	278	69	4:1
Elkhorn	553	176	3:1
ISP	77	34	2:1
River City	1870	478	4:1
Riverbank	588	124	5:1
Southport	843	105	8:1
Stonegate	839	110	8:1
Westfield	317	68	5:1
Westmore Oaks	851	134	6:1
Yolo Continuation	198	110	2:1

- 3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Goal 3i.1: All administrators and teachers will access and use student information for data-driven decision making to improve academic achievement.

Objective 3i.1.1: By June, 2014, all teachers and administrators will be able to access student assessment information on DataDirector, print pre-built reports, and create custom reports.

Benchmarks:

- Year 1: 100% of administrators and 50% of teachers will be able to access student information on DataDirector, print pre-built reports, and create custom programs.
- Year 2: 100% of administrators and 75% of teachers will be able to access student information on DataDirector, print pre-built reports, and create custom programs.
- Year 3: 100% of administrators and 100% of teachers will be able to access student information on DataDirector, print pre-built reports, and create custom programs.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide beginning DataDirector training that includes printing pre-built reports.	Offer after school and/or site collaboration sessions in: Fall, 2011; Spring, 2012 Fall, 2012; Spring, 2013 Fall, 2013; Spring, 2014	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Training logs and annual staff technology skill survey.
Provide intermediate DataDirector training that includes creating custom reports.	Offer after school and/or site collaboration sessions in: Fall, 2011; Spring, 2012 Fall, 2012; Spring, 2013 Fall, 2013; Spring, 2014	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Training logs and annual staff technology skill survey.

Provide ongoing training for administrators in the use of DataDirector. Content will include printing pre-built reports, creating custom reports, and entering students into programs.	Sessions will be integrated into existing administrative meetings and additional sessions will be held as needed, with a minimum of one training session in fall and spring each year in 2011-12, 2012-13, and 2013-14.	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Training logs and annual staff technology skill survey.
Go live with use of Data Director for assessment and instruction planning.	After Training	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Training logs and annual staff technology skill survey.

Goal 3i.2: The district will investigate using an online system for administering benchmark assessments.

Objective 3i.2.1: The district will investigate the use of DataDirector to administer benchmark assessments online.

Benchmarks:

- Year 1: Educational Services staff will explore the use of the online assessment component of DataDirector, and will work with volunteer schools on a pilot test.
- Year 2: Educational Services staff will use the results of the pilot test to develop a plan to expand the use of online assessments as appropriate.
- Year 3: Educational Services staff will continue to implement the plan as appropriate.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Educational Services staff will learn how DataDirector's online assessment system works and will try out the system with a sample test.	Fall, 2011.	Educational Services Coordinator assigned to DataDirector and other department staff.	Assistant Superintendent, Educational Services	Progress report.
Pilot online assessment system with three volunteer teachers.	Fall, 2012.	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Progress report that includes feedback from involved teachers and students.

Expand pilot as appropriate.	Fall, 2013.	Educational Services Coordinator assigned to DataDirector.	Assistant Superintendent, Educational Services	Progress reports and feedback from involved teachers and students.
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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 3j.1: Provide families with real-time access to attendance, grade, and transcript information.

HomeLink is a feature of Aeries, our student information system. It provides students and families with secure, real-time information about grades in progress, attendance and tardies, and transcript information. HomeLink runs on SSL to ensure the security of student information.

Objective 3j.1.1: Increase the percentage of families using a HomeLink account to monitor their child's progress. Bridgeway Island Elementary = 55%; Elkhorn Village Elementary = 5%; River City High School = 85%; Riverbank Elementary = 26%; Southport Elementary = 57%; Stonegate Elementary = 28%; Westfield Village Elementary = 2%; Westmore Oaks Elementary = 38%; Yolo High = 35%

Benchmarks:

- Year 1: Increase the percentage of families with a HomeLink account by 10%.
- Year 2: Increase the percentage of families with a HomeLink account by 10%.
- Year 3: Increase the percentage of families with a HomeLink account by 10%.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Mail information about HomeLink account setup (HomeLink letter) to all families without an account.	September 2011, September 2012, and September 2013; with families of new students receiving a HomeLink letter as part of the registration process.	Principals, counselors, and secretaries.	Principals will be responsible for ensuring that all families without HomeLink accounts receive a HomeLink letter within 60 days of enrollment (beginning of year, or later enrollment).	Checklist to monitor completion at the beginning of the year; random sampling of families by principal to ensure this has become a routine part of the registration process.

Provide parents who do not have computers at home with access at school by installing computers in the office or another location freely accessible to parents.	September, 2011, with ongoing monitoring each fall.	Principals.	Principals will ensure that the computers are available and working.	Count of computers available to parents and description of location e-mailed to Director of Information Technology before the end of September each year.
Provide families with information about HomeLink at Back-to-School Night. Principals will remind teachers to include this information in their presentations and will provide teachers with information about how parents can get HomeLink letters with logon codes.	At Back-to-School Night in the fall for all schools, plus at the second spring night at River City High School.	Principals and teachers.	Principals will randomly sample presentations to be sure this information is included.	Principal observations.
Monitor the number of HomeLink accounts by running a query in Aeries. Enter the data into a form and give it to the principal, who will share the information with staff.	Quarterly each year, with the first data reported in October, 2011.	Principal's secretaries.	The principal will share this information with the staff at least twice a year at faculty meetings, and in order to do this, the data must be available.	Copies of data provided by secretaries.
Include information about HomeLink in conferences and SST meetings when working with families to better meet the needs of at-risk students.	During conferences and SST meetings as appropriate.	Counselors, administrators, outreach coordinators.	Principals will work with staff to ensure this information is shared.	Conference notes and SST minutes.

Goal 3j.2: Return phone calls and e-mails from families within 24 hours. (Does not apply to emergency messages, which will be handled more quickly depending on the nature of the emergency.)

Objective 3j.2.1: All staff will return phone calls and e-mails from families within 24 hours.

Benchmarks:

- Year 1: 90% of phone calls and e-mails returned within 24 hours.
- Year 2: 95% of phone calls and e-mails returned within 24 hours.
- Year 3: 100% of phone calls and e-mails returned within 24 hours.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Principals and other managers will convey a clear expectation to staff that all phone calls from families must be returned within 24 hours (excluding weekends, holidays, and employee vacation periods). Principals will publish this expectation in their newsletters and invite parents who experience problems getting phone calls returned to talk to an administrator.	August, 2011, at staff meetings, and repeated each fall.	Principals and other administrators and managers.	Administrators and managers will log complaints.	Tally of complaints about phone calls not being returned; fall newsletters with announcement of expectation.

Objective 3j.2.2: Implement VoIP phone technology at all district schools and work sites.

Benchmarks:

- Year 1: VoIP implemented at 8 of 12 sites.
- Year 2: VoIP implemented at 10 of 12 sites.
- Year 3: VoIP implemented at all sites; all old PBX systems decommissioned. All administrators, teachers, and office staff have VoIP voicemail.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Implement VoIP at schools and worksites currently served by PBX systems.	Develop cost estimate in spring, 2011. Begin implementing at additional sites in fall, 2011.	Director of Information Technology	The Director of Information Technology will report progress to Cabinet twice a year.	Funding shown in budget; project completion and new systems in use by employees.
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Goal 3j.3: Use technology to inform parents about school events and their children's education.

Objective 3j.3.1: Use ParentLink (auto dialer) and e-mail to inform parents of school events and ways to get involved in their children's education.

Benchmarks:

- Year 1: Announce events using ParentLink recorded phone messages (a minimum of 10 messages per school); set up e-mail communication features of HomeLink and ParentLink. In addition, each school will implement one interactive survey through ParentLink.
- Year 2: Continue to announce events using ParentLink recorded phone messages (a minimum of 10 messages per school); begin sending parallel messages using e-mail, with each school sending a minimum of 10 e-mail messages. Explore setting up other forms of communication, such as Twitter, RSS, etc. In addition, each school will implement two interactive surveys through ParentLink.
- Year 3: Continue to announce events using ParentLink recorded phone messages and send parallel messages using e-mail, with a minimum of 10 messages per school sent via both ParentLink and e-mail. Use e-mail to distribute newsletters to parents who have e-mail. (Continue to provide paper copies for families who do not have e-mail access.) Implement additional communication technologies chosen the previous year. In addition, each school will implement three interactive surveys through ParentLink.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Announce events using ParentLink auto dialer system.	Fall, 2011, and ongoing.	Principals.	Principals will ensure that parents are informed of events via ParentLink.	Messages received by parents; ParentLink logs.
Set up e-mail features of HomeLink and ParentLink.	Fall, 2012.	Director of Information Technology	Assistant Superintendent, Educational Services, will monitor completion of task.	Evidence of e-mail messages and newsletters being sent to families.

Analyze additional communication tools such as Twitter, RSS, etc. for their usefulness in improving home-school communication, their cost effectiveness, and user friendliness.	November, 2012.	Director of Information Technology; District Technology Committee.	Assistant Superintendent, Educational Services, will monitor progress.	Minutes from District Technology Committee meetings.
Implement new communication technologies.	Fall, 2013.	Director of Information Technology, Administrators, District Technology Committee.	The Director of Information Technology will monitor this process and be responsible for evaluating implementation.	Training schedules and information about the extent of use of the new technologies (difficult to specify before technologies are chosen).
Ask parent organizations for feedback on communication processes.	Fall, 2011 and ongoing, with annual measures.	Principals.	District Technology Committee will receive a summary of the feedback to inform planning.	Minutes from parent meetings.
Provide training to administrators on the development and implementation of two-way surveys using ParentLink.	Fall, 2011, with additional training for new administrators each year.	Educational Services staff, with experienced principals doing the training.	Assistant Superintendent, Educational Services	ParentLink logs and survey results; parent feedback.

Goal 3j.4: Use web sites to provide families and the community with school and event information.

Objective 3j.4.1: All schools and the district will have websites displaying current information, and teachers will also maintain websites for communication with students and families.

Benchmarks:

- Year 1: 75% of schools will have updated websites; 33% of teachers will have regularly maintained websites with SchoolLoop.
- Year 2: 85% of schools will have updated websites; 67% of teachers will have regularly maintained websites with SchoolLoop.
- Year 3: 100% of schools will have updated websites; 100% of teachers will have regularly maintained websites with SchoolLoop.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide teachers with training in the use of SchoolLoop and other systems as needed to create and maintain teacher websites.	October and February 2011-12; October and February 2012-13; October and February 2013-14	Site webmasters and principals.	Principals will monitor the percentage of staff trained and who have developed websites.	Training sign in sheets; teacher websites.
Schools will develop and maintain websites.	Spring, 2011 and ongoing.	Principals, site webmasters, and coordinators.	Assistant Superintendent, Educational Services, will monitor school websites.	Observations of web content on each school's site.

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.

Plan Monitoring

The Assistant Superintendent of Educational Services is responsible for monitoring all goals, objectives, benchmarks, and activities in the curricular component of the plan. Most of these activities are already included in the district's LEA Plan. Because the district is in Program Improvement, we submit quarterly reports to the CDE detailing progress in each area. CDE staff monitor completion of activities in the LEA Plan.

Educational Services staff, including two Coordinators, will monitor assigned plan components. In addition, site administrators have responsibilities in this area.

The Assistant Superintendent of Business Services and the Director of Information Technology will monitor plan components related to equipment purchases and will work collaboratively with site administrators and the Educational Services department to accomplish objectives.

Technology Committee

The district Technology Committee has a key role in monitoring plan implementation and effectiveness and making adjustments to improve effectiveness. They will monitor data and it is this group that will make modifications to the plan as needed.

Data Collection

The data to be collected to monitor effectiveness of this plan is not different from data the district collects to monitor the effectiveness of the instructional program. Data from CST, CAHSEE, SAT, and AP tests as well as results from district benchmarks, are used on an ongoing basis to determine which students are learning and succeeding and which students are struggling. From this information, teams of teachers and administrators working in professional learning

communities develop and implement action plans to improve results. The Assistant Superintendent of Educational Services is responsible for this work.

Indicators of Success

Improvements in API, AYP, CST scores, CAHSEE scores, CELDT scores, and the results of district benchmark assessments are the primary indicators that will be used to evaluate the success of this plan. We use a process of continuous improvement. Measurement is ongoing and adjustments will be made to this plan as needed.

In addition to student academic performance, we collect data related to the effectiveness of professional development included in this plan. We will use teacher perceptual data collected via surveys or from post-workshop feedback forms for initial evaluation of training effectiveness and back this data with classroom observations by administrators.

4. Professional Development

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

We administered an online survey to teachers and administrators in February to provide data for the professional development section of the Technology Plan. The survey questions came from the EdTechProfile, with additional questions generated by the Technology Committee.

Teacher Technology Skills and Needs

The teacher survey had a 49% response rate, providing an adequate sample for planning purposes. Teachers generally feel confident of their ability to use technology, with only 8% reporting that they find technology difficult or very difficult to use.

EdTechProfile Skill Data

Skill Area	% Not Applicable	% Beginning User	% Intermediate User	% Proficient User
General computer knowledge and skills	1	15	51	33
Internet skills	2	25	43	31
E-mail skills	3	10	35	51
Word processing skills	2	12	19	67
Presentation software skills	20	17	19	44
Spreadsheet skills	22	26	36	15
Database skills	44	27	17	12

A deeper analysis that includes grade level and subject area shows that most teachers have the technology skills they need in these areas. The exception is spreadsheet skills. Survey data shows, and teachers report, that professional development in the use of MS Excel would be welcome. Teachers are interested in the conditional formatting our TOSAs and administrators put into MS Excel spreadsheets and they want to learn how to become power users of MS Excel.

Teachers were asked about using ABI gradebooks. 65% of teachers report that they use ABI gradebooks, with use rising through the grades as the gradebook becomes a useful tool. 58% of teachers upload their gradebook directly into grade reporting which is a time saver. 2% of teachers report frustration with the process, and the 35% who do not use the ABI gradebook have not tried. This is an area where professional development would be helpful.

We asked about teacher use of DataDirector, which is our data warehouse that generates reports on student assessment results. Staff pulls data reports from DataDirector for data assessment meetings, and provides the data to the teachers; but all teachers also have access to the system. 19% of teachers report daily or weekly use of DataDirector. 36% use it monthly. 33% of teachers use it a few times a year, and 12% of teachers report that they never use it. We currently provide DataDirector training several times a year and we need to continue these efforts. We are finding that teachers take a class and get some initial use from the system and, after they have used it for a time, they become interested in more advanced features and are ready for more training. We need to offer beginning, intermediate, and advanced DataDirector training.

Currently, 90% of teachers report that they have a website, either through SchoolLoop or another system. 67% of teachers can post pictures to their websites and 70% can post assignments. 61% of teachers have calendars on their websites and 44% post helpful links for their students. We need to continue to offer SchoolLoop training to help teachers build their skills.

We asked teachers about how much technology training they have had during the last three years. 9% reported receiving no technology training. 63% participated in up to 8 hours of training. 16% participated in up to 20 hours of training, and a small number (11%) participated in 20-40 hours of training. Teachers want technology training, with 98% reporting that they are interested.

Teachers prefer to participate in small group tech training where 3-8 participants work with a trainer. They prefer training that takes place during the school day or after school, although 19% expressed an interest in online training.

We asked teachers about what barriers to using technology in their classrooms they encounter. The most common concern (64 teachers) was that their equipment was old and outdated or that they did not have equipment. Tech support was another concern with 31 teachers reporting frustrations with equipment that did not work, lack of Internet connectivity, or problems accessing student network folders. There were 12 teachers who found that time for planning was a barrier. Seventeen teachers reported frustrations with blocked sites. Eight teachers expressed frustration with trying to use LCD projectors that were on carts instead of being ceiling mounted because of all of the cords and cables.

The district has plans to ensure that technology is distributed equitably and that classrooms have a standard setup, which will help alleviate some frustration. More challenging will be identifying financial resources to replace computers and update the network.

Administrator Technology Skills and Needs

We had 21 administrators respond to the survey. 89% reported that they find technology easy or very easy to use.

EdTechProfile Skill Data

Skill Area	% Not Applicable	% Beginning User	% Intermediate User	% Proficient User
General computer knowledge and skills	0	0	50	50
Internet skills	0	22	39	39
E-mail skills	0	11	11	78
Word processing skills	6	0	28	67
Presentation software skills	11	17	11	61
Spreadsheet skills	17	22	28	33
Database skills	39	22	0	39

From the data above and from conversations with administrators, training in Excel would be helpful. Most administrators are comfortable using DataDirector and use it frequently. 90% of administrators have web pages and 80% can post pictures, but only 50% have a calendar (percentage only refers to the surveyed data set not the entire district).

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

Goal 4b.1: Provide Excel training to teachers and administrators to better enable them to analyze and display student performance data.

Objective 4b.1.1: By June, 2014, 60% teachers and administrators will be able to pull student data from DataDirector or other sources, put it into Excel, perform mathematical calculations such as total and averages, and use conditional formatting to make data visual. (This skill is not essential for all teachers, but it is essential for all administrators.)

Benchmarks:

- Year 1: By June, 2012, 20% of teachers and administrators will be able to pull student data from DataDirector or other sources, put it into Excel, perform mathematical

calculations such as total and averages, and use conditional formatting to make data visual.

- Year 2: By June, 2013, 40% of teachers and administrators will be able to pull student data from DataDirector or other sources, put it into Excel, perform mathematical calculations such as total and averages, and use conditional formatting to make data visual.
- Year 3: By June, 2014, 60% of teachers and administrators will be able to pull student data from DataDirector or other sources, put it into Excel, perform mathematical calculations such as total and averages, and use conditional formatting to make data visual.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Define essential Excel skills and create a scope and sequence to place these skills into beginning, intermediate, and advanced Excel training courses.	December, 2011.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Completed training outlines.
Identify teachers to provide the Excel training and get them any training they need.	Spring, 2012.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Trainers identified and trained.
Offer beginning, intermediate, and advanced Excel training.	First sessions completed by June, 2012. Sessions offered on an ongoing basis through June, 2014.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training agendas and rosters.

Goal 4b.2: Provide training to all teachers in grades 4-12 in the use of the ABI gradebook.

Objective 4b.2.1: By June, 2014, 100% of teachers in grades 4-12 will be able to use the ABI gradebook to record student progress and will be able to upload grades from their gradebook directly into grade reporting. (Note: Currently, slightly over 50% of teachers report they have this skill, so benchmarks will begin at that point.)

Benchmarks:

- Year 1: By June, 2014, 50% of teachers in grades 4-12 will be able to use the ABI gradebook to record student progress and will be able to upload grades from their gradebook directly into grade reporting.

- Year 2: By June, 2014, 75% of teachers in grades 4-12 will be able to use the ABI gradebook to record student progress and will be able to upload grades from their gradebook directly into grade reporting.
- Year 3: By June, 2014, 100% of teachers in grades 4-12 will be able to use the ABI gradebook to record student progress and will be able to upload grades from their gradebook directly into grade reporting.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide teachers with ABI gradebook training sessions.	Training for teachers new to the district during August, 2011; August, 2012; and August, 2013. Additional gradebook training in early and late fall each year.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training agendas and rosters; data from annual survey related to ABI use.

Goal 4b.3: Provide SchoolLoop training for teachers and administrators to enable them to design and maintain websites to communicate information to students, parents, staff, and the community.

Objective 4b.3.1: By June, 2014, all teachers and administrators will be able to develop and maintain websites to communicate information to students, parents, staff, and the community. (Note: Although the district will provide SchoolLoop training, teachers and administrators may also use other systems to develop and maintain websites. Many of our power users have sophisticated websites developed in other ways.)

Benchmarks:

- Year 1: By June, 2013, 33% of teachers and administrators will be able to develop and maintain websites to communicate information to students, parents, staff, and the community.
- Year 2: By June, 2013, 67% of teachers and administrators will be able to develop and maintain websites to communicate information to students, parents, staff, and the community.
- Year 3: By June, 2014, 100% of teachers and administrators will be able to develop and maintain websites to communicate information to students, parents, staff, and the community.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide beginning, intermediate, and advanced SchoolLoop training for teachers and administrators.	Provide the three level series in both fall and spring each year: Fall, 2011 and Spring, 2012; Fall, 2012 and Spring, 2013; Fall, 2013 and Spring, 2014.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training agendas and rosters; count of teachers and administrators who develop and maintain websites.

Goal 4b.4: Provide DataDirector training for teachers and administrators to better enable them to analyze student performance data.

Objective 4b.4.1: By June, 2014, all teachers and administrators who are involved with analyzing student academic performance data will be able to use DataDirector to create reports, both standard reports and custom reports.

Benchmarks:

- Year 1: By June, 2012, 33% of teachers and administrators who are involved with analyzing student academic performance data will be able to use DataDirector to create reports, both standard reports and custom reports.
- Year 2: By June, 2013, 67% of teachers and administrators who are involved with analyzing student academic performance data will be able to use DataDirector to create reports, both standard reports and custom reports.
- Year 3: By June, 2014, 100% of teachers and administrators who are involved with analyzing student academic performance data will be able to use DataDirector to create reports, both standard reports and custom reports.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument

Develop training outlines for beginning, intermediate, and advanced levels of DataDirector; select and train teachers to present the training. Develop an outline for training specific to administrator needs.	December, 2011.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training outlines developed; teacher trainers selected and trained.
Present beginning, intermediate, advanced, and administrator DataDirector training sessions.	Provide the full training series twice a year: Fall, 2011 and Spring, 2012; Fall, 2012 and Spring 2013; Fall, 2013 and Spring, 2014.	Educational Services Coordinator.	Assistant Superintendent, Educational Services.	Training agendas and rosters; results of annual staff professional development survey.

Goal 4b.5: Plan professional development in the NETS standards, information literacy, and Internet safety.

Objective 4b.3.1: By June, 2014, the District Technology Team will have developed a scope and sequence for professional development in NETS standards, information literacy, and Internet safety and all 100% of affected teachers will have participated in training.

Benchmarks:

- Year 1: By June, 2012, the Technology Team will have developed a scope and sequence for professional development in the NETS standards, information literacy, and Internet safety.
- Year 2: By June, 2013, 50% of affected teachers will have participated in training on grade level/subject area appropriate NETS standards, information literacy, and Internet safety.
- Year 3: By June, 2014, 100% of affected teachers will have participated in training on grade level/subject area appropriate NETS standards, information literacy, and Internet safety.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop grade level and subject area appropriate training in the NETS standards, information literacy, and Internet safety.	June, 2012	District Technology Team	Assistant Superintendent, Educational Services	Completed scope and sequence for training, broken down by grade ranges/subject areas.

Provide teachers with training in the NETS standards, information literacy, and Internet safety.	Provide training series in Fall, 2012, Spring, 2013, and Fall, 2014.	District Technology Team	Assistant Superintendent, Educational Services.	Training agendas and rosters; percentage of affected teachers completing training.
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4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The Assistant Superintendent of Educational Services will be the primary monitor of the professional development component of the plan. Technology professional development is part of the district's regular staff development program and is primarily funded through the same sources and managed through the same systems. The Educational Services Coordinators also have a role in planning and monitoring technology training.

The district will survey staff each year related to professional development and will include technology-related questions in that survey. Training records will be used to determine how many teachers have received training. The annual survey plus the training records will provide comprehensive data to help monitor progress in this area.

The Assistant Superintendent of Educational Services will report training information to the district Technology Committee and also to other teacher teams where applicable. The Elementary Math Leadership Team, for example, needs to know which teachers have had Destination Math training and what math-related training requests come from the annual survey.

The district has procedures in place to track EETT funded training. We use the EETT budget to anchor those processes.

The Educational Services Department will track progress on the implementation of the Technology Plan by noting progress on each benchmark and activity in a Word document version of the plan. This information will be given to the district Technology Committee so that they can make modifications and mid-course corrections where needed. We do not know in 2011 exactly what training teachers will need in 2014 because the technology changes so quickly. The Technology Committee will update this section of the plan annually to incorporate new activities.

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 will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: All teachers have a desktop or notebook computer plus a networked or directly connected printer for their use. Administrative and support staff also have computers and

access to printers, which are often shared. Students and staff are issued district network accounts that provide computer access, personal and shared network file storage, and Internet access. Many class rooms have computers for student use based on curricular needs or opportunities for enhanced learning.

Site	Student #	Computer #	Current Student to computer ratio
Bridgeway Island	871	127	7:1
Bryte	278	69	4:1
Elkhorn	553	176	3:1
ISP	77	34	2:1
River City	1870	478	4:1
Riverbank	588	124	5:1
Southport	843	105	8:1
Stonegate	839	110	8:1
Westfield	317	68	5:1
Westmore Oaks	851	134	6:1
Yolo Continuation	198	110	2:1

Existing Internet Access: Currently, the Washington Unified School District has a 500 Mb fiber interconnect from the District Office to 50 Mb fiber interconnect to each school network. The District currently connects to the Internet via the Yolo County Office of Education with an OPT-E-MAN. OPT-E-MAN is a switched Ethernet service that connects LANs (Local Area Networks) within the same metropolitan area with flexible bandwidth options from 5 Mbps to 1 Gbps. It provides service that uses Fiber-Optic transport. This connection is 100MB connection throttled back to 10MB due to infrastructure limitations at YCOE (YCOE is currently working on upgrading its backbone to support higher connectivity). Each School Site network infrastructure consists of Gigabit backbone to IDF locations. Each classroom has between 3-12 network drops.

Existing Electronic Learning Resources: The following list is not exhaustive and is intended to identify the numerous resources currently available and in use across the District.

10 Tricky Tiles Network	Davidson's Kid Phonics 2	Modzilla Firefox
1999 World Book	DC Circuits Challenge V5	National Instruments Soft
ABBYY FineReader	Digimax Master	Nero Suite
AC Circuits Challenge V5	Digital Blue QX5 Microscope	Netflix Movie Viewer
Accelerated Math	Digital Challenge V5	NICI U.S./Worldwide
Adobe Acrobat Std / Pro	Disc Adv Algebra	Number Heroes
Adobe Acrobat Reader	DNRGarmin	Numbers Undercover
Adobe AIR	DWG TrueView	Odyssey College
Adobe Bridge 1.0	Earobics Step 2 Specialist Clinician	Ohmmeter Challenge
Adobe Contribute	EASY ESL Series	Op Amp Challenge
Adobe Creative Suite Design Premium	Edmark	Our World 1-4
Adobe CS Master Collection	ExamView Assessment Suite	Photo Story
Adobe CS Web Premium	Explorations in Physics	Power Supply Challenge
Adobe Dreamweaver	Garritan Instruments for Finale 2009	Practica Musica 5 Site Edition
Adobe Flash Player	Google Chrome	Reader Rabbit
Adobe InDesign CS4	Google Earth	Reading Blaster
Adobe PageMaker	HI-TECH	Reason 4.0.1
Adobe Photoshop	Holt California Software	Revit Architecture 2009
Adobe Lightroom	Imagine Learning English	ROBOPro
Adobe Premiere Elements	InterVideo WinDVD	Robotics Engineering Vol. 1
Adobe Shockwave Player	JumpStart Software K-6th	Robotics Engineering Vol.2
ALEKS Plugin 3.14	KidPix 4 Network	Rosetta Stone
Algebra Student Tutorial	Kidspiration 2	Roxio CD/DVD
Algebrus	Learn About Life Science	Scholastic READ 180

America's Army Education	LEGO MINDSTORMS Edu NXT	Scholastic SRC!
AnswerWorks	Lernout & Hauspie TruVoice	Scholastic rSkills
Apple iTunes	Mask Pro 4.1	Scholastic SPI Client
Apple QuickTime	Math Arena	Scholastic SRC! Client
ArcGIS Desktop	Math Blaster	Scholastic System44
ArcSoft PhotoImpression	Math Companion 2	Sketchpad
ArcSoft PhotoStudio	MathFacts in a Flash	SMART Technologies
ArcSoft Print Creations	MathMagic Pro for InDesign	SoftIntegration Ch
AutoCAD 2009	Mathosaurus I	Solid State Challenge
AutoCAD Architecture	Mavis Beacon Teaches Typing	SpectraSuite
AutoCAD Civil 3D	MDSolids 3.5	Spectrum CIRC-CAT
AutoCAD Mechanical	Microsoft Internet Explorer	Spectrum
Autodesk Inventor Professional	Microsoft Office (Word, Excel, Access, PowerPoint, Outlook)	Steinberg HALionOne
Autodesk's VEX Robotics	Microsoft Office Project	TeachTown
Basic Circuits Challenge	Microsoft Office Publisher	Trigonometry Challenge
BASIC Stamp Editor v2.5	Microsoft Office Visio	Type to Learn 3
Corel Painter Essentials 4	Microtype 4	VideoLAN VLC

Existing Technical Support: Existing technical support is multi-faceted. The majority of support is provided via the District's Technology Services Department Helpdesk and on-site work by district Technicians. District technical support staff consists of:

- One (1) full time Director of Information Technology
- One (1) full time Systems Engineer
- Three (3) full time Technicians
- One (1) full time Student Information Systems Administrator

Additional support is provided by student technicians enrolled in school Information Technology programs or individual students hired to work after school.

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.

Hardware Needed: In order to continue the support of the District's curriculum and professional development needs, the District will replace Desktops, Monitors, peripherals, servers that are at least 5 years old.

Over the course of the next three (3) years, the District intends to purchase the following replacement and new equipment:

- 30 Servers
- 1500 Computer Workstation
- 250 Thin Clients
- 2 SAN (Storage Area Network)
- Printers and other peripherals will be evaluated to determine replacement
- Wireless Access Points (District Wide)

Electronic Learning Resources Needed: School sites and District Assistant Superintendent of Educational Services will continue to evaluate and implement new electronic resources and they are determined to help improve student learning. Upgrades to existing software titles and newer more robust online subscription based learning, such as Scholastic (see list in Section 5a), regularly become available and will be evaluated for their effectiveness and enhancements that will improve instructional efforts. Where applicable, sites will develop a comprehensive software replacement schedule using a five year live cycle benchmark for major or common applications. Consideration will need to be given to coordination of hardware replacement cycles, software upgrades, and curricular programs updates.

Category	Description	Examples	Replacement Schedule
Systems, SIS, and IT management software	Equitable shared computer systems needed to operate and maintain operational efficiency of the entire organization	Aeries, ABI, SQL Server, Windows Operation Systems, Internet Content Filtering	General lifecycle of 5 years or annual licensing terms
Online Subscription Software/Services	Applications and online resources used to enhance educational opportunities or research objectives	Scholastic Expert 21, Imagine Learning, Aleks, Data Director,	Licensed Annually

Common Productivity Software	All standardized “common desktop environment” productivity applications	Microsoft Office Suite, Web Browsers, Anti-Virus, patches, etc	After mainstream stabilization and testing; weekly-monthly for patching, 3-5 years for major applications
Specialized Productivity Software	Software applications used to accomplish specialized tasks; educational goals, or district and school office administrative functions	Adobe application suites, Microsoft Publisher, other non-standardized productivity applications, etc.	3-5 years, per curricular program updates
Instructional Software	Software used specifically to achieve or enhance instructional objectives	AutoCAD, Accelerated Reader, PASCO, Scholastic Software, Rosetta Stone, etc.	3-5 years, per curricular program updates
Supplemental Course Software	Applications/CD’s provided with textbooks	Supplemental digital material, highly specialized applications, workbooks, quizzes, assignments, etc.	Upon adoption

Networking and Telecommunications Infrastructure Needed: The necessary network infrastructure by large is already in place. Through capital improvement planning, our data and telecommunications equipment, horizontal and underground wiring, core technologies and servers will need to be modernized every 3-10 years depending upon the equipment or role.

The entire telecommunications system has been retrofitted with 3Com VoIP except for 3 sites. Until the VoIP implementation is completed; the ongoing maintenance and repairs will continue to be a challenge to the district due to the support of multiple platform support. It is projected the completion of this project will take 3-5 years/

Wireless networking capability will be deployed at all schools, starting in locations specifically identified to enhance learning opportunities or productivity. Current Internet use will be monitored for performance, and upgraded as instructional use increases.

Category	Description	Replacement Schedule
Data Network Equipment	Ethernet/MAN/WAN routers and switches, UPS	3-10 years for network equipment, 3-5 years for UPS
Telecommunication Equipment	VoIP Switches, Voicemail Servers, Auto Attendants, UPS	10-15 years for telecommunications equipment, 3-5 years for UPS

Core Technologies and Servers	Servers, storage arrays, email, web, content filtering, spam filtering	3-8 years
Connectivity, Communication Services	Fiber Optic MAN Connections, PRI's, POTS/Centrex	Monthly service charges based on long term contracts

Physical Plant Modifications Needed: Current efforts to modernize existing wiring closets, horizontal and underground wiring pathways will continue at all sites as needed.

Technical Support Needed: Current resources for technical support are inadequate. Current levels of staffing are lower than optimal due to recent budget reductions over the past years. Further discrepancy in support capacity has been created by the continual implementation of new/additional technologies over the past 5 years. This impact has been mitigated to a degree by the implementation of platform and equipment standardization, central technology purchasing, remote desktop management and imaging, data center improvements, and closer working relationship between student tech programs and the District Technology Services Department. However, additional technical staff will be needed soon as economically feasible in order to effectively meet the demand of current technologies and to move all new technologies further ahead.

Dedicating the time necessary to innovate and move our organization forward with strategic technologies in and out of the classroom has become a daunting task given nearly all of our technology support resources are overwhelmed and dedicated to maintaining support for existing technologies (current Technician to Computer ratio is 1:739) Furthermore, the increased use and dependency on student information, assessment and performance data, state data system requirements, and online learning systems will require additional data services personnel to adequately meet the needs of our staff, organizational obligations and instructional goals. The districts goal is to have at the end of 2014 a Technician to Computer ratio of 1:500. This will require the district to hire an additional 2 technicians to achieve its goals.

- 5c. 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.

Year 1 Benchmark: 2011 - 2012		
Recommended Actions/Activities	Timeline	Person(s) Responsible
All schools will continue to have access to up-to-date hardware and software	June 2011, Ongoing	Site Administration, District Technology Department, Business Services
All WUSD schools will provide appropriate software (including career technical as appropriate) to meet program needs and goals for student academic achievement	June 2011, Ongoing	Site Administration, District Technology Department, Technology Committee

Identify resources to hire 1FTE Support Technician	8/31/2011	Director of Information Technology, Assistant Superintendent of HR
WUSD will endeavor to establish a support staff ratio of no more than 600 workstations per support technician.	6/30/2012	Director of Information Technology
All WUSD sites will endeavor to have wireless access at 25% of sites	6/30/2012	District Technology Department, Business Services
Replace 500 Desktop Computers	6/30/2012	District Technology Department, Business Services
Implement 1 SAN for student and teacher share access	9/30/2011	District Technology Department, Business Services
Replace 10 Servers	6/30/2012	District Technology Department, Business Services

Year 2 Benchmark: 2012 - 2013		
Recommended Actions/Activities	Timeline	Person(s) Responsible
All schools will continue to have access to up-to-date hardware and software	June 2012, Ongoing	Site Administration, District Technology Department, Business Services
All WUSD schools will provide appropriate software (including career technical as appropriate) to meet program needs and goals for student academic achievement	June 2012, Ongoing	Site Administration, District Technology Department, Technology Committee
Identify resources to hire 1FTE Support Technician	August 2012	Director of Information Technology, Assistant Superintendent of HR
WUSD will endeavor to establish a support staff ratio of no more than 500 workstations per support technician.	June 2013	Director of Information Technology
All WUSD sites will endeavor to have wireless access at 50% of sites	June 2013	District Technology Department, Business Services
Replace 500 Desktop Computers	6/30/2013	District Technology Department, Business Services
Implement 1 SAN for student and teacher share access	9/30/2012	District Technology Department, Business Services
Replace 10 Servers	6/30/2013	District Technology Department, Business Services

Year 3 Benchmark: 2013 - 2014		
Recommended Actions/Activities	Timeline	Person(s) Responsible
All schools will continue to have access to up-to-date hardware and software	June 2013, Ongoing	Site Administration, District Technology Department, Business Services
All WUSD schools will provide appropriate software (including career technical as appropriate) to meet program needs and goals for student academic achievement	June 2013, Ongoing	Site Administration, District Technology Department, Technology Committee

WUSD will endeavor to establish a support staff ratio of no more than 500 workstations per support technician.	6/30/2014	Director of Information Technology
All WUSD sites will endeavor to have wireless access at 75% of sites	6/30/2014	District Technology Department, Business Services
Replace 500 Desktop Computers	6/30/2014	District Technology Department, Business Services
Implement 1 SAN for student and teacher share access	9/30/2013	District Technology Department, Business Services
Replace 10 Servers	6/30/2014	District Technology Department, Business Services

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

The Superintendent, Assistant Superintendent of Business Services, and Assistant Superintendent of Educational Services will review semi-annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Information Technology, school site Administrators, The District Technology Coordinator, and the District Technology Team. This report will be in conjunction with budgetary developments and semi-annual district leadership reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

Timeline for implementing and evaluating planned strategies and activities:

Goal	Implementation Action	Time Frame	Staff Responsible	Funding	Monitoring and Evaluation Action
5.c.	Hire additional technical staff.	08/11	School Board of Education, Assistant Superintendent of Business Services, and Director of Information Technology	General Fund	The Director of Information Technology and Assistant Superintendent of Human Resources will coordinate technician hiring.

5.c.	Provide school sites with schedules for technicians.	08/11	Director of Information Technology	N/A	Hardcopy work schedules will be prepared by the Director of Information Technology and passed out to all staff.
5.c.	Upgrade outdated network equipment.	Summer 2011	Assistant Superintendent of Business Services and Director of Information Technology	E-Rate General Fund	All work orders and requisitions will be maintained by the Technology Department.
5.c	SAN	07/2011-06/2014	Director of Information Technology	General Fund	All work orders and requisitions will be maintained by the Technology Department
5.c.	All computers will be imaged according to district standardization	Summer 2011	Director of Information Technology	N/A	All work orders and requisitions will be maintained by the Technology Department
5.c.	Upgrade remaining PBX to VoIP	07/2011-06/2014	Assistant Superintendent of Business Services, Director of Information Technology, and District Technology Staff	TBD	All work orders and requisitions will be maintained by the Technology Department.

5.c	Backup Software	12/2011	Assistant Superintendent of Business Services, Director of Information Technology, and District Technology Staff	TBD	All work orders and requisitions will be maintained by the Technology Department.
5.c.	Wireless	As needed	Assistant Superintendent of Business Services and Director of Information Technology	E-rate	All work orders and requisitions will be maintained by the Technology Department.
5.c.	Establish software purchasing procedure.	TBD	Director of Information Technology	N/A	Director of Information Technology. Hard copies will be distributed to staff as well as available on district website.
5.c.	Provide computer lab updates to each school site accessible to at least 30 students.	TBD	Board of Education, Superintendent, Director of Information Technology, and site Administrators	Site Funds, facilities funds, and grants,	All work orders and requisitions will be maintained by the Technology Department.
5.c.	Based on the formative and summative data the above implementation steps will be repeated annually during the 2012 and 2013 school years with adjustments as indicated.				

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

Funding Source	Description
ERATE	This federal program pays for a significant amount of our district's equipment and network connection costs.
EETT Formula	Helps the district pay for technology related staff development.
NCLB Grants	This grant will pay for a large part of the staff development and hardware at our middle school.
Restricted General Fund - Professional Development	Pays for after school staff development
Unrestricted General Fund	Pays for ongoing benefits and salaries
School site funds (restricted and unrestricted)	Many of our school sites benefit from different local, state and federal funds which enable them to make hardware and software purchases.

Potential Funding Sources:

Funding Source	Description
Foundation Grants	Some of our district schools have gained valuable hardware contributions from local and national foundations.
K-12 Voucher Initiative	Reimburse for eligible goods and services

In order to alleviate expenditures from district categorical and general funds, WUSD will actively pursue grant funding. For example, our district is currently pursuing additional funding from Hewlett Packard and Toshiba. Other costs saving measures include recycling older equipment for student use.

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

Item Description	Year 1	Year 2	Year 3	Funding Source
Technology Services Department Staff	\$346,203	\$406,203	\$466,203	General Fund Unrestricted
Employee taxes and benefits	\$127,821	\$159,775	\$191,985	General Fund Unrestricted
Materials and Supplies (New and replacement computers and equipment) *Currently budgeted at \$250,000/year	\$250,000	\$250,000	\$250,000	General Fund Unrestricted

Equipment repair, maintenance contracts, telecommunications services	\$500,000	\$500,000	\$500,000	85% General Fund Unrestricted 15% Erate
Totals:	\$1,224,024.00	\$1,315,978.00	\$1,408,188.00	

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

Currently there is no board-adopted policy for replacing obsolete equipment. However, the district current practice is to replace computers at five years (see goal 5.c.4)

The replacement practice for Washington Unified begins with our yearly inventory and technology survey conducted for each school site. Once units have been categorized as obsolete (more the 5 years old), based on discussion between site and IT personnel, they are removed from working quarters and stored in a central location on site. Once the Board of Education approves of disposal we utilize a partnership with HMR Group or comparable vendor. This agency picks up computer equipment and then hauls it away. This service is available at minimal cost and is dependent on the weight of items and whether they are pre-packaged. The inventory will also allow us to determine the number of computer units necessary for purchase in order to improve student to computer ratios.

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.

The Superintendent along with the Assistant Superintendent of Business Services and Educational Services, and Director of Information Technology will develop an annual technology budget as part of the annual budget cycle. The Assistant Superintendent of Business Services identifies sources of funding. Together they will create a mid-year report in January of each year to update the District Technology Committee, the Superintendent and Cabinet, the Board, and the school site administrators. Input is taken during the report development process upon presentation to stakeholders identified above. Recommendations and changes are then made where appropriate.

7. Monitoring and Evaluation

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

The Superintendent and the Superintendent's Cabinet will review semi-annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Information Technology, District Technology Coordinator, and Technology Team. This report will be in conjunction with budgetary developments and semi-annual district

leadership reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the technology plan, and to inform all stakeholders of the progress in the implementation process.

Over the three-year duration of the plan, the Director of Information Technology will act as the team coordinator for the monitoring of progress and evaluation of the impact the plan has. Progress and evaluation of the plan will be presented to the District's Leadership team as well as the Superintendent's Cabinet on a semi-annual basis. During the reporting periods, data received from the stakeholders noted in Section 2 will be analyzed and potential changes to the plan will be vetted. In addition, the District's Board of Education will be appraised annually of the progress and impact as the plan has had as well.

Specific monitoring responsibilities are not only those of the Director of Information Technology. Responsibility also lies with those who are intricate to the successful implementation of the plan and will be assigned to many stakeholders: Individual teachers will provide data by correlating the use of technology with student outcomes; grade level and curriculum teacher groups at each school will analyze data for strengths and weaknesses in content and grade-specific areas; site administrators will examine data at the site, grade level, subject, teacher and student levels, as well as other data to determine where technology use has been effective and where it has not.

The Technology Committee will gather data from these and other stakeholders to identify areas in which technology may have positively affected results and areas in which technology might support future improvement. The Technology Committee will provide data to the Information Technology Director that will become part of the reporting document(s).

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

The Director of Information Technology will be responsible to produce and schedule a review of the plan by the stakeholders to meet the semi-annual reporting noted in Section 7a. Depending upon the timing of the availability of particular data elements used to evaluate the plan, i.e. student testing data, will determine the sequencing of the evaluation.

The current review timeframes for plan years 2011, 2012, and 2013 are as follows:

October – November; Semi-annual review of work order data by District Tech Committee.

August – January; Annual review of educational profile, student data, and other survey data by District Technology Committee.

December – January; Review/Report on implementation progress of plan, updates/changes and milestones for current year to District Leadership Team, Superintendent, and Board of Education.

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

The data disseminated by the Director of Information Technology will be compiled into semi-annual reporting periods as noted in Section 7b. These reports will be made available via the Districts' website; site administration will be encouraged to share these reports in their staff meetings and with their parent organizations at regularly scheduled meetings. Finalized reports will be presented as informational items to the Board of Education on a semi-annual basis as well.

8. Collaborative Strategies with Adult Literacy Providers

The district provides adult literacy services through Washington Adult School. The program uses the continuation and opportunity school facility (Yolo and Evergreen) outside of school hours. The facility has 103 computers, including two computer labs that are available to adult education programs, with one lab frequently used. Both literacy instruction and ESL classes are offered. In ESL classes and Civics classes, the school uses interactive language software to help students learn words and information. The computer programs include both auditory and visual input. Adult learners also use civics and geography computer programs.

The Yolo County Library system provides adult literacy services, called Yolo Reads, through a grant from the California State Library. They provide services to English-speaking adults who need help with reading as well as English conversation groups for adults learning English. Our local branch library, the Arthur F. Turner Library, opened in a new building last year. There are 30 Internet connected computers in the new facility which can be used by adult learners as needed. The library places a special emphasis on supporting community members in need of both technology and literacy support related to applying for jobs online. Because they are in a new building that was designed with technology in mind, they do not have a need at this time to access district technology or facilities. The Assistant Superintendent of Educational Services serves on a collaborative planning team headed by the County Librarian that includes local library staff and staff from community based organizations. This group coordinates local efforts to promote literacy in the county and, as adult literacy service providers need technology support, this group can provide resources and assistance.

In addition to Yolo Reads, there is a West Sacramento Family Literacy Coalition that includes multiple community-based organizations as well as library and school district personnel. Their role is to connect people needing literacy and language resources to services. They produce a resource brochure in multiple languages, and act as a clearinghouse for literacy services. Services they promote include Yolo Reads services through the Turner Library, ESL classes through the Community Housing Opportunities Corporation, ESL classes through Families in Self Help, Turner Library homework help services, the Collings Teen Center, the West Sacramento Youth Resources Coalition, and the teen program at the library. The district has four representatives on this coalition, providing a communication link. At this time, the group does not need technology services from the districts. They use the library's resources.

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.

Instructional Technology

Kulik, J. (2003). Effects of using instructional technology in elementary and secondary schools: What controlled evaluation studies say. Arlington, Virginia: SRI International. Retrieved February 12, 2011 from http://www.sri.com/policy/csted/reports/sandt/it/Kulik_ITinK-12_Main_Report.pdf

Summary : This study summarizes findings from eight meta-analyses of 335 studies published before 1990, and 61 controlled studies published after 1990. A survey showed that students most frequently use computers as tools rather than receiving instruction from computers, and the most frequent learning objective for students was to find information. This is in contrast to the most frequent learning objectives ten years ago, which were basic skills training and computer literacy.

Kulik cites two studies that indicate that 71% of students report using computers for word processing at school.

Integrated Learning Systems (ILS) show mixed results in raising academic performance in reading. Kulik suggests that results might improve if students spent more time on ILS instruction, and worked in pairs. The effects of ILSs on mathematics performance were stronger.

Accelerated Reader did not show positive results. Kulik reports that seven out of ten studies of the use of word processing programs in schools had positive effect sizes of 0.28.

Findings were promising for tutorials. Although the studies are dated, a 1994 review of 58 studies indicates a median effect size of 0.36, which is the equivalent of moving students from the 50th percentile to 64th percentile on achievement tests.

Application : This study indicates that the use of tutorial software such as Destination Math and ALEKS is likely to result in learning gains. It supports the district's decision to use reading incentive programs (Accelerated Reader or Reading Counts) outside of school time instead of during the school day. The programs have value in increasing the number of pages students read each year, but their use during the instructional day reduces the time available for instruction using research-based curriculum.

Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M. (2000). Changing how and what children learn in school with computer-based technology. *Children and Computer Technology*, 10 (2), 76–101. Retrieved February 12, 2011, from <http://ctl.sri.com/publications/downloads/PackardChangingLearning.pdf>

Summary : In this meta-analysis of 80 current studies, researchers found that there are four primary ways in which technology enhances *how* children learn. These include active engagement, participation in groups, frequent interaction with feedback provided, and

connections to real-world contexts. In addition, technology can expand *what* students learn, especially in areas such as math, science, and literacy.

This study provides strong evidence of the value of using computer-based technology in math and science instruction for students in the intermediate grades and in high school. There is less evidence that technology improves student learning for younger students or in other subject areas. Software programs that use digital video technology, along with modeling and simulation programs, are effective in science. Teacher training and technical support are critical for effective implementation. In addition, it is helpful to consider program evaluation before implementing.

Application : It is important to apply what we know about effective instruction when considering instructional technology for purchase. In addition, there is evidence that computer-based learning is more effective for older children and teens than for younger children.

Technology and Reading

Scholastic, Inc. (2009). *Compendium of READ 180 Research* . Retrieved March 8, 2011, from http://teacher.scholastic.com/products/read180/research/pdfs/R180_Research_compendium.pdf

Summary: Although information from publishers must always be considered carefully, this review of the research on READ 180 includes information from Scholastic, districts, and independent researchers. The gold standard is a 2008 review from the Best Evidence Encyclopedia, which said that READ 180 had moderate evidence of effectiveness. No programs out of the 18 reviewed met the criteria for strong evidence of effectiveness. The report reviewed high quality studies that used matched or randomized control groups, were of substantial length, and used achievement measures independent of the program.

Application: The technology component of READ 180 is both engaging and effective. The district's experience with this program indicates that when it is implemented with fidelity, students achieve significant gains in their reading skills.

Technology and Writing

Russell, M., Bebell, D., Cowan, J., & Corbelli, M. (2002). *An AlphaSmart for each student: Does teaching and learning change with full access to word processors?* Technology and Study Collaborative, Boston College. Retrieved February 12, 2011, from <http://www.bc.edu/research/intasc/PDF/AlphaSmartEachStudent.pdf>

Summary : This study looked at the effects of having AlphaSmarts, laptops, and desktop computers available for student use in several third grade classrooms. Researchers found that when technology was freely available, students used word processors instead of paper for drafts. Students began to see word processors as the primary tool for writing, and their approach to writing changed and the quality improved. Students felt a greater sense of ownership, responsibility, and empowerment.

Application : This study supports our current pilot project where third grade classes at one school share a cart with netbooks. To see the student's work, follow this link. <http://kidblog.org/MsHackbarthsThirdGradeClass/>

Technology and English Language Development

JointStrategy Consulting. (2008). *Evaluating the effectiveness of Imagine Learning English in Chula Vista School District, State of California: An independent assessment study*. Retrieved March 8, 2011, from http://www.imaginelearning.com/Assets/PDFs/en/://www.imaginelearning.com/Assets/PDFs/en/CELDT_and_Imagine_Learning_English.pdf

Summary: This report summarizes the results of implementing Imagine Learning English at Otay Elementary School, located three miles north of the Mexican border. Researchers found that ILE participants showed greater improvements than non-ILE students on the CST, with a mean of 31 scaled score points vs. 10 for the non-ILE group. They found mean gain scores on the CELDT of 88-135 points.

Application: Imagine Learning English provides an additional opportunity for young children learning English to develop skills in an engaging, game-like format. This study supports the district's strategy of using ILE as part of a rotation, similar to READ 180, where students spend some time on targeted, small-group instruction with a teacher and other time using ILE on the computer. In addition, if teachers during the school day administer the placement assessment and get students started, after school staff with lower levels of training in English acquisition can use the program with the same students after school, extending learning time. Best practice is to use this program from 80-150 minutes per week.

Technology and Mathematics

Hickey, D. T., Moore, A. L., & Pellegrino, J. W. (2001). The motivational and academic consequences of elementary mathematics environments: Do constructivist innovations and reforms make a difference? *American Educational Research Journal*, 38 (3), 611-652.

Summary : This study analyzed the effects of a series of DVDs that propose real-world mathematical problems. Designed for students in grades 5 and up, each episode in the Jasper Woodbury series takes students on a mathematical adventure with strong connections across the curriculum areas of social studies, literature, and science. Twelve episodes of Jasper adventures are currently available. The series has five major themes: complex trip planning, business planning, way-finding, architectural design, and smart tool building. Each episode also has strong connections between the mathematical disciplines of arithmetic, geometry, statistics and early Algebra. Finally, each episode requires students to use logical, critical, and creative reasoning to find a solution to the problem.

Several episodes are available for each of the five themes. Each episode is a separate DVD with a resource book containing sections that include general information, teaching the episode, solving the challenge, and extending the learning experience. In addition, there are student materials. One of the high points of the series is the variety of interesting scenarios. "Rescue at Boone's Mountain" finds Jasper and his friends trying to rescue a wounded eagle using an ultralight airplane. "Blueprint for Success" presents students with the opportunity to design a playground and ball field for a vacant neighborhood lot. "The Right Angle" involves students in Paige Littlefield's search to find a cave in which a family heirloom has been hidden. "Bridging the Gap" finds students developing a grant proposal to help a local wildlife preserve protect threatened or endangered animals in the surrounding community.

The study found that the use of this program significantly improved student performance on the mathematical problem solving and data interpretation subsets of the Iowa Test of Basic Skills. Performance on measures of computational ability declined, which is not surprising given that the series does not provide instruction or practice in rote computation.

Application : Episodes can be purchased here for \$150 each. _

<http://jasper.vueinnovations.com/adventures-of-jasper-woodbury>. The research findings indicate that this program might be a valuable component of an after school program, where high interest applied math lessons would not displace core instruction during the school day.

Boster, F. J., Meyer, G. S., Roberto, A. J., Lindsey, L., Smith, R., Strom, R., & Inge, C. C. (2004, September). *A report on the effect of the unitedstreaming(TM) application on educational performance: The 2004 Los Angeles Unified School District mathematics evaluation* . Cometrika, Inc., Baseline Research, LLC, & Longwood University. Retrieved February 12, 2011 from: _
http://streaming.discoveryeducation.com/home/pdf/LA_Summary.pdf

Summary : Students were assigned to experimental and control classrooms. In the two experimental 6th grade math classrooms, students watched 18 video clips from UnitedStreaming. 8th grade students watched 25 video clips. The video clips matched standards being taught. Researchers found a small positive effect on student performance on measures of mathematical proficiency.

Application : Some schools subscribe to Discovery *streaming* Plus video at _
<http://streaming.discoveryeducation.com/> . There is some evidence that this resource can improve student achievement. It is likely that the effects of using targeted video clips to illustrate points is more effective than showing entire video programs.

Technology and Science

Research in the use of probeware, sometimes called MBL (Microcomputer-based Laboratories), is limited. Many of the studies include only a small sample of students, or the technology was used in a way other than for whole-class implementation as part of the regular instructional program.

Occhuizzo, John. (1993). *A Comparison of Traditional Experimental Versus Microcomputer Multitasking Platform in Competency Development and Concept Enhancement in the Constructivist High School Physics Lab*. Doctoral dissertation, University of Pittsburgh. *Dissertation Abstracts International*, 54(9A). Quoted in Kulik, 2003, above.

Summary : Occhuizzo found a strong positive effect on the use of probeware with 12th grade students enrolled in a physics class. This study is very limited, with results coming from a single experiment on harmonic motion, and with the students in the experimental group also being enrolled in a computer science class.

Application : Although this study is limited, probeware appears to have value in quantifying phenomena that are difficult to measure using conventional techniques, leading to increased student success and engagement.

Communication Technology

Penuel, W. R., Kim, D. T., Michalchik, V., Lewis, S., Means, B., Murphy, R., Korbak, C., Whaley, A., & Allen, J. E. (2002). *Using technology to enhance connections between home and school: A research synthesis*. Planning and Evaluation Service, U. S. Department of Education, DHHS Contract #282-00-008-Task 1. Retrieved February 12, 2011 from http://ctl.sri.com/publications/downloads/Task1_FinalReport3.pdf

Summary: This study was a meta-analysis 19 research articles about using technology to better connect home and school. Although it is dated, it provides evidence that even simple voicemail technology enhances communication between parents and teachers. There was a small positive effect on student learning performance, and a large effect on parents' feelings of being connected to school.

Application: The district provides parents with real time access to attendance, grade, and transcript information from Aeries, our student information system, via an online access system called HomeLink. In addition, schools have access to ParentLink, a smart autodialer. Given the economic diversity of the families we serve, it is important to provide information by both phone and computer. In addition, all schools have computers in their reception areas or other areas easily accessed by parents to ensure all parents, even those without computer access elsewhere, can use the system to monitor student progress.

- 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.

The district has just begun a process to consider how online learning can support student achievement and assist in credit recovery. Currently, we are using online learning tools extensively in mathematics (Destination Math, ALEKS) and to some degree in English Language Development (Imagine Learning English), but we do not have a well-developed system to help students earn high school credits.

Beginning this spring, the Assistant Superintendent of Educational Services is teaming with the comprehensive high school Principal, Independent Study Coordinator, and continuation school Principal to begin analysis of online options for credit recovery and for use by students on either short-term, school-based independent study or enrollment in our long term independent study program. We believe that online options will help us increase the number of students who graduate on time.

Options currently being evaluated include:

- ALEKS
- O-Zone from the Santa Clara County Office of Education
- UCCP courses
- Aventa Learning from K12
- Advanced Academics
- Odysseyware

After an initial analysis related to program quality, feasibility, and cost effectiveness, we will move into a pilot phase where we evaluate the use of these online learning programs with students. Using course completion data and student feedback, along with teachers' perceptions of rigor and alignment to standards, we will make decisions about which programs to include as online learning options, which students will be eligible to participate, and how the program will be funded.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (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	Example of 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.	2	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.	3	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.	6	The plan describes the typical frequency and type of use (technology skills/information and 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.	11	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.	12	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.

<p>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 succeed in the classroom and the workplace.</p>	<p>19</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>23</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>25</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	27	<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 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.</p>	28	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>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.</p>	31	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. 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.</p>	36	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>37</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>39</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<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>44</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>	44	<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 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>	48	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<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 identified in Section 5b.</p>	50	<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>	52	<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>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	54	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	55	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	55	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.	56	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.	56	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.	57	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.	57	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 ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.)	58	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.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	59	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. 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.	63	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 57 - 72694

School Code (Direct-funded charters only): _____

LEA Name: Washington Unified

*Salutation: Mr.

*First Name: Tom

*Last Name: McNinch

*Job Title: Director of Information Technology

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*City: West Sacramento

*Zip Code: 95691-3224

*Telephone: 916-375-7600 Ext: 1412

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Please provide backup contact information.

1st Backup Name: Scott Lantsberger

E-mail: slantsberger@wusd.k12.ca.us

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS