

Central Union High School District

TECHNOLOGY PLAN

(For EETT & E-Rate)

July 1, 2012- June 30, 2017

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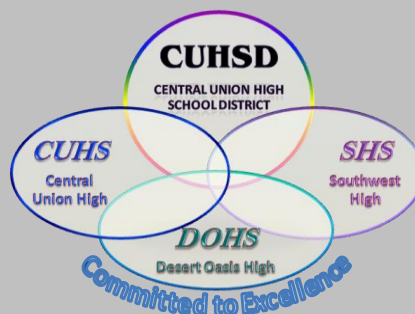


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INTRODUCTION

Central Union High School District is located in the City of El Centro in Imperial County, the southeastern most county in California. The county is bordered by San Diego County to the west, Riverside County to the north, Yuma County, Arizona to the east, and Mexico to the south. The district's two comprehensive high schools, Central and Southwest, and continuation high school, Desert Oasis, serve high school age children from El Centro, Heber, Seeley and surrounding rural unincorporated areas. Students matriculate from six feeder schools. The 2011 CBEDS enrollment totals 4,154. Of those, 89.8% of the students are Latino, 5.4% are White, 1.7% are African American, and 3% are of Asian and other ethnic origins. Approximately 66% of the students participate in the Free and Reduced Lunch Program, and 27% are designated English Language Learners.

The mission of the Central Union High School District is to provide an educational environment in which students feel safe, secure and unlimited in pursuing learning experiences to their maximum potential. We are committed to providing students with the encouragement and educational opportunities necessary to prepare them to become productive members of society. Our goal is to assure that all students receive a well-rounded education that emphasizes high academic and social standards, promotes healthy lifestyles, cultivates critical thinking and problem solving skills, develops technological literacy, provides for postsecondary and/or career preparation, and instills a desire for life-long learning.

The Central Union High School District Technology Plan provides a road map into the future for the effective use of technology to improve student achievement and to prepare students for postsecondary education and entrance into the workforce. This Technology Plan serves as an outline detailing the district-wide processes, activities and expenditures that will: 1) support increased student access to information that enhances academic skills necessary for mastery of the California State Content Standards; 2) facilitate the creation of higher quality work products; 3) expand learning experiences and opportunities; 4) enable teachers to utilize technology as an integral component of instructional delivery through effective training and coaching; 5) increase effectiveness and efficiency in communication practices, and 6) improve the use of student data to inform instruction.

This document is the outcome of numerous Technology Leadership Team meetings at the site and district level with the collaboration of site principals, teachers, district staff, students and community members. It is recognized that the Technology Plan is a dynamic document, which will be reviewed and revised based on the needs of students and ever-changing technologies that are able to best address those needs.

1. PLAN DESCRIPTION AND DURATION

This plan provides guidance in the utilization and acquisition of technology for the next five years, beginning July 1, 2012 and ending June 30, 2017. Goals, benchmarks, timelines and action steps have been developed to address four overarching areas of focus: 1) Curriculum improvement and technology as an instructional tool, 3) professional development; and 4) maintaining and updating infrastructure and systems. A plan for monitoring and evaluating progress in achieving benchmarks is outlined, including a three year review and evaluation as required for the federal E-rate program.

2. STAKEHOLDERS

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

The CUHSD Technology Leadership Team (TLT) serves as the central **planning, implementation, and monitoring** body working collaboratively with committees and individuals at the site level, district level and in the community to ensure broad-based representation. The TLT membership includes two site Program Improvement Resource Teachers (PIRTs), two Library/Media Teachers, the Computer Network Engineer (CNE), the Computer Network Engineer Assistant, the DOHS Principal, two Assistant Principals, the Adult Education Principal and Assistant Superintendent. The membership is strategically structured to ensure that each school site is represented and that each member serves a specific role in both the development and implementation phases of the plan.

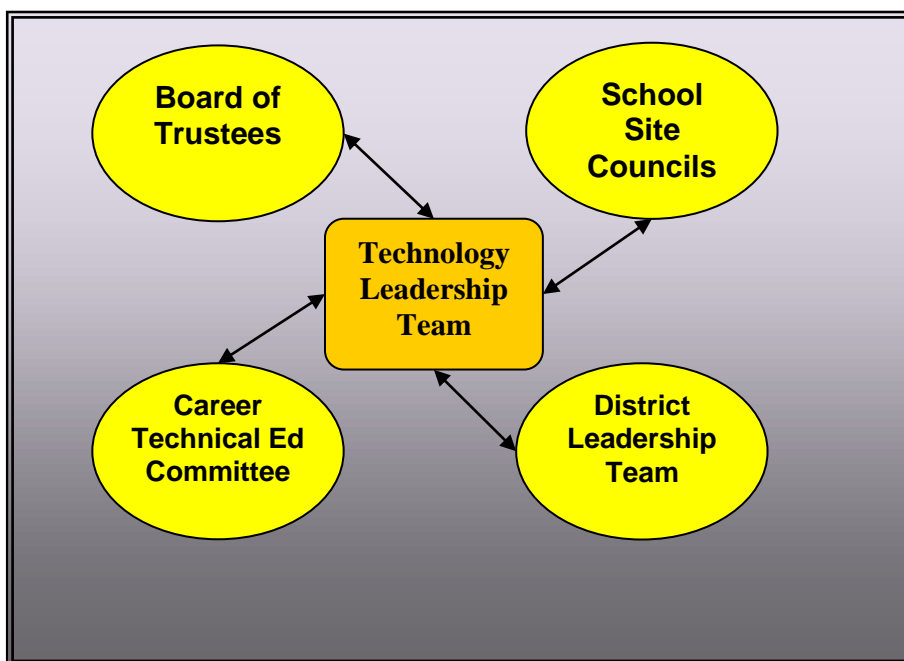
With primary site level duties for coordinating the Single Plan for Student Achievement (SPSA) development/implementation, the CUHS/SHS PIRTs and the DOHS Principal work with their respective School Site Councils (SSC) in ensuring that categorically funded expenditures for technology are planned based on needs and aligned with site improvement goals. These individuals have and will continue to serve as liaisons between the TLT and SSC parents, students and staff. During plan development, PIRTs and DOHS Principal engaged in two-way communication, sharing drafts of the Technology Plan with SSCs and returning to the TLT with feedback and recommendations. The PIRTs and DOHS Principal also coordinated administration of surveys soliciting input from all staff regarding technology use and proficiency, and verifying the inventory of the technology resources available to students/staff throughout the schools.

The CNE and CNE Assistant contribute their own technical expertise to the Technology planning process, as well as that of the site level technicians. On an ongoing basis, they use their daily contact with staff to assess the perceived and actual needs of students, teachers and administrators. They collect qualitative and quantitative data regarding condition, use level, and availability of technology resources and report their findings to the TLT.

The Library/Media Teachers bear significant responsibility in purchasing and maintaining technology for school sites. They continually interact with teachers and students, receiving ongoing feedback about the technology that most effectively supports the learning process. Technology that is housed in the Library Media Center (LMC) for student/staff use as well as equipment that is available for teacher check-out are systematically and routinely acquired and made available.

The Assistant Superintendent coordinates regular meetings of the district level leadership team, which includes the Supervisor of Instruction, Principals, Assistant Principals for Curriculum, Program Improvement Resource Teachers, English Learner Program Resource Teacher and Academic Coaches. During the plan development process, drafts of the plan were shared with the leadership team which provided feedback and recommendations. Input was also solicited from the Career Technical Education Advisory Committee (members include community/business representatives, vocational teachers, special population representatives, and social service/employment department representatives), as well as the Board of Trustees who reviewed and approved the plan.

Throughout the five years of plan implementation, the TLT will meet on a biannual basis to review plan goals, monitor progress toward meeting benchmarks and make recommendations regarding major expenditures detailed in the plan budget.



Technology program updates, progress reports and budgetary information will be provided to School Site Councils, CTE Advisory Committee, District Leadership Team and Board of Trustees. Feedback from these groups will be instrumental in the ongoing decision-making and implementation process.

3. CURRICULUM COMPONENT

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

With a districtwide ratio of one computer for every 4.6 students, computers are widely available for student use in classrooms, as well as in the numerous labs located at all three campuses. All instructional spaces in the District are equipped with a minimum of one multimedia internet-connected computer. Nearly all are PCs using a Windows 7 or XP operating system. Most classrooms house three or more computers including a teacher station and two or more student stations. The CUHS inventory includes 565 computers, SHS has 550 computers, and DOHS has 139. With few exceptions, all computers in the district utilize Microsoft Office applications for word processing, data processing, desktop publishing and presentations; Netscape or Internet Explorer for Internet access; and Outlook for e-mailing. Also available are video projectors in nearly every SHS classroom and most CUHS classrooms. Special Education students have access to adaptive technology targeted to their specific needs including, but not limited to, modified keyboards, text/graphics-to-voice, and voice recognition software.

The Library Media Centers (LMCs) at CUHS and SHS each house 16-20 networked computers in the main library as well as labs of approximately 30 stations that are used by students for research, presentation development, and word processing. Students are able to access the Worldbook Encyclopedia, EBSCO Magazine, the online public access catalog, online databases, and the Internet. The LMCs are open before school, during lunchtime and after school with computers available for student use. In addition to the LMC, at least two computer labs at each school site are open before and/or after school four days a week for students to use for research, completing class projects and assignments, or working on courses for credit.

At CUHS, there are ten computer labs, three of which are used for Business and ROP Computer Application/Accounting courses, one for Computer Graphic Design, one for English Support instruction, one for Social Sciences, two for general use, one for Career/College exploration, and one for Technology Exploration. Seven SHS computer labs include two Business Education labs, a ROP AutoCAD/Animation & Design lab, two general use labs, one English Support Lab, and a Technology Exploration lab/Business lab. DOHS houses four computer labs, two of which are used for content courseware and word processing, and two which are used for adult education. Labs are used by all high school student populations including special education, gifted, English Language Learners, ROP and adult students. Two labs at each of the comprehensive schools are open before school and until 4:00 p.m. Monday through Thursday.

The three schools and district office are connected to one another and the Internet by a 1GB fiber optic connection that runs from Central Union High School to the Imperial County Office of Education (ICOE).

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

All CUHSD students - including gifted, special education, adult education and English learners - in grades 9-12 enrich their academic experience as a result of integration of technology into and across the curriculum. Most students and nearly all staff use computers on a daily basis. Student uses include word processing, spreadsheets, data processing, internet research, assessment, publications, presentations, website development, learning curricular content, CAD, and design and animation. Teacher uses include classroom management (grading, attendance, etc.), lesson planning, internet research, assessing students, content delivery, communicating via e-mail with administration and other staff, and communicating with students/parents.

Approximately 84% of freshmen are enrolled in a semester long Introduction to Computers course. Technology proficiency is prioritized as one of the Expected Student Learning Results (ESLRs) at each of the schools. Nearly all departments incorporate technology-based projects as part of the curriculum. Internet research, PowerPoint presentations, written assignments that are word processed, reports including graphics, charts and tables are evident in the great majority of classrooms.

Students have opportunities to develop specialized technology skills in a variety of courses including Introduction to Computers, Computerized Accounting, Computer Office Applications, Technology Exploration, AutoCAD, Computer Design & Animation, Computer Graphics, Computer Repair and Foundations of Web Design.

Students enrolled in designated Support classes participate in computerized instruction that enhances their learning of core concepts in mathematics and English. Computerized instruction is also available to assist students in learning and strengthening the skills necessary to pass CAHSEE; for English learners to develop English language skills; and for students who are behind in credits to work on online coursework.

Students' reading ability is assessed using the Renaissance Learning STAR Reading program. STAR determines the appropriate level of challenge for each student and identifies those who need individual help. Students in regular English and mathematics courses use content specific computer programs to supplement their learning in the areas of reading, basic mathematics, Algebraic and Geometric concepts. Students develop spreadsheets to display and analyze data for Social Science, Science and Math assignments. In all curricular areas, students word process written assignments, develop PowerPoint presentations for projects and conduct Internet research.

The District's standards-aligned quarterly benchmark assessments for core content course offerings are intended to measure student mastery of the specific standards that teachers have identified as the highest priority for instruction. The goal is to track students' progress throughout the year using Data Director to assist teachers in monitoring the mastery level of each identified standard.

The following table details by content area the programs that are used to enhance instruction at the school sites.

Subject Area	Purpose/Skills	Program	Location	Frequency
English	Lesson Plan Development & Presentation Assessment	Renaissance Place; Microsoft Word 2010, Microsoft PowerPoint 2010, Microsoft Publisher 2010 (rarely), Hot Potatoes, PowerDVD DVX, Windows Media Player, iTunes, Amazon Cloud Player, WinZip, Windows Movie Maker, Adobe ReaderDataScanner, DataDirector, Scantron, Accelerated Reader6, Study Island.	English Classrooms	Daily, By Assignment
English Support & Accelerated Language	Basic Literacy Skills	Study Island CAHSEE 360	CUHS English Lab; SHS K-53 Lab & Library Lab	2-3 times per week
Mathematics	Math Concepts	Geometer's Sketchpad, Math Type, Exam View, TI-Navigator, Accelerated Math, Online Textbooks, Promethean Boards, Data Director	Math Classrooms	Daily
Algebra Support	Basic Math/Algebra Concepts	iPASS	CUHS Math Lab	Once per week
Algebra I	Basic Math/Algebra Concepts	Accelerated Math, Test Check	Math Classrooms	Daily, In some classes
Social Science	Historical Knowledge	Learn360, eInstruction CPS	Social Studies Computer Lab	By Assignment
Science	Scientific Data Analysis and Presentation	Excel, PowerPoint, Publisher, Motic Images (Digital Microscopy)	CUHS English Lab, Science Classrooms	Quarterly
Introduction to Computers	Basic keyboarding and word processing	Microsoft Office (Word, Excel, Publisher, and Powerpoint), MicroComputer Keyboarding, Micro Pace Pro, Microtype, WordIt, Excel It, Internet Explorer, CS5 Photoshop	Business Labs	Daily
Technology Exploration	Industrial technology career exploration	Windows, Office, Scantech, Depco	Tech Exploration Labs	Daily
Agriculture	Maintenance of Ag Project Data	State FFA Recordbook	Ag Classroom	Weekly
Art	Project Completion	Adobe Photoshop, Adobe Illustrator, Quark Express	Art Classrooms	By Assignment
Dental Assistant & Medical Terminology	Health sciences education	Microsoft Office 03 components, Dental Anatomy-Oral structures, Intro to Medical Terminology, Career Success for Health Care Professionals, Dental Terminology, Medical Terminology Student Theater, Medical and Dental Terminology, Skull Atlas and Tooth Atlas	K51	Daily
ROP Computer Assisted Drafting	Basic architectural & engineering skills	Creo-Engineering, Auto Desk Academy- Auto CAD 11/12, Revit 11/12, Architecture 11/12, 3D Max Design 11/12, Microsoft Office 10, Flash CS5	SHS CAD Lab	Daily
ROP Accounting & ROP Computerized Office Systems	Basic Accounting; Clerical Office Skills	Microsoft Office (Word, Excel, Publisher, and Powerpoint), Link and Learn Taxes/ Taxwise, Google Docs, Automated Accounting 8.2, Quickbooks, WordIt, Excel It, Internet Explorer	Business Labs	Daily
Web Design	Create Web design and structures	Microsoft Office 07, Adobe Create Suite CS5, Web Premium	Tech Exploration Lab	Daily
ROP Design & Animation	Computer design and animation	AutoDesk Animation Academy 2009, Punch Pro Platinum; Studio 8; 3DS Max 7, Maya, Motion Builder, Mudbox, Toon Boom Studio6.0, Flash CS5, Soundbooth CS5	SHS CAD Lab	Daily
ROP Graphic Design	Computer graphics	iPhoto 6.5, iMovie 6.0.3, iDVD 6.0.3, iTunes 7.0.2, iWeb 1.1.2, Quark Xpress 6.0, Adobe Creative Suite 1 & 2, Illustrator 11-12, InDesign, Photoshop, Word, Excel	Graphic Design Lab	Daily
ROP Auto	Automotive Technologies	Word, Word Perfect, Powerpoint, Excel, Instructional Materials Laboratory Auto Tech Online, International Automotive Technician Network, Alldata Online, AYES materials online and testing services	Auto Shop	Daily
Foreign Language	Language Acquisition	Dos Mundos CDs, Listening CDs and Tapes, Internet, MS Word and PowerPoint.	Computer Labs and F.L. Classrooms	By Assignment
Yearbook	Word Processing, Photo Book,	Photo Shop Adobe CC5, Jostens.onlineave.yearbook.com	Yearbook Classroom	By Task
All Content Areas	Presentations; Assignment & Project Completion	MS Office Applications (Particularly MS Word and PowerPoint - and Excel in a few classes)	Classrooms and Computer Labs	Daily
All Content Areas	Research	Internet	All Classrooms	Daily
Credit Recovery	Catch Up/ Make-Up Credits	Aventa Learning, Cali-Q-ity	Computer Labs	Daily

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

The plan's curricular goals are consistent with district policy and Local Educational Agency Plan (LEAP) and Addendum. District goals are based on identified needs and are supported in school sites' Single Plans for Student Achievement and WASC goals.

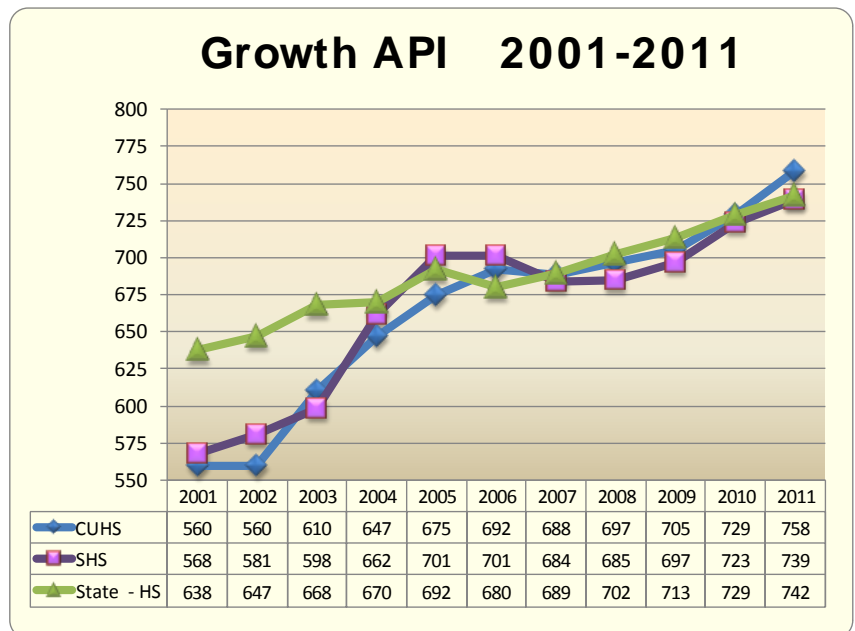
The district's priority is to increase student achievement as measured by the schools' Academic Performance Index (API). Test results are incorporated into the API calculation according to the amount of weight, or emphasis, given to each test. The API calculation is based on the weighted average of student scores across content areas (including English language arts, mathematics, science and social science) on the California High School Exit Exam (CAHSEE) and California Standards Tests (CST). The API weighting formula places the greatest emphasis on ELA and mathematics, and is therefore the focus of the curricular improvement goals in this plan.

Board Policy Goals

The CUHSD Board of Trustees' approved policy for the annual Evaluation of the Instructional Program includes the following two goals:

- Each school will annually meet its schoolwide API growth target.
- Each school will annually meet its API growth target for each numerically significant subgroup.

API scores over the past ten years clearly demonstrate the schools' positive progress resulting from their instructional improvement efforts. However, the district recognizes the significant challenges it faces in sustaining continued growth into the future and is striving to avoid complacency based on past successes. The district plans to maintain strategies that have proven effective, while continually developing and implementing new policies and practices that build upon the strong foundation that has been established.



LEA Plan Academic Achievement Goals & Objectives:

In 2010, the district was identified as a Program Improvement LEA. In response the district developed an Addendum to its LEA Plan that expanded on the goals and activities that were outlined in the original plan. Included below are goals and objectives from the LEA Plan and Addendum.

- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.
 - ✦ Software programs will be used that support standards (Accelerated Reading, STAR Reading, Teen Biz, IPASS, Data Director, etc.).
 - ✦ Software programs will be used that facilitate mastery or mathematics standards (IPASS, BrainX, Accelerated Math, STAR Math, etc.).
 - ✦ Computer centers will be available before, during, and after school.
 - ✦ Computers will continue to be available in every classroom.
 - ✦ Video technology tools will be used to enhance content presentation
- Limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- The district will meet the Percent Proficient AYP targets for all students and those in significant sub-groups; OR will increase the percent proficient numbers sufficient to meet the Safe Harbor provision.
- The district's graduation rate will be at/above 90%
- The district will continue to test 95% or more of 10th grade students on the CAHSEE.
- English Learners will meet the annual growth target for attaining English as measured by CELDT.

Disaggregated AYP Proficiency Data												
10th Grade CAHSEE - score of >380												
English Language Arts											2012 Target - 77.8%	
Subgroup	2011 Target 66.7%				2010 Target 55.6%				2009 Target 44.5%			
	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP
	Schoolwide	906	500	55.2%	SH	890	439	49.3%	No	863	723	48.8%
Af. Amer/Black	19	9	47.4%	●	15	7	46.7%	●	13	9	69.2%	●
Asian/Filipino	13	10	76.9%	●	14	12	85.7%	●	5	x	x	●
Latino	806	430	53.3%	SH	779	360	46.2%	No	770	350	45.5%	Yes
White	58	45	77.6%	●	68	50	73.5%	●	73	55	75.3%	●
SocEcDis	615	294	47.8%	SH	585	239	40.9%	No	503	185	36.8%	No
English Learner	375	112	29.9%	No	503	191	38.0%	No	481	174	36.2%	No
Stu w/Disability	54	12	22.2%	●	84	15	17.9%	●	78	11	14.1%	●
Mathematics											2012 Target - 77.4%	
Subgroup	2011 Target 66.1%				2010 Target 54.8%				2009 Target 43.5%			
	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP	Valid Scores	No. At/Above Profic	% At/Above Profic	Met AYP
	Schoolwide	897	531	59.2%	SH	891	456	51.2%	No	864	450	52.1%
Af. Amer/Black	19	9	47.4%	●	14	5	35.7%	●	13	11	84.6%	●
Asian/Filipino	13	12	92.3%	●	14	14	100.0%	●	5	x	x	●
Latino	798	463	58.0%	SH	780	377	48.3%	No	768	379	49.3%	Yes
White	58	41	70.7%	●	69	48	69.6%	●	73	53	72.6%	●
SocEcDis	608	327	53.8%	SH	585	273	46.7%	No	500	222	44.4%	Yes
English Learner	368	148	40.2%	No	501	240	47.9%	SH	477	210	44.0%	Yes
Stu w/Disability	52	9	17.3%	●	83	11	13.3%	●	79	12	15.2%	●
● Subgroup not numerically significant - A subgroup is defined as numerically significant for percent proficient if it has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the total valid scores X - Valid Scores less than 11. Confidentiality concern.												

WASC/SPSA Goals for Improving Student Achievement:

● CUHS:

- Address academic needs of ALL students in mathematics and close the achievement gap.
- Develop a comprehensive system that has structures in place to help students learn the essential literacy skills (reading and writing).
- Improve the communication between school and home, community, etc. in order to support student academic success.

● SHS:

- To improve instruction and student learning in English, with emphasis on reading, writing, speaking, listening and technology.
- To improve instruction and student learning across the curriculum with emphasis on mathematics.
- To increase parent involvement / awareness that will support student learning.

● DOHS:

- Increase overall student performance on the CAHSEE, CST English language Arts and Algebra 1 tests.

CST and CAHSEE results provide data demonstrating growth in some areas and highlights specific needs in the areas of English language arts and mathematics.

CALIFORNIA STANDARDS TESTS: % At or Above "Proficient" - ALL STUDENTS												
Year	Central Union High School				Southwest High School				STATE OF CALIFORNIA			
	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I *
2009	39	36	38	16	39	42	38	19	50	44	40	28
2010	45	36	34	24	40	42	39	16	54	45	43	31
2011	47	45	42	32	46	43	45	21	55	48	45	32

% At or Above "Proficient" on CST - HISPANIC/LATINO												
Year	Central Union High School				Southwest High School				STATE OF CALIFORNIA			
	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I *
2009	37	35	37	15	35	37	34	18	35	30	26	20
2010	44	33	33	24	35	37	34	15	42	32	30	21
2011	47	44	40	32	43	38	41	20	42	35	33	24

Green highlights indicate areas in which CUHSD students meet/exceed the State performance level

** State Algebra 1 data includes grade 8 students who typically perform at a higher level than students in grades 9-12*

In nearly all areas, the percentage of students at/above proficient has increased since 2009. The 2011 data indicates that CUHS and SHS students lag behind when compared to all students across the state in each identified area of language arts and mathematics with the exception of Algebra I at CUHS and ELA 11 at SHS. However, CUHSD's Latino students (who make up 88% of the total population) exceed the State percentage of proficient students at all three grade levels in English and in Algebra 1 at CUHS.

CALIFORNIA STANDARDS TESTS: % At or Above "Proficient" - ENGLISH LEARNERS												
Year	Central Union High School				Southwest High School				STATE OF CALIFORNIA			
	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I	ELA 9	ELA 10	ELA 11	Alg I *
2009	7	2	2	6	6	8	2	9	9	6	5	10
2010	10	7	0	13	7	9	10	6	10	6	5	11
2011	11	6	6	15	9	5	5	9	11	6	6	13

Green highlights indicate areas in which CUHSD students meet/exceed the State performance level

* State Algebra I data includes grade 8 students who typically perform at a higher level than students in grades 9-12

CUHSD English Learners perform at or slightly below the level of ELs across the state over the past three years in most areas. In 2010 & 2011, CUHS EL's achievement in Algebra I exceeded that of ELs throughout the state. Unfortunately, the percent proficient at the district and State level is very low, and there is a need to continue to place great emphasis on improving achievement in these critical areas of instruction.

Grade 10 CAHSEE (Combined)									
Year	Population	% Passed - English				% Passed - Math			
		CUHS	SHS	DOHS	State	CUHS	SHS	DOHS	State
2009	All	72%	81%	49%	79%	78%	82%	50%	80%
	Hisp	71%	80%	48%	71%	78%	81%	47%	72%
	White	86%	90%	*nns	91%	79%	90%	*nns	90%
	EL	40%	58%	32%	40%	60%	69%	37%	53%
2010	All	78%	80%	64%	81%	82%	84%	43%	81%
	Hisp	77%	78%	63%	73%	81%	83%	42%	74%
	White	93%	94%	*nns	91%	96%	95%	*nns	91%
	EL	48%	50%	36%	42%	58%	68%	21%	52%
2011	All	85%	80%	71%	82%	89%	85%	53%	83%
	Hisp	85%	77%	70%	76%	89%	84%	53%	77%
	White	85%	91%	*nns	91%	92%	91%	*nns	91%
	EL	53%	40%	60%	44%	74%	64%	33%	56%

Green highlighted percentages indicate areas in which CUHSD students meet/exceed the State performance level.

* Subgroup not numerically significant

As indicated by values highlighted in green, over the past three years CUHS and SHS student sub-groups have achieved at/above the State pass rate in the majority of instances, particularly in mathematics. The district goal is to increase the grade 10 census administration pass rate to 90%, and to ensure that all students pass the CAHSEE prior to the end of grade 12.

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

Consistent with CUHSD curricular goals, the tables that follow detail what the District expects its students to be able to accomplish academically, identify specific objectives, and describe how, through the integration of technology, student achievement will be improved.

Curricular Goal: All students will attain proficiency in English language arts							
Goal 3d.1		Students will use technology as a tool for expanding learning opportunities and increasing achievement in English					
OBJECTIVES – Students will use technology resources to:		Base Year 2011	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3d.1.1	Increase the percentage of students scoring at/above proficient on the CST in English each year	43%	45%	47%	49%	51%	53%
3d.1.2	Increase the percentage of 10th grade students passing the English language arts section on the CAHSEE each year	81%	83%	85%	86%	87%	88%
3d.1.3	Increase the percentage of 10th grade English Learners scoring at/above the “Proficient” level on the English language arts section on the CAHSEE each year	30.4%	32%	34%	36%	38%	40%
IMPLEMENTATION & MONITORING							
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation			
1.1 & 1.2 A	All students will participate in the Accelerated Reading Program and will be continuously engaged in reading novels and non-fiction works as an integral component of their English language arts instructional program.	Aug-Jun each year; daily/weekly and monthly monitoring	Library Media Teachers; English Teachers	The Renaissance Learning STAR program will be used to assess student reading ability. Accelerated Reader quizzes will measure the volume of student reading.			
1.2 & 1.3 B	Students (primarily ELs) in English support/intervention classes will use English content software including, but not limited to, Teen Biz and Read 180, as tools for enhancing their learning of critical literacy skills.	Aug-Jun each year; daily/weekly and monthly monitoring	English Support/ Intervention Teachers	Computer-based assessments will be used diagnostically, formatively, and summatively to gauge and measure student learning.			
	Staff will routinely investigate technology-based language arts intervention programs that offer the possibility of increased effectiveness for ELs and other students reading far below grade level.	Ongoing	PIRTs & English Teachers	CST, CAHSEE, CELDT and grade data of participating students will be analyzed.			
	The intervention program will be evaluated and modified based on student achievement results.	Annually during summer	Principals and PIRTs				
1.2 & 1.3 C	Students who have not passed the ELA section of CAHSEE will participate in computer-based CAHSEE preparation instruction and tutoring including, but not limited to, Study Island and BrainX.	Aug-Jun each year; daily/ weekly & monthly monitoring	PIRTs	CAHSEE data of participating students will be analyzed.			
	The CAHSEE prep program will be evaluated for effectiveness and modified based on student achievement results. Staff will continue to research programs that have proven successful.	Annually each summer	Principals and PIRTs				

Curricular Goal: All students will attain proficiency in mathematics

Goal 3d.2: Students will use technology as a tool for expanding learning opportunities and increasing achievement in mathematics

OBJECTIVES - Students will use technology resources to:		Base Year 2011	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3d.2.1	Increase the percentage of students scoring at/above proficient on the California Standards Test in Algebra I each year.	26%	28%	30%	32%	34%	36%
3d.2.2	Increase the percentage of 10th grade students passing the Math section on the California High School Exit Exam each year.	86%	88%	89%	90%	91%	92%
3d.2.3	Increase the percentage of 10th grade English Learners scoring at/above the "Proficient" level on the mathematics section on the CAHSEE each year.	40.8%	43%	45%	47%	49%	50%

IMPLEMENTATION & MONITORING

Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation
2.1 2.2 2.3 A	Students enrolled in Algebra I will supplement and support their learning by accessing online Prentice Hall support resources, Khan Academy tutorials, and UCOP online tutors.	Aug-Jun each year; daily/weekly and monthly monitoring	Math Teachers	Algebra I formative and summative assessments will measure student progress.
2.1 2.2 2.3 B	Students in Algebra Support classes will use content software including, but not limited to, the IPASS program, as a tool for enhancing their learning of fundamental math skills. Existing supplemental computer programs will be evaluated for effectiveness based on student achievement results. Staff will continue to research programs that have proven successful for possible purchase and implementation.	Aug-Jun each year; daily/weekly and monthly monitoring Annually each summer	Algebra Support Teachers Math Department Chairs; PIRTs	Computer-based assessments will be used diagnostically, formatively, and summatively to gauge and measure student learning. CST, CAHSEE, CELDT and grade data of participating students will be analyzed
2.1 2.2 2.3 C	Students who have not passed the math section of CAHSEE will participate in computer-based CAHSEE preparation instruction and tutoring including, but not limited to, Study Island and Brain X. The CAHSEE prep program will be evaluated for effectiveness and modified based on student achievement results. Staff will continue to research programs that have proven successful for possible purchase and implementation.	Aug-Jun each year; daily/weekly & monthly monitoring Annually each summer	PIRTs Principals and PIRTs	CAHSEE data of participating students will be analyzed.
2.1 2.2 2.3 D	Teachers will use Interactive whiteboards, classroom performance systems, digital presenters, LCD projectors and other technological solutions to enhance instruction and student learning opportunities.	Aug-Jun each year; daily/weekly and monthly monitoring	Math Teachers	Site Administrators and the Supervisor of Instruction will conduct regular classroom observations and monitor use of technology resources.

Curricular Goal: All students will graduate from high school.

Goal 3d.3: Students will use technology as a tool for increasing success in mastering the core curriculum, earning credits and developing skills necessary to pass the high school exit exam and complete all graduation requirements.

OBJECTIVES – Students will use technology resources to:		Base Year 2011	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3d.3.1	Increase the percentage of 12 th grade students successfully completing courses and earning the credits necessary to fulfill graduation requirements.	89.3%	91%	92%	93%	94%	95%
3d.3.2	Increase the percentage of students having passed both parts of the CAHSEE by the end of grade 12.	90%	92%	94%	96%	98%	99%

IMPLEMENTATION & MONITORING

Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation
3.1 A	Teachers will utilize a variety of technology resources including those that accompany their core materials as well as supplementary technology equipment and software as a tool for enhancing instruction and engaging students in their learning.	Daily	Teachers, Principals and Assistant Principals	Administrative staff will monitor the use of technology through informal classroom observations and formal evaluations.
3.1 B	Students who are behind in credits, in Independent Studies or Home Studies will complete mathematics coursework using credit recovery (Aventa, CallQity, or other) online curriculum.	Jul-Jun each year; daily/weekly and quarterly monitoring	Credit Recovery Teachers	Credit Recovery teachers will monitor student completion of coursework and evaluate student mastery of content.
3.1 C	Migrant students who are in need of credit due to their migratory status will participate in the PASS program.	Students will be enrolled at the beginning of each semester;	Migrant Counselor	Migrant Counselor will work with PASS teachers monitoring course participation and completion rates.
3.1 D	Schools will offer online tutoring programs including, but not limited to, EAOP Academic Mentoring and Online Tutoring services Khan Academy tutorials as possible solutions for providing assistance to students who are struggling and/or failing.	Introduce in SY 2012-13; Ongoing thereafter	Library Media Teachers	Principals and TLT will evaluate potential effectiveness and feasibility of implementation.
	If determined to be potentially effective and feasible, provide teacher training and implement.	During SY 2012-13	Principals	Curriculum APs will closely monitor progress of participating students.
3.2 E	Seniors who have not passed one or both sections of CAHSEE will participate in computer-based CAHSEE skill instruction and tutoring.	Aug-Jun each year; daily/weekly & monthly monitoring	PIRTs	Data Analyst will generate reports broken down by subtest areas. Principals and CAHSEE instructional staff will analyze results and adjust instruction based on individual student needs.
	The CAHSEE intervention program will be evaluated for effectiveness and modified based on student achievement results. Staff will continue to research promising programs for possible purchase and implementation.	Annually each summer	Principals and PIRTs	

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

Students will use computer knowledge and skills, not as an end unto itself, but as part of an enriched academic program that encourages students to acquire greater depth and breadth of knowledge and to produce higher quality completed work. Use of the Internet will provide for an expansive source of information, increasing the efficiency and comprehensiveness of student research and study. Use of e-mail will allow for exchanges of thoughts and ideas with classmates, teachers, and professionals. Use of spreadsheets will encourage organization and facilitate analysis of data. Use of courseware will offer students an alternative to traditional modes of gaining content information that is both motivating and effective. Use of word processing and electronic publishing will provide students an improved means of presenting completed work that is clearer and more organized. The ease of electronic editing will encourage increased frequency and thoroughness with revisions in the writing process. Combined, these skills will give students an increased sense of pride in their work and improve the quality of their final projects.

Over the five years of plan implementation, the depth and complexity of the use of technology will increase commensurate with the appropriateness for the instructional purpose and students' skill level. Staff in each subject area have committed to ensuring identified basic computer skills are learned and integrated into their course curricula. Word processing, Internet search and retrieval skills, Power Point, spreadsheets, and courseware will be emphasized in Language Arts, Social Science, Math, Science courses. Animated design, 3D renderings, graphics, drafting, engineering, and computerized accounting will be the focus of identified Practical and Fine Arts courses.

Students will use the basic computer skills to improve presentation of information. Use of word processing, electronic publishing and spreadsheets will help students produce projects, essays, research papers and reports which are of higher quality and more easily revised. Student presentations will be improved through use of software such as "PowerPoint", by helping students organize their thoughts and enhancing their information through visual and graphic aids.

Students will use basic computer skills to help them prepare for careers. The basic computer skills to be learned by all students include those that are applicable to nearly all occupations. Further, students will be able to create resumes, complete college and scholarship applications on-line, access job information on the Internet, and use career information software to support their preparation for employment and/or postsecondary education.

The Board of Trustees has established a high priority for students to acquire technology and information literacy skills prior to graduating. Annually, the Board approved budget dedicates significant fiscal resources to support technology department staffing and expenditures for technological hardware and software.

District goals, objectives and benchmarks for acquisition of technology skills are identified in the following table.

Goal 3e.1:		All students will acquire the technological and information literacy skills necessary for academic success and future careers.					
OBJECTIVES		Base 2011-12	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3e 1.1	The percentage of students enrolled in a technology-based course will increase each year and be at/above 33% by 2017.	24%	26%	28%	30%	32%	33%
3e 1.2	By 2017, 98% of graduating seniors will demonstrate basic proficiency in word processing, presentation skills, spreadsheets and Internet research skills.	80%	82%	87%	90%	94%	98%
IMPLEMENTATION & MONITORING							
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation			
1.1 A	All grade 9 students (with the exception of AVID students) will complete "Introduction to Computers" and develop proficiency in keyboarding and basic word processing	Aug-Jun each year	Principals; Business Teachers	Principals will review and discuss enrollment and grade data with counselors, site leadership teams and teachers Principals will oversee administration of an annual survey, which provides data about the amount and type of student technology use. Results will be analyzed and shared with staff. Specific action steps will be identified to ensure that benchmarks are met.			
1.2 B	Counselors will actively recruit students to enroll in ROP and CTE computer courses. The number of grade 10-12 students participating in technology courses will steadily increase.	Spring. Aug-Jun each year	Counselors; Business & Technology Teachers				
1.2 C	All students will produce word processed final drafts of written work in English and/or social science courses. Students will utilize Google Docs in order to share written work with teachers and with peers during group projects.	Sept-Jun each year	English & Social Science Teachers				
1.2 D	Grade 10-12 students will produce PowerPoint presentations in English, Science and/or Social Science courses.	Oct-Jun each year	English, Science & Social Science Teachers				
1.2 E	Grade 11-12 students will produce spreadsheets in Science, Mathematics and/or Vocational courses	Nov-Jun each year	Science, mathematics & vocational teachers				
1.2 F	All students will conduct Internet research in English, Science and/or Social Science courses	Sept-Jun each year	English, Science & Social Science Teachers				

3.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

The district's Board policies regarding employee and student use of technology were adopted in 2005. Although the policies include prohibitions against violation of copyright laws, review and revision may be needed in order to ensure that they provide clearer guidance regarding appropriate use of technology in a broader sense.

District goals, objective and benchmarks regarding how the district will address the ethical use of information technology are identified in the following table.

Goal 3f.1:		All students and staff will be knowledgeable about the appropriate and ethical use of information technology.					
OBJECTIVES		Base 2011-12	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3f.1.1	All District students and staff will acquire a clear understanding of the district's Acceptable Use Policy.	50%	75%	95%	100%	100%	100%
3f.1.2	As part of technology and ELA coursework, students will receive comprehensive instruction in digital citizenship and the usage of technology in an ethical, legal, and socially responsible manner.	60%	60%	75%	95%	100%	100%
IMPLEMENTATION & MONITORING							
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation			
1.1 A	The policy will be reviewed, revised as needed and posted on the district website and included in all registration materials.	Policy Review in fall 2012. Distribution in August each year	Superintendent Principals	Principals will ensure that students submit signed acknowledgment forms each year. The HR director will ensure that teachers submit signed acknowledgment forms (electronically) each year.			
1.1 B	Students and staff will acknowledge their understanding of the policy through a signed acceptance of the CUHSD Technology Acceptable Use Policy	Review of practices & forms in summer 2012. Signed forms to be completed annually in August.	HR Director & Principals				
1.2 C	The Intro to Computer, technology and English 10 course curricula will be reviewed to ensure inclusion of instruction regarding copyrights, fair use, appropriate and ethical use of information, Internet safety, avoiding Plagiarism, lawful and unlawful online downloading, and the implications of illegal peer-to-peer network file sharing and obtaining passwords for non-authorized access.	Course Outlines review in Fall 2012; Any changes in instructional program to be implemented in spring 2013 and continue each year thereafter	Business, Technology, & English 10 Teachers	Assistant Superintendent will monitor curricula and ensure revision of course outlines as needed. Principals will monitor and validate required instructional components.			

3. 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.

The Board of Trustees adopted a new Conduct Policy in September 2010 that addresses cyberbullying and details the process for students to submit verbal or written complaints when they feel as though they have been a victim of harassment through social networking sites or other electronic means. The policy also details the disciplinary actions that will be taken in response to any student(s) found to be engaged in cyberbullying or harassment on school premises.

District goals, objective and benchmarks regarding how the district will address Internet safety are identified in the following table.

Goal 3g.1:		All students and staff will be knowledgeable about Internet safety.					
OBJECTIVES		Base 2011-12	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3g.1.1	All 9 th grade students will receive comprehensive instruction in cybersafety practices to maintain online privacy and to avoid online predators in their Intro to Computers course.	0%	25%	85%	95%	100%	100%
3g.1.2	Staff will develop knowledge of Internet safety, and be able to educate students about cyberbullying, digital citizenship, online privacy, and ways to avoid online predators.	10%	50%	80%	90%	100%	100%
IMPLEMENTATION & MONITORING							
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation			
1.1 A	Intro to Computers curriculum will be revised to incorporate lessons on Internet safety using the Cybersmart resources. English 10 courses will also include review of safe Internet practices as part of their research paper project.	Course Outlines review/revision in Fall 2012. Changes in instructional program to be implemented in fall 2013 and continue each year thereafter .	Assistant Superintendent Principals	Assistant Superintendent will monitor curricula and ensure revision of course outlines as needed. Principals will monitor and validate required instructional components.			
1.2 B	Effective cybersafety training programs and materials will be evaluated and selected.	During 2012-13	Technology Leadership Team	Principals will require annual certification by teachers of training completion.			
1.2 C	Staff will complete online training on issues of cybersafety, including the protection of online privacy and the avoidance of online predators for both themselves and their students.	Fall of 2013; Biannual training thereafter	Principals				

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

The district and schools have worked diligently to establish policies and procedures that ensure appropriate access to technology to all students including special education, gifted, ELL and adult learners. Every instructional setting is equipped with a minimum of one multi-media Internet connected computer. The schools' relatively low student to computer ratio allows for ample opportunities for students to utilize computers as needed throughout the school day, from 7:30 a.m. in computer labs and until 4:00 p.m. in our LMC. Funding from a variety of categorical programs has provided for acquisition of a significant number of LCD projectors, digital cameras, laser printers, laptop computers, test preparation software, scanners, videoconferencing resources, interactive whiteboards, classroom performance systems, and digital presenters. Opportunities are provided for on-line access to advanced coursework for advanced students and to credit recovery courses for students who are homebound or in need of credits.

There are clusters of computers equipped with headphones and specialized English language development software in identified classrooms for English learners. Adaptive devices for students with special needs are in place in the LMC and identified classrooms. Whenever a student with a low-incidence special need has specific technology accommodations identified in his/her IEP, staff ensure that the item(s) is/are secured. As an example, visually-impaired students are provided with a specialized computer program and Braille keyboard that converts Braille input into regular text. Special Education, ELs and other students who have failed one or both parts of the CAHSEE have access to instruction supported by CAHSEE preparation software program during the day and after-school.

District goals, objective and benchmarks regarding access to technology are identified in the following table.

Goal 3h.1:		All students will have access to appropriate technology to support their learning.					
OBJECTIVES		Base 2011-12	Benchmarks - By the end of:				
			Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3h.1.1	Update, upgrade, or replace 15% of the technological resources used by all students each year.	n/a	15% of resources	15% of resources	15% of resources	15% of resources	15% of resources
3h.1.2	Increase the number of students participating in online coursework each year.	180	200 students	200 students	210 students	220 students	230 students
3h.1.3	By 2017, decrease the student to computer ratio to 4.0 to 1.	4.6	4.6 students to 1 computer	4.5 students to 1 computer	4.3 students to 1 computer	4.1 students to 1 computer	4.0 students to 1 computer
3h.1.4	By 2015, increase after school access hours to computer labs to 5:00 p.m.	4:00	investigate funding sources 4:00 p.m.	4:30 p.m.	4:30 p.m.	5:00 p.m.	5:00 p.m.

3h. IMPLEMENTATION & MONITORING				
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation
1.1 A	Technology staff will update, upgrade and replace technology resources based on the identified needs of the school sites and availability of funding. The schedule for replacing entire labs is based on a 6-7 year cycle. Specific labs are identified in the budget detail.	July-Jun each year	CNE, TLT and Principals	Technology staff and Principals will continuously monitor and evaluate the functionality of existing equipment and the effectiveness of newly acquired technologies.
1.1 B	Explore the feasibility of purchasing tablets, net books, and e-readers, and facilitating the provision of Internet access in the homes of low income students for possible implementation when fiscal conditions improve.	Explore during 2012-13. Annually, after fiscal outlook improves.	CNE, TLT and Principals	Report of prior year acquisitions and surplus equipment will be provided each fall.
1.2 C	Based on student needs, additional "seats" will be purchased for the online credit recovery program. Principals will ensure that sufficient categorical resources are budgeted in the SPSA for program maintenance and expansion.	Needs assessed and CR seats purchased at the end of each semester. Goal of 90 students completing course reached by 2013	Principals, Curriculum APs & Counselors	Counselors will work with Credit Recovery teachers in monitoring course participation and completion rates.
1.2 D	Migrant students who are in need of credit due to their migratory status will be provided the opportunity to participate in the PASS program.	Students will be enrolled at the beginning of each semester; Goal of 50 students completing courses reached by 2013	Migrant Counselor	Migrant Counselor will work with PASS teachers monitoring course participation and completion rates.
1.2 E	Gifted and other high achieving students will complete online Advanced Placement courses that are not offered as direct instruction AP courses. At least one AP online science course will be offered each summer.	Students will be identified for regular year and summer enrollment in the Spring each year. Goal of 60 students completing courses reached by 2013	Curriculum APs	Curriculum APs will monitor course participation and completion rates.
1.3 F	Additional computers will be purchased based on identified needs as detailed in the schools SPSAs.	July-Jun each year	Principals & CNE	Principals will evaluate student technology needs & ensure inclusion in SPSA
1.4 G	Re-examine existing funds and personnel & explore alternative sources of funding (ASSETs) for increasing the hours of staff in the LMC and/or computer labs.	By June 2015	Principals	Principals will evaluate resources and monitor effective use of extended lab time.
	Increase by 30 minutes the afternoon hours of the LMC and/or computer labs.	By August 2013 & by August 2014	Principals	

An unpredictable fiscal outlook presents potential obstacles for maintaining the present level of student access to technology. There are ongoing concerns about the district's ability to continue purchases of updated and replacement hardware, as well as maintenance of existing equipment. Furthermore, the state and federal categorical sources that provide the dollars for staffing of labs and the LMC before and after school are subject to decreases or elimination based on the political decisions made in Sacramento and Washington regarding restricted funding.

3.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.

All CUHSD schools utilize the *Aeries* system for managing student information. The program builds upon a MS Access backbone and is extremely multi-functional. The system is used for maintaining student attendance, scheduling, demographic data, assessment results, emergency information, discipline records, language levels, grades, and more. All teachers have access to *Aeries* via the browser interface and submit daily attendance and grades online.

The majority of core content teachers *are using* the Data Director program for developing benchmark assessments and analyzing results, as well as for reviewing and analyzing state testing data.

All teachers have had multiple opportunities to participate in *Aeries* Browser Interface, Data Director, and Excel training.

District goals, objective and benchmarks regarding use of technology for recordkeeping and assessment are identified in the following table.

Goal 3i.1: Teachers will use technology solutions as a means to more efficiently and effectively maintain and use student information.		Benchmarks - By the end of:				
OBJECTIVES		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
3i.1.1	95% of teachers will use Data Director as a tool for analyzing data and informing instruction.	85% of teachers	90% of teachers	95% of teachers	95% of teachers	95% of teachers
3i.1.2	All core content teachers will use Data Director to create standards-based assessments, analyze results and review disaggregated data from state tests.	50 % of core teachers	65 % of core teachers	80% of core teachers	90% of core teachers	100% of core teachers
3i.1.3	All teachers will use <i>Aeries</i> to report student attendance and grades.	100% of teachers	100% of teachers	100% of teachers	100% of teachers	100% of teachers
3i. IMPLEMENTATION & MONITORING						
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation		
1.1 A	Using Data Director, teachers will create standards-based assessments, analyze results and review disaggregated data from state tests.	Aug-Jun each year; Goal of 95% reached by 2017	Teachers	Principals will monitor use of Data Director via an annual survey.		
1.2 B	Using the <i>Aeries</i> Browser Interface, teachers will input attendance, regularly input classroom assessment data and submit grades.	Attendance - Daily; Grades - At the end of each grading period	Teachers; Principals	Principals will monitor use of ABI based on attendance submission and grade reporting.		

3. 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.

Presently, District and school site web pages provide general information about staff, programs, policies, events and demographics. School Accountability Report Cards are posted as required by law. In addition Board meeting agendas, budgetary information, district plans, and official parent notifications are posted. Although functional and routinely updated, there is room for improvement of the district and school site websites. There is concern that the process for making changes or additions is technically challenging, and is therefore delegated to a small number of staff.

All teachers and administrators are provided district voice mail and e-mail accounts. Teachers use the *Aeries* system for attendance and grade reporting, and parents and students are able to access this information via the *Aeries* portal. All administrators use *Aeries* to maintain student data and generate reports; communicate via e-mail among one another and the district office; and word process all official documents and evaluations. Daily bulletins are distributed electronically. Information regarding web pages, e-mail, voicemail, etc. is included in quarterly parent newsletters.

The daily bulletin is also provided via e-mail to parents and board members who request it. On a voluntary basis, a limited number of teachers post homework assignments, maintain web pages, and communicate via e-mail with parents and students.

District goals, objective and benchmarks regarding the use of technology as a tool for communication are identified in the following table.

Goal	Communication among parents, students, teachers and administration will be improved through the use of technology.						
3j.1:	3j: Benchmarks - By the end of:						
OBJECTIVES	Base 2011-12	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	
3j.1.1	All teachers will use the <i>Aeries</i> Portal to regularly convey grade information, attendance and class assignments to students and parents.	85%	95% of teachers	100% of teachers	100% of teachers	100% of teachers	100% of teachers
3j.1.2	By June 2017, 80% of departments and/or teachers will have established web pages posted on the district/school site website.	10%	Planning & training	25% of depts	40% of depts	60% of depts	80% of depts
3j.1.3	By June 2017, 95% of teachers will communicate via e-mail with parents about their children's performance, providing both positive feedback and feedback regarding areas of concern.	30%	40% of teachers	50% of teachers	70% of teachers	85% of teachers	95% of teachers
3j.1.4	Increase the percentage of low income student homes with Internet access	Not known	Establish Baseline	Increase by 10%	Increase by 10%	Increase by 10%	Increase by 10%

IMPLEMENTATION & MONITORING				
Implementation Plan & Activities		Timeline	Responsible Person(s)	3k: Monitoring & Evaluation
1.1 A	All incoming freshmen and their parents will be provided opportunities to participate in training in the use of the <i>Aeries</i> portal	In spring and fall of each	Teacher Experts and Assistant Principals	Principals will monitor use of home/school communication programs via an annual survey.
1.2 B	Provide web page design training to teachers.	By June, 2013	Web Design Instructors	Principals will periodically review web pages and provide feedback to department staff.
	Develop web pages.	Beginning Aug. 2013; Goal of 80% reached by 2017	Identified department staff	
	Regularly update established web pages	At least once per semester; whenever information has become obsolete		
1.3 C	Provide update training and guidelines for school to home e-mail communications	During 2012-13; As needed thereafter – at least once every other year	Principals Resource Staff	Principals will monitor use of home/school e-mail communication via an annual survey.
	Provide teacher e-mail addresses in course syllabi and on district web site.	In August each year; Goal of 95% reached by 2017	Teachers	
1.4 D	Explore the feasibility of facilitating the provision of Internet access in the homes of low income students for possible implementation when fiscal conditions improve.	Explore during 2012-13 for possible Implementation during 2013-14	CNE, TLT and Principals	CNE will monitor and annually report the number of homes to which Internet service is provided.

3.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.

Principals aided by Program Improvement Resource Teachers will be responsible for initiating an ongoing and recurring evaluation of the Curriculum component (Section 3) of this technology plan at the school site level. The assessment will focus on: gathering evidence of action and achievement, comparing this to objectives and timelines, and making determinations regarding the degree to which the schools are "on track" in meeting the benchmarks defined in this section of the plan. An assessment will also be made as to whether or not plan implementation is being impeded by the lack of funding, resources, and staff time or talent limitations. As detailed in the goals and objectives tables of this section, most assessments will be done on a yearly basis, while some will occur more frequently. As described, data will be collected regarding each goal and objective, analyzed by the Technology Leadership Team and others and reported to stake holders. Based on analysis of the achievement of benchmarks, decisions will be made regarding the need for adjustments.

The district will continue to participate in the Ed Tech Profile Survey. In addition, principals in conjunction with their site level Technology Committees will annually conduct a teacher survey to determine how many staff are maintaining websites and communicating with parents via e-mail. Principals will conduct bi-annual follow-up reviews of selected websites and will generate a yearly report of findings to be shared with School Site Councils and the District Technology Leadership Team. The Technology Leadership Team will use the information as part of the overall Plan evaluation to be submitted each year for review by the Board of Trustees.

Specific monitoring activities are described in Tables in sections 3.c. through 3.j.

4. PROFESSIONAL DEVELOPMENT COMPONENT

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

Teacher use of technology as an instructional tool has increased exponentially over the past five years. Based on previously identified teacher needs, significant training in areas ranging from basic computer operations to data and assessment analysis has taken place. All teachers have participated in training as part of large groups, small groups and one-to-one. Consultants and staff with specific technology expertise have offered training during prep periods, after school and on designated staff development days.

The professional development proposed in this plan is twofold. First, professional development will be crafted to support the Curriculum, Infrastructure, and the Monitoring and Evaluation portions of the over-all plan. Secondly, professional development activities will be targeted to "grow the staff" into technology skills and expertise that they may not presently possess.

To accomplish the above, a significant sample of staff and administrators has been surveyed using the State's EdTech Profile survey. This instrument was created by the state CTAP regions specifically to help individuals, schools, and districts plan technology staff development based on identified need. The survey results will be analyzed and summarized as to strengths and weaknesses. A course of activities will be mapped out to provide appropriate professional development to the staff, including separate goals and objectives for administrators as well as teachers.

A summary of responses from the Ed Tech Profile Technology Assessment Profile: Proficiency Analysis Report is provided below. The data indicates that the majority of teachers rank themselves as being at the Intermediate or higher level in all technology skill categories but one. At 57%, the highest percentage of teachers view their skills at the "Proficient" level in word processing skills, while more than 40% identify themselves as being at/below the "Beginning" level in spreadsheet and database software skills.

TABLE 1: Teacher Proficiency (Dec 2011)*Not Applicable: I do not have any of the skills listed below.**Beginning user: I have the majority of the skills listed below in column 1.**Intermediate user: I have the majority of the skills listed below in column 1 and 2.**Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.*

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	1	1%	5	4%	1	1%	1	1%	9	7%	16	12%	31	23%
Beginning	11	8%	17	13%	29	21%	13	10%	26	19%	39	29%	43	32%
Intermediate	76	56%	85	63%	57	42%	44	32%	46	34%	55	40%	36	26%
Proficient	48	35%	29	21%	49	36%	78	57%	55	40%	26	19%	26	19%
Total Responses	136	100%	136	100%	136	100%	136	100%	136	100%	136	100%	136	100%

Data from the California School Technology Survey indicates that all CUHSD certificated administrators surveyed rate their computer knowledge and skills at the Intermediate or Proficient levels. All use E-mail on a daily basis, with 88% rating themselves at/above the Intermediate level. While more than half rate themselves at/above Intermediate level in word processing and presentation software, few rated themselves similarly on spreadsheet or database software, although most have significant skills in the use of the schools' student information database, *Aeries*.

TABLE 2: Administrator Use (Dec 2011)

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	0	0%	0	0%	0	0%	0	0%	1	13%	2	25%	4	50%
Beginning	0	0%	3	38%	1	13%	2	25%	3	38%	3	38%	2	25%
Intermediate	6	75%	5	63%	5	63%	3	38%	1	13%	2	25%	0	0%
Proficient	2	25%	0	0%	2	25%	3	38%	3	38%	1	13%	2	25%
Total Responses	8	100%	8	100%	8	100%	8	100%	8	100%	8	100%	8	100%

Results from the Ed Tech Profile Technology Assessment Profile Report as shown below, indicate that 19% of teachers need additional training in basic computer/technology skill, while 81% identified a need for training in the integration of technology into the curriculum, including selection and use of appropriate technology resources to support, manage and enhance student learning, the use of computer applications to analyze student assessment data and provide targeted support, and the use of email and other electronic resources to collaborate with colleagues and communicate with parents and students. The majority prefer small group training that occurs during or after the school day.

TABLE 3: Current Teacher Technology Needs (Dec 2011)

Staff Development Needs		
Question 1: How many hours of formal professional development (online classes, workshops, coaching, technology conferences, etc.) in the use of computers and the Internet did you participate in during the last 3 years?	# of Respondents	%
0 hours	21	16%
1 - 8 hours	60	45%
9 - 20 hours	28	21%
21 - 40 hours	11	8%
More than 40 hours	12	9%
Question 2: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I need opportunities to participate in educational technology staff development focused on:		
Basic computer/technology skills.	28	19%
Integrating technology into the curriculum.	116	81%
Question 3: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
The training format I prefer is:		
One-on-one informal technology training.	31	19%
Small group technology training.	97	61%
Online web-based technology training.	32	20%
Question 4: Indicate your needs and preferences regarding technology training at your school. Select all that apply.	# of Respondents	%
I prefer technology training to be offered:		
During the school day.	83	43%
After school.	44	23%
In the evening.	16	8%
On the weekend.	14	7%
During the summer/off track.	36	19%

4.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.

A comprehensive professional development program is integral to the successful implementation of this plan. CUHSD is committed to ensuring that teachers have the skills necessary to provide an instructional program that increases student achievement by taking advantage of the expanded learning opportunities offered by the infusion of technology into the curriculum. Therefore, the plan for staff development focuses on using "technology as a tool for learning", rather than on "teaching technology".

The CUHSD teacher training program will concentrate on continuing to build teachers' personal proficiency and using these skills to improve their program of instruction. Special emphasis will be placed on strategies for teachers that help them incorporate student-learning activities involving access, evaluation, and use of information to aid students in problem solving and communication. Teachers will develop or expand their ability to select and use appropriate software applications to help students develop proficiency on the academic content standards and increase achievement. Teachers will increase their

knowledge and use of software that facilitates the development of standards-based assessments, analysis of data, grading, attendance, and communication with parents.

Each year the district will target a group of teachers for formal training. In addition, technology resources will be used in other school-wide professional learning activities in order to model effective strategies for delivery of information and collaboration. As needs arise, specific content and management software will be introduced, with guidance and follow-up given by site media and resource staff, as well as more proficient teachers. These activities will help to reinforce and build on the skills acquired in formal trainings.

Goal 4b.1:	Increase teacher and administrator effectiveness through participation in high-quality, comprehensive, ongoing professional development based on assessment of needs and research.					
OBJECTIVES		4c: Benchmarks - By the end of:				
		Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17
4b.1.1	Increase the percentage of teachers at the "Proficient" level in each skill category on the Ed Tech Profile Proficiency Analysis by 5% each year. (See Table 1 in Section 4a for baseline in each category)	5% Increase	5% Increase	5% Increase	5% Increase	5% Increase
4b.1.2	Ensure that 100% of teachers and administrators participate in one or more trainings designed to improve teacher ability to integrate technology into the curriculum during the next five years.	minimum of 20%	minimum of 20% additional staff; cumulative total of 40%	minimum of 20% additional staff; cumulative total of 60%	minimum of 20% additional staff; cumulative total of 80%	minimum of 20% additional staff; cumulative total of 100%
4b.1.3	Ensure that 100% of teachers and administrators participate in one or more trainings designed to improve teacher ability to use technology to communicate with students and parents (i.e. use a school to home communication system and/or develop web pages in the next four years).					
4b.1.4	Ensure that 100% of teachers and administrators participate in one or more trainings designed to improve teacher ability to better use Data Director to analyze student achievement data and inform instruction.					

4b. IMPLEMENTATION & MONITORING

Implementation Plan & Activities		Timeline	Responsible Person(s)	4c: Monitoring & Evaluation
1.1 A	Teachers will be provided opportunities to participate in training on basic computer and information literacy skills at ICOE or other technology training providers.	Ongoing	Principals; PIRT	Principals and site leadership teams will continuously monitor teachers' needs and effectiveness of training.
1.1 B	All teachers and administrators will complete the EdTechProfile Technology Assessment Profile.	Bi-annually, in the spring	Computer Network Engineer; TLT	CNE will coordinate; Principals will monitor participation; TLT will analyze results and determine need for additional training or modifications
1.1 & 1.2 C	Site administrators conduct classroom walkthroughs to observe teacher use of technology.	Daily/Weekly	Principals	Site administrators aggregate data, use it to determine further need for teacher PD
1.2 D	Teachers and administrators will be trained in technology components of board adopted core and intervention materials.	Ongoing, each year; intervention materials as needed each year	Assistant Superintendent	Assistant Superintendent and Principals will monitor participation and implementation of programs.
1.2 E	Teachers and administrators will be trained in using supplemental technology resources (e.g. Study Island, Brain X, CallQity, etc.) as needed.	Ongoing, each year, for growth and new resources		
1.2 F	Teachers and administrators will participate in online tutoring program training.	TBD. Based on selection/purchase		
1.2 G	Staff will complete online training on issues of cybersafety, including the protection of online privacy and the avoidance of online predators for both themselves and their students.	Fall of 2013; Biannual training thereafter	Principals	Principals will require annual certification by teachers of training completion.
1.3 H	Teachers and administrators will participate in Web Page Design Training	Beginning Fall 2012, continuing in 13/14 as needed	CNE; Technology Staff	Principals will monitor teachers' use of <i>Aeries</i> system, department and teacher web page content, and evaluate parent use and satisfaction through a bi-annual survey.
1.3 I	As changes occur teachers will receive training on the <i>Aeries</i> Portal's new features and capabilities. Parents of incoming freshman and new students will be trained in the use of the <i>Aeries</i> Portal. Support for parent questions will be provided.	August of each year for new staff and parents. As needed when new features are added.	Assistant Principals	
1.3 J	Provide update training and guidelines for school to home e-mail communications	During 2012-13; As needed thereafter – minimum of every other year	Principals Resource Staff	
1.4 K	Teachers and administrators will be trained to improve their use of Data Director program for: 1) development and analysis of standards-based formative and summative assessments, and 2) to facilitate the analysis of state data.	Throughout the year during prep periods; frequency based on needs and participation rate	Academic Coaches	Principals will work with Academic coaches to monitor training participation and effective use of program.
1.4 L	Academic coaches at each comprehensive high school will provide one-to-one and small group support to teachers in the use of assessment/data solution software.	Aug-June each year	Principals	

4.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.

In addition to the monitoring activities detailed in the table in section 4b, Principals and site leadership teams will: 1) monitor training agendas and sign-in sheets, 2) conduct annual teacher/administrator surveys to assess technology skill and determine future professional development needs, and 3) ensure that staff participates in the Ed Tech Profile survey.

Data will be collected regarding each objective, analyzed by the Technology Leadership Team and others and reported to stake holders. Based on analysis of the benchmark data, along with consideration of funding and time constraints, decisions will be made regarding the need for adjustments. Analysis of curriculum implementation findings will help to identify ongoing professional development needs and guide modifications of the professional development program. The Technology Leadership Team will use the collected information as part of the overall Plan evaluation to be submitted each year for review by the Board of Trustees.

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

5.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.

Currently, core content classrooms are equipped with teacher stations and a minimum of one student station; all stations have internet access. CUHS and SHS house ten and seven student learning labs respectively, including the ones located in the media center. Most classrooms have a stationery LCD projector and screen connected to the teacher station. The media centers have additional LCD projectors and visual presenters for check-out on an as-needed basis. Other classroom equipment includes overhead projectors, digital presenters (Elmos), and Classroom Performance Systems. Wireless networking is available in key areas of the campuses, including labs and gyms. Other learning technological resources include Accelerated Reader, Accelerated Math, Star Reader, Rosetta Stone, Data Director, internet access, and multiple other content-specific applications.

The student data management system, *Aeries*, has been upgraded with a web-based functionality to help teachers interface student attendance rosters and student grading directly into the student database. The Client version of *Aeries* used by Administrative Staff has been upgraded to allow remote access from home via web browser. Email has been integrated into everyday communication for all student and academic information throughout the district. The district's network infrastructure is specifically engineered to run at

gigabit speeds on fiber optics connecting each building to a central location. Category 5e and 6 connections allow 100 or 1000mb connections within each classroom.

CUHSD Network WAN Configuration:

The district connects to the Internet via a 1GB fiber optic connection that runs from Central Union High School to the Imperial County Office of Education (ICOE). This fiber is part of the Imperial Valley Telecommunication Authority (IVTA) Network which interconnects many state and local agencies throughout the Imperial Valley. Our three high schools, Central Union High School, Southwest High School and Desert Oasis High School are interconnected with 1GB Fiber Optic Cable. The District Office is part of the DOHS Fiber Optic Network which is how CUHSD gets Internet Access and other Network Services. The Maintenance and Transportation departments were finally connected with fiber optics allowing them the 1GB Bandwidth they were desperately needing due to the increase in number of web applications and programs utilized in the past few years. Each school site has a "Main Distribution Frame" Closet or (MDF) which at CUHS is located in the Library in the "Network Operations Center" or (NOC); at SHS the MDF is located in the Electrical Room in the Administration building; and at DOHS the MDF is located in the Administration Building. This 1GB Fiber Optic "Interconnection" between school sites uses IVTA Network fiber for which the District pays a yearly fee. As previously explained CUHS is the district's main access point to the Internet and for that reason most of the Network Equipment and Servers reside at that location's "Network Operation Center". This NOC houses all of the File Servers as well as backup devices for daily use. The AC cooling system was recently upgraded due to the fact that room temperature was constantly high, a threat for possible equipment failure. An additional AC unit was installed to lower the temperature to a constant 75 degrees. Battery Backup Units have been implemented in the NOC to maintain equipment "ON" in the event of a power failure. In the future we are planning to obtain a "Power Generator" to provide uninterrupted power to the NOC AC units.

The "Main Fiber Optic Backbone" described above is "Interconnected" as follows: ICOE's IVTA Fiber optic is connected to a Cisco Switch 3524 (owned by IVTA), this Switch in turn is connected to our Main Cisco PIX 515E Firewall which prevents any "Network Attacks" that might originate from the "Outside World" or "Internet". This Firewall is connected to our Main "Traffic Cop" or "Router". This Cisco Router 6500 is in charge of the main interconnectivity between our schools and it is the most important piece of Equipment in our Network. IVTA fiber is connected from the Cisco 5600 to SHS and DOHS MDF closets, that is how SHS, DOHS and CUHSD are connected to CUHS and this is how all our sites get "Internet Access".

CUHSD Network LAN Configuration:

Southwest High School :

1GB Fiber Optic cable comes from CUHS and terminates in the Administration Building MDF Room. This fiber is connected to a Cisco 4700 fully populated with fiber connections. From this Building we have individual 1GB fiber optic to every building in a "star" configuration; this includes the cafeteria, library and theatre. Every building's electrical closet has an "Intermediate Distribution Frame" (IDF). 1GB fiber coming from the Administration's (MDF) closet is terminated here and connected to a Cisco 3524 Switch. Every IDF closet has a Cat5 Patch panel with cable running from this location to every room in the building including the

teacher areas. Most classrooms have more than one computer, and for this reason we have Allied Telesyn 10/100MB switches. These switches have 8 ports or jacks, which allows us to connect several computers and printers depending on the teacher needs.

Central High School:

1GB Fiber Optic cable is connected to a Cisco 3508 (8 port fiber switch), 1GB fiber optic cable that has been installed gradually at this location by the District's Information Technology Department. Most of this fiber cable is configured in a "STAR" configuration with fiber cable branching from a central location to the rest of the school. At Central High, a serial or "BUS" configuration, sometimes also called "Daisy Chain", going from building to building throughout the campus. Fiber optic cable is terminated in every IDF closet. Every IDF closet has a Cat5 or 6 Patch panel with cable running from this location to every room in the building including the teacher areas. Most classrooms have more than one computer, and for this reason we have Allied Telesyn or 3Com 10/100/1000MB switches, these switches have 8 ports or jacks which allow us to connect several computers and printers depending on the teacher needs. The Information Technology Department is in the process of "expanding" the wireless infrastructure to allow teachers and staff to use Smart Phones, tablets, as well as personal laptops for Network Connectivity. The current District Wireless approximate coverage is as follows: Desert Oasis is at 90%, Central is at 50%, and Southwest is at 30%. The District Office as well as our Maintenance and Transportation Departments are at 100% of coverage. An effort is being made to increase this coverage until 100% is reached. The bandwidth for our wireless infrastructure ranges from 54 to 150 MB of Data throughput.

Desert Oasis High School/District Office/Maintenance:

1GB Fiber Optic Cable coming from Central High is terminated at the Desert Oasis High School Administration Building, This fiber is then routed to the District Office and connected to a Cisco 3524 (owned by IVTA). This is done because the main (MDF) is actually at the District Office and Fiber Optic Cable runs from this office to several DOHS classrooms. Fiber cable also runs from Desert Oasis and connects the District Office and Maintenance/Transportation Departments. Just as in the other two schools, the District Office and DOHS (IDF's) have Cat5 Network Patch Panels with cable running from these rooms to the different classrooms and offices. Every room has at least one Network drop and in some situations we have Allied Telesyn or 3Com switches to allow staff to connect multiple PCs and printers as needed.

CUHSD Video Surveillance System/Intrusion Detection:

Video Surveillance

A Video Surveillance System was implemented two years ago and currently stores up to 3 weeks of video history which allows Administration to "monitor" student activity for the purpose of controlling vandalism as well as theft. The system is comprised of 70+ cameras installed throughout our Schools, which include a combination of stationary as well as PTZ (Pan Tilt Zoom) cameras. Monitoring stations are installed at the schools' administrative offices for the SRO and Security Staff. An effort is being made on a daily basis to maintain the system up-to-date and functioning at all times, this includes the replacement of defective cameras as well as regular software upgrades to the system.

Burglar Alarm System

The District is in the process of upgrading its current obsolete security intrusion system for a better and more up-to-date setup. At the moment we have multiple brands of alarm systems with single codes for arming and disarming. A pilot program that includes our Maintenance Department as well as Desert Oasis High School is currently being tested. The new system allows for "per user" codes to arm and disarm the alarm unit, as well as e-mail notifications to key staff when a building is armed, disarmed, or when an alarm is triggered. Historical data will be kept on a computer and also on printouts for reference if needed.

CUHSD Cafeteria Point of Sale

The Food Services Department is in the process of being upgraded to a new system which includes POS (Point of Sale) terminals instead of the "dumb" terminals used before. These terminals were controlled by a single computer at Southwest and Central and were becoming obsolete. The new system is made out of different components: the primary one being a New File Server running the latest version of SQL to hold the database for the three schools, PC's that replace "dumb" terminals, and the implementation of "remote" or "wireless" food stations. Currently Central High and Desert Oasis have been migrated to the New System. Southwest is scheduled next to be upgraded.

Technical Support

Currently on staff, a full-time Computer Network Engineer, Computer Network Assistant, and a Computer Technician provide technical support to two comprehensive high schools, one continuation school and the district office. Technology department employees are available during school hours, summers, and oftentimes work after hours and weekends. All campuses have teaching staff with high levels of technology expertise who regularly assist other teachers with the use of hardware and educational and management software. Additionally, several certificated and other classified staff are proficient in doing basic troubleshooting. Technology teachers and resource staff support colleagues on a one-to-one basis and through provision of targeted workshops.

5.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.

The District is committed to sustaining the schools' technology resources and telecommunications infrastructure including system maintenance, upgrading, and technical support. The CUHSD Board of Trustees acknowledges the critical role of technology in education, has strongly supported the creation of the infrastructure, and has made a long-term commitment to ensuring the allocation of funds necessary to purchase, upgrade and maintain technological resources. Unfortunately, the reduction in state revenues has caused the District to reduce its technology staff by one during the past two years, but it continues to support three full-time positions. Although the Board of Trustees is planning for the construction of a third comprehensive high school in the next eight to ten years, the student population growth trend has slowed for the time being, and there is not a foreseeable need for additional technology staff during the term of this plan. If a need for more support should develop, adjustments will be made.

The CNE will continue to provide training in small groups and individually to site staff who are interested in minor repairs and systems operations.

The school community is also committed to sustained support. Teachers and administration in conjunction with their School Site Councils have incorporated technology goals and objectives into the school site plans and have dedicated significant site resources to purchasing, upgrading and maintaining technological resources.

Purchases as described in detail in section 5.c. will be made with the specific intent of achieving the district and school level goals and objectives. Based on recommendations of the site and district personnel, new acquisitions of computer hardware, software and other technology tools will maximize the use of existing resources to the greatest possible extent. New hardware and software purchases will meet district standards. Acquired technology will enable students and teachers to make full use of Internet research and network accounts, develop and print computer generated assignments, create and display web pages, and make presentations using software and technology. Planned expenditures are designed to maintain existing contracts, while systematically updating the hardware and software necessary to meet Plan goals.

The purchase of replacement and/or upgraded computers is a necessary expenditure so as to provide teaching staff and students with current technology. Computer technology hardware, including servers and mass storage, are also important for the provision of quality technology of such proportions. In an effort to provide more efficient and current services, selected curricular programs will transfer to web-based technology. Teacher stations will be upgraded on a cyclical basis to ensure that teaching staff have continuous access to the most current technology that is associated with their respective content areas.

The upgrade in networking equipment will dramatically increase speeds and bandwidth allowing for a greater optimization of network resources and applications. Provisions within this plan to purchase upgraded equipment will allow for increasing the speeds to a gigabit within classrooms. This increase in speed will give way to the optimization of various web-based applications already in use by both our faculty and student body. Wireless equipment will allow access to network and internet assets in areas where hard-wired equipment is not feasible.

Visual presentation hardware such as projectors, visual presenters, interactive whiteboards and Classroom Performance Systems assist with student motivation and engagement by drawing students into lessons via multimedia presentations. In the annual development of the SPSA, categorical funds will be allocated for acquisition of these technology resources based on teacher interest and student needs. A training plan will be developed that is tailored to individual teacher skills and the content area focus.

The emergence of e-readers or tablets as a possible replacement for textbooks is a concept that is long overdue and is an alternative that will be investigated and piloted when funds become available. It is anticipated that the cost of e-readers and tablets will continue to drop and that publishers will begin to increasingly shift their focus to providing interactive content for this medium that will enhance the quality of instruction. A plan for student accountability for maintenance of e-readers will be developed in an effort to thwart loss or damage. An integral component of the piloting process will be training and support for teachers, students, parents and administrators.

5.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.

Timeline Year of Acquisition/ Implementation	Hardware	Infrastructure/ Networking	Learning Resources: Software/Courseware	Person(s) Responsible
2012-13	<ul style="list-style-type: none"> • Replace outdated Teacher stations / printers • Upgrade Labs CUHS E1 & Library, SHS Tech 1 and DOHS Room 1 • Install/Upgrade Servers in Data Center as needed. • Computer Supplies & Replacement Components (Hard Drives, CDROM, Net Cards, etc.). • E-mail for students research or access. • Interactive whiteboards or Elmos for classrooms. • At DOHS Install 5 PC's in Room 5 for Word Processing. • Pilot Interactive whiteboards in two DOHS classrooms • DOHS Pilot Tablets for Science. 	<ul style="list-style-type: none"> • Replace 2 strand riser fiber with 12 strand fiber cable with solid core (stronger cable) from CUHS Library to Science & from Science to MPR. • Replace 2 strand riser fiber with 12 strand fiber cable with solid core from CUHS Library to English BLDG. • Install additional AC to Data Center. • Install Power Generator for Data Center. • Network Infrastructure upgrade pending E-Rate Funding • Server Upgrades as needed. • Burglar Alarm expansion CUHS, SHS & District Office. • Continue Wireless Network Expansion. 	<ul style="list-style-type: none"> • Yearly Service Contracts & Software Upgrades (<i>Aeries</i>, <i>Currium/Aventa</i>, <i>Data/Assessment Program</i>, etc.) • Upgrade Parent Notification System. • Content based software • Online course licenses • CaliQity & Rosetta for DOHS 	CNE & Principals
2013-14	<ul style="list-style-type: none"> • Replace outdated Teacher stations / printers • Install/Upgrade Servers in Data Center as needed. • Upgrade Labs: CUHS Baker & BE8, SHS Tech 2 and DOHS Rm15 • Computer Supplies & Replacement Components (Hard Drives, CDROM, Net Cards, etc.) • At SHS Replace 3 laptops for teacher checkout. • Research E readers for book replacement • Interactive whiteboards or Digital presenters for classrooms. • Expand Interactive whiteboards at DOHS to other Rooms. • Expand Tablets for Science at DOHS. 	<ul style="list-style-type: none"> • Existing SAN Storage System reaching end of life, start upgrading or replacing. • Server Upgrades as needed. • Burglar Alarm expansion CUHS & SHS • Continue Wireless Network Expansion 	<ul style="list-style-type: none"> • Deploy latest Exchange E-mail Server. • Yearly Service Contracts & Software Upgrades (<i>Aeries</i>, <i>Currium/Aventa</i>, <i>Data/Assessment Program</i>, etc.) • Content based software • Online course licenses • CaliQity & Rosetta for DOHS. 	CNE & Principals

Timeline Year of Acquisition/ Implementation	Hardware	Infrastructure/ Networking	Learning Resources: Software/Courseware	Person(s) Responsible
2014-15	<ul style="list-style-type: none"> • Replace outdated Teacher stations / printers • Upgrade Labs DOHS Rm12, SHS O75 & O77 and CUHS SS12 • Computer Supplies & Replacement Components (Hard Drives, CDROM, Net Cards, etc.) • Purchase e-readers. • Smart Board or Digital presenters for classrooms. 	<ul style="list-style-type: none"> • Server Upgrades as needed. • Burglar Alarm expansion CUHS & SHS • Continue Wireless Network Expansion. 	<ul style="list-style-type: none"> • Yearly Service Contracts & Software Upgrades (<i>Aeries</i>, Currium/Aventa, Data/Assessment Program, etc.) • Content based software • Online course licenses 	CNE & Principals
2015-16	<ul style="list-style-type: none"> • Lab Replacement(s) – Intervention (SHS / CUHS) • Upgrade Labs: SHS K53 & O76 and CUHS LS5 & E12 • Replace outdated Teacher stations • Computer Supplies & Replacement Components (Hard Drives, CDROM, Net Cards, etc.) • Continue purchase of E-readers • Smart Board or digital presenters for classrooms 	<ul style="list-style-type: none"> • Server Upgrades as needed. • Continue Wireless Network Expansion 	<ul style="list-style-type: none"> • Yearly Service Contracts & Software Upgrades (<i>Aeries</i>, Currium/Aventa, Data/Assessment Program, etc.) • Content based software • Online course licenses 	CNE & Principals
2016-17	<ul style="list-style-type: none"> • Replace outdated Teacher stations / printers • Upgrade Labs: SHS Library and E-lab and CUHS LS3, E10 & Career Center • Replacement Components (Hard Drives, CDROM, Net Cards, etc.) • Continue purchase of E-readers • Smart Board or digital presenters for classrooms 	<p>Server Upgrades as needed. Wireless Internet should be available in the entire School District.</p>	<ul style="list-style-type: none"> • Yearly Service Contracts & Software Upgrades (<i>Aeries</i>, Currium/Aventa, Data/Assessment Program, etc) • Content based software • Online course licenses 	CNE & Principals

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

The CUHSD Computer Network Engineer will develop a report each spring that clearly details districtwide technology purchases for review by the Technology Leadership Team and inclusion in the annual evaluation report. At their bi-annual meetings, the Technology Leadership Team will assess progress in making planned acquisitions to determine whether or not goals and benchmarks have been reached in accordance with the timeline. The Team will also review identified funding source budgets to determine where funds are available/not available. Based on the evaluation of needs, the status of resources, and availability of funds, the team will make Plan modifications as needed.

In addition to this district Technology Plan, the technology component of each school's Single Plan for Student Achievement will clearly describe the planned site level technology acquisitions and the proposed funding sources. SPSAs will be updated each year in the spring and revised in the fall based on School Site Councils' evaluation of needs, progress toward meeting technology benchmarks, and current budgetary information.

6. FUNDING AND BUDGET COMPONENT

6.a. List established and potential funding sources.

Historically, nearly all of the funding for new equipment and infrastructure has come from funds other than the General Fund, primarily State and Federal categorical funding and grant sources. The E-rate program has also served as a significant source of funding. As restricted funding is allocated to sites, administration and resource staff take input from teachers, classified staff, parents and students and make recommendations to School Site Councils. Technology goals and objectives and related activities and items of expenditure are incorporated into each school's Single Plan for Student Achievement and/or Site Technology Plan. For the past five years significant site categorical resources have been dedicated to purchasing, upgrading and maintaining technological resources.

The district will utilize the following funding sources for technology expenditures:

- General Fund
- Title I
- Title II EETT (Formula & Future Competitive- if funded)
- Title III
- Career Technical Education
- Economic Impact Aid
- Partnership Academy Program
- E-Rate
- MicroSoft Settlement
- One-time Block Grants

On an ongoing basis, district administrators and technology staff will maintain a watchful eye for new opportunities for revenue sources, both public and private, to provide additional funding necessary to acquire new technology and maintain existing technology. When new opportunities arise, the Assistant Superintendent will work with staff in ensuring that appropriate applications are completed and submitted. The district's Accountant and Computer Network Engineer will make certain that all cost saving options are considered including competitive bids, group buys, resource sharing with other programs, etc.

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

The cost of plan implementation is estimated to be roughly \$777,000 to \$1,299,000 per year. These costs are based on making expenditures needed to maintain existing resources at the current level and update/upgrade obsolete equipment. Budgeted amounts are dependent upon the amount of funding available through general and categorical sources.

Estimated Budget:

Budget	Description	2012-13	2013-14	2014-15	2015-16	2016-17
Curricular						
5000	Software; Data/Assessment Program, Currium/Aventa, CAHSEE Prep, Content Based Programs, etc.	108,700	99,950	88,400	92,820	97,461
Electronic Learning Resources						
4000	Non-Capitalized Equipment Replacement and New Equipment	44,000	44,125	48,500	22,625	20,000
6400	Capitalized Equipment	13,000	13,000	13,000	39,000	43,575
Professional Development						
5000	Training: Integ Curric, Excel, PPT, <i>Aeries</i> , Data Director, Ethical Use, Cybersafety, Interactive Whitebrds, etc. CUE Conference	10,000	10,500	11,025	11,576	12,155
Infrastructure						
4000	Non-Capitalized Equipment Replacement and New Equipment	598,200	94,760	55,860	46,306	11,576
5000	Yearly Service Contracts/Warranties/Firewall/Student Information System,	72,985	64,139	67,346	70,714	74,250
Hardware						
4000	Non-Capitalized Equipment Replacement and New Equipment	184,700	197,350	202,493	278,618	223,249
Technical Support						
2000	Computer Technician Salaries	175,836	181,111	186,545	192,141	197,905
3000	Benefits	62,567	64,444	66,377	68,368	70,419
5000	Online Tech Support	28,400	29,760	31,188	32,687	34,261
TOTAL		1,298,388	799,139	770,734	854,855	784,851

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

The CNE works closely with principals in implementing the policy and determining what/when obsolete equipment should be replaced. Consistent with district policy, hardware is upgraded and maintained to match or exceed its current needs. When equipment can no longer be upgraded, it is then replaced with a more current higher end machine. As indicated in the section 3h objectives, the district's general plan includes updating, upgrading, or replacing 15% of the technological resources used by all students each year.

Obsolete hardware is then placed in another area (e.g. another classroom, student work area, etc.) where it can be fully utilized by either staff or students. No hardware will be discarded until it becomes either damaged or completely incompatible with our needs in every capacity. Damaged parts are kept at a centralized storage location where their serial numbers are recorded and data is wiped from memory before being properly discarded. Working hardware that has simply become too outdated for use within our district is kept in storage until it can be recorded, identified as surplus, cleaned and donated.

6.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.

As described in Section 5.d., the process for monitoring progress regarding funding and budget decisions involves district and site level decision-making. The district Technology Plan and each school's Single Plan for Student Achievement will guide technology acquisitions and determine what funding sources will be used to support identified expenditures. Site plans will be updated and approved by School Site Councils and the Board of Trustees on a yearly basis. The CUHSD Computer Network Engineer will summarize districtwide technology purchases for review by the Technology Leadership Team and inclusion in the annual evaluation report. The Technology Leadership Team will assess progress in making planned acquisitions and review identified funding source budgets to determine where funds are available/not available. Based on the evaluation of needs, the status of resources, and availability of funds, the team will make Plan modifications as needed.

7. MONITORING AND EVALUATION COMPONENT

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

On an annual basis, the CNE will collect the data and reports from the responsible individuals as indicated in the monitoring/evaluation sections for each of the goals described in the plan. All data and goal-specific reports will be compiled in a summative evaluation report of the entire Technology Plan with an accompanying analysis of progress toward meeting benchmarks. All data (feedback) collected during the evaluation process will be analyzed by the TLT and used formatively to refine or modify the goals and benchmarks developed for the Technology Plan.

Goal	Objective/Benchmark	Evaluation Tool/ Process	Timeline/ Goal Reached By When	Evidence of Success
3d.1 - Students will use technology as a tool for expanding learning opportunities and increasing achievement in English	Increase the percentage of students scoring at/above proficient on the CST in English each year	Review CST Results	Annually; By 2017	53% of students at/above "proficient"
	Increase the percentage of 10th grade students passing the English language arts section on the CAHSEE each year	Review CAHSEE Results	Annually; By 2017	88% of 10 th grade students pass ELA section
	Increase the percentage of 10th grade English Learners scoring at/above the "Proficient" level on the English language arts section on the CAHSEE each year	Review CAHSEE Results	Annually; By 2017	40% of 10 th grade EL students "proficient" on ELA section
3d.2 - Students will use technology as a tool for expanding learning opportunities and increasing achievement in mathematics	Increase the percentage of students scoring at/above proficient on the California Standards Test in Algebra I each year.	Review CST Results	Annually; By 2017	36% of students at/above "proficient"
	Increase the percentage of 10th grade students passing the Math section on the California High School Exit Exam each year.	Review CAHSEE Results	Annually; By 2017	92% of 10th grade students pass math section
	Increase the percentage of 10th grade English Learners scoring at/above the "Proficient" level on the mathematics section on the CAHSEE each year.	Review CAHSEE Results	Annually; By 2017	50% of 10th grade EL students "proficient" on Math section
3d.3 - Students will use technology as a tool for increasing success in mastering the core curriculum, earning credits and developing skills necessary to pass the high school exit exam and complete all graduation requirements.	Increase the percentage of 12th grade students successfully completing courses and earning the credits necessary to fulfill graduation requirements.	Transcript analysis	Annually; By June 2017	95% of Seniors fulfill course credit requirements
	Increase the percentage of students having passed both parts of the CAHSEE by the end of grade 12.	Review CAHSEE Results	Annually; By 2017	99% of Seniors passed CAHSEE

Goal	Objective/Benchmark	Evaluation Tool/ Process	Timeline/ Goal Reached By When	Evidence of Success
3e - All students will acquire the technological and information literacy skills necessary for academic success and future careers.	The percentage of students enrolled in a technology-based course will increase each year and be at/above 33% by 2017.	Review course enrollment reports	By June 2017	Reports show that 33% of students enrolled in one or more tech courses
	By 2017, 98% of graduating seniors will demonstrate basic proficiency in word processing, presentation skills, spreadsheets and Internet research skills.	Tech Survey	Annual Increases; By June 2017	98% of Seniors will have met objective.
3f - All students and staff will be knowledgeable about the appropriate and ethical use of information technology.	All District students and staff will acquire a clear understanding of the district's Acceptable Use Policy.	Acknowledgment forms (hard copy or electronic)	By 2014-15	100% of student/ staff have signed acknowledgment.
	As part of technology and ELA coursework, students will receive comprehensive instruction in digital citizenship and the usage of technology in an ethical, legal, and socially responsible manner.	Audit course outlines	By 2015-16	Course outlines include ethical use content.
3g - All students and staff will be knowledgeable about Internet safety.	All 9th grade students will receive comprehensive instruction in cybersafety practices to maintain online privacy and to avoid online predators in their Intro to Computers course.	Audit course outlines	By 2015-16	Course outlines include internet safety content.
	Staff will develop knowledge of Internet safety, and be able to educate students about cyberbullying, digital citizenship, online privacy, and ways to avoid online predators.	Biannual certification	By 2015-16	100% of teachers complete training
3h - All students will have access to technology to support their learning	Update, upgrade, or replace 15% of technological resources used by all students each year.	Inventory	Each year	15% of tech resources are new or updated
	Increase the number of students participating in online coursework each year.	Online Course Teacher Reports	Annual Increases; By June 2017	230 students participate
	Decrease the student to computer ratio to 4.0:1.	Inventory	Monitor Annually; By June 2017	Ratio of one computer to every 4.0 students achieved
	Increase after school access hours to computer labs to 5:00 p.m.	LMC Schedules	By June 2016	LMC open until 5:00
3i - Teachers will use technology solutions as a means to more efficiently and effectively maintain and use student information.	Teachers will use Data Director as a tool for analyzing data and informing instruction.	Survey	Annually; By June 2015	95% of teachers
	All core content teachers will use Data Director to create standards-based assessments, analyze results and review disaggregated data from state tests.	Survey	Ongoing; By August 2017	95% of core content teachers
	All teachers will use <i>Aeries</i> to report student attendance and grades.	Survey	Daily	100% of teachers
3j - Communication among parents, students, teachers and administration will be improved through the use of technology.	All teachers will use the <i>Aeries</i> Portal to regularly convey grade information, attendance and class assignments to students and parents.	Survey	Annually; By fall of 2013	100% of Teachers will regularly use <i>Aeries</i> Portal
	Departments and/or teachers will have established web pages posted on the district/school site website.	Survey	Annually; By June 2017	80% of department have web sites

Goal	Objective/Benchmark	Evaluation Tool/ Process	Timeline/ Goal Reached By When	Evidence of Success
3j - Communication among parents, students, teachers and administration will be improved through the use of technology.	Teachers will communicate with parents about their children's performance, providing both positive feedback and feedback regarding areas of concern via e-mail	Survey	Annually; By June 2017	95% of teachers
	The percentage of low income student homes with Internet access will increase.	CNE Report	Annually	Yearly increase of 10% of low income homes with internet
4b - Increase teacher and administrator effectiveness through participation in high-quality, comprehensive, ongoing professional development based on assessment of needs and research.	Increase the percentage of teachers at the "Proficient" level in each skill category on the Ed Tech Profile Proficiency Analysis by 5% each year. (See Table 1 in Section 4a for baseline in each category)	Ed Tech Survey	Bi-Annually	5% Increase each year
	Teachers and administrators participate in one or more trainings designed to improve teacher ability to integrate technology into the curriculum during the next five years.	Logs	Annually; By June 2017	100% of teachers participate over the five year plan period
	All teachers and administrators participate in one or more trainings designed to improve teacher ability to use technology to communicate with students and parents (i.e. use a school to home communication system and/or develop web pages in the next five years)	Logs	Annually; By June 2017	100% of teachers participate over the five year plan period
	All teachers and administrators participate in one or more trainings designed to improve teacher ability to better use Data Director to analyze student achievement data and inform instruction.	Logs	Ongoing – prep periods; By June 2017	100% of teachers participate over the five year plan period
5c - Obtain the hardware, infrastructure, learning resources and technical support required to support the other plan components.	Make expenditures consistent with the plan timeline based upon available funding.	Expenditure records	Each Year	Acquisitions and expenditures made in accordance with plan

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

Evaluation of the effect of plan implementation will take place in accordance with the schedule/timeline as detailed in the chart in Section 7a.

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

The district Technology Leadership Team will meet twice annually to evaluate progress and provide direction in the implementation of the plan. Each year, the summary report will be compiled during summer after all survey and student test results have been received, and the TLT will analyze outcomes in the fall. The annual summary report will also be provided to site level technology committees, School Site Councils, District Leadership Team, CTEAC and Board of Trustees to keep them informed of progress. The Superintendent and Principals will solicit feedback from these committees and will provide their input to the TLT.

At the spring meeting, the team will consider feedback, evaluate progress toward making planned acquisitions, and determine if/what modification will need to be made for the upcoming school year. The Program Improvement Resource Teachers and Computer/Network Engineer will collaborate in managing and overseeing the technical aspects of the plan and will regularly disseminate information to all stakeholders. These groups will use the data and the timeline established in section 7a above as a basis for decisions.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

8.a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them.

CUHSD operates a comprehensive Adult Education (AE) program that serves a cumulative enrollment of nearly 3,500 adults in the community. The AE Principal manages the district's adult literacy program and provided input to the TLT. The AE Coordinator has reviewed the plan and agrees that its outcomes are consistent with Adult Education outcomes. Whenever possible and determined to be mutually beneficial, the technology plan will be implemented with cooperation between the AE program, district and other community programs. Collaborative strategies for cost savings will be practiced when feasible.

The Adult Ed Program offers courses in ESL, Citizenship and GED, which provide opportunities for community members to learn English and earn equivalent high school diplomas. Adults are able to attend classes at the Desert Oasis High School campus as well as at satellite classrooms located throughout the community. This year, the Adult Education program expanded and established opportunities for students to take selected courses on-line from their home or on campus. The Desert Oasis campus houses four stand-alone multi-media computer centers, two of which are available to adults from morning to evening, and one that is available after 2:00 p.m. Adults have significant access to the technology resources of the school and will benefit from the technology plan improvements.

In addition to the Adult Education program, adults have access to technology through several existing programs. The Regional Occupational Program (ROP) offers a variety of computer training opportunities including Computer Office Systems, Computerized Accounting, Computer Repair, Auto CAD and Computer Assisted Design and Animation. These free classes are open to all residents of Imperial County, who are at least 16 years old. Classes are offered daily at high school campuses.

9. EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES:

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

The technology strategies, methods, teaching and management described in the CUHSD Educational Technology Plan are based on effective, research-based strategies for improving student learning and enhancing classroom instructional practices. The following describes the research that was used in the preparation of this plan and how the district has used and will use the research findings in the development and implementation of the plan. The research was selected based on its relationship to the plan's goals, objectives, benchmarks, and activities.

Technology as a tool for increasing academic achievement (Goals 3d.1, 3d.2, & 3d.3)

The Central Union High School District maintains strict alignment of instruction with state content standards through continuous long-range planning and curriculum pacing. Curricular components of the Tech Plan support achievement on state content standards as the foundation of the schools' instructional program. All instructional materials, including software and online programs will be selected based upon their alignment with state standards. Student achievement is monitored through standards-based common benchmark assessments. Through ongoing data collection and analysis, the district will continuously monitor its attainment of the goals and objectives of the Tech Plan, and will report results annually to the superintendent, the Board of Trustees, and advisory committees.

- In a 2000 study commissioned by the Software and Information Industry Association, Sivinkachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student achievement. Their findings revealed positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievement in all subject areas, increased achievement in preschool through high school for both regular and special needs students, and improved attitudes toward learning and increased self-esteem.
- In teaching language learners, using technology has distinct advantages that relate not only to language education but preparing students for today's information society. Computer technologies and the Internet are powerful tools for assisting language teaching because Web technology is a part of today's social fabric, meaning language learners can now learn through writing e-mail and conducting online research. "The Advantages of Using Technology in Second Language Education: Technology Integration in Foreign Language Teaching Demonstrates the Shift from a Behavioral to a Constructivist Learning Approach" Li Wang, 2005
- There are numerous studies that have been conducted that show a positive relationship between the use of technology and academic achievement. For example, in an Illinois blue collar rural community, math achievement levels improved (computation and problem solving skills) as well as student interest among elementary and secondary students (Blume, 2001)." Literature Review: Technology Use and Its Relevance to Academic Achievement." Rosemary Reichstetter, EdD. http://www.wcpss.net/evaluation-research/reports/2002/0246_tech_use_achievement_lit_review.pdf

- This study examined 257 California elementary schools with similar student populations (high percentages of low income students and English Learners) to determine which educational practices are most strongly associated with higher levels of student achievement (using 2005 API results). The four practices most highly correlated with higher API scores were implementing a coherent, standards-based instructional program (including use of pacing schedules); ensuring availability of instructional resources (up-to-date materials and supplementary instruction for struggling students); using assessment data to improve student achievement and instruction; and prioritizing student achievement. (Williams, T., Kirst, M., Haertel, E., et. al. 2005). *Similar Students, Different Results: Why Do Some Schools Do Better?* A large-scale survey of California elementary schools serving low-income students. Mountain View, CA: EdSource

CUHSD will integrate technology use with all four of the highest ranked practices, including use of state-approved/recommended software and correlating software and technology/information literacy skills with district curriculum pacing schedules; increasing student access to technology, including online/CD-ROM textbooks and instructional programs for struggling students; emphasizing the automation of student assessment and data reporting and analysis; and evaluating the entire technology program based on student achievement.

- The integration of technology into instruction is most effective “when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualization” (Ringstaff and Kelley, 2002). Best practices in this category come from organized classroom projects in which student teams are presented with a real-life problem or issue to address. Such projects are often cross-curricular, combining skills from the core subjects of mathematics, language arts (writing), science, and social studies, as well as the arts. These projects typically incorporate technology tools such as e-mail, Internet resources, spreadsheets (including charts and graphs), presentation software (such as PowerPoint), scanners, digital cameras, and video editing system (Ringstaff and Kelley, 2002).
- While research linking technology integration, inquiry-based teaching, and emphasis on problem solving with student achievement is emergent, some research exists that suggests a connection. In a 2001 study of Enhancing Missouri's Instructional Networked Teaching Strategies (eMints) program, a statewide technology integration initiative, eMINTS students scored consistently higher on the Missouri Assessment Program (MAP) than non-eMINTS students, including eMINTS students classified as having special needs. The higher MAP results were found to be associated with the instructional practices (Evaluation Team Policy Brief, 2002). The eMINTS program provides teachers with professional development to help integrate technology so that they can use inquiry-based teaching and emphasize critical-thinking and problem-solving skills. The program has since expanded to not only Missouri schools and districts but also other states as well. Currently, 232 Missouri districts, 10 Utah districts, 56 Maine districts, 2 Nevada districts, and 1 Illinois district, representing 1,000 classrooms and 22,500 students now take advantage of the eMINTS program offerings. Test results continue to show that, on most state tests, students enrolled in eMINTS classrooms scored higher than students enrolled in non-eMINTS classrooms and that low-income and special education students in eMINTS classes generally score higher than their non-eMINTS peers (eMINTS, 2005).

Access to Technology (Goal 3h)

CUHSD believes that technology must be readily accessible in a way that meets the needs of all learners, including students in special populations. To help achieve this goal given the budget constraints, the Technology Leadership Team recommends that the district seek to ensure that staffing for the Library Media Centers and computer labs is maintained so that students have access before, during and after school hours. This plan will allow for maximum versatility in student access to computer-based resources.

- “To be used effectively, technology must be readily accessible in a way that meets the needs of all learners. This includes both ready access to hardware, software, and connectivity, as well as ready access to content and ideas being expressed” (The Knowledge Loom: The Practices, 2000).
- Inequities exist in both access to and in the use of technology. From the National Telecommunication & Information Administration’s 2000 report *Falling Through the Net: Defining the Digital Divide* to the 2003 follow-up study, *A Nation Online*, to studies such as Judge et al. (2004) and Foss (2002), research has shown that minority students, those from poorer neighborhoods, and students who live in either inner-city or rural areas (but not suburban) tend to have less access to computers, the Internet, and educational software. Thus, they are reliant on schools, libraries, and community centers for their hardware, software, and internet access. Moreover, such students, who also tend to have lower grades and poorer test performance, receive computer-based instruction only for drill-and-practice and not for critical thinking skills or project-based learning. What hardware and software they do have available is still holding them back from achieving their potential. (Technology and Student Achievement—The Indelible Link, 2008)
- Viewed from these perspectives, proficiency in using technology for such contemporary tasks as searching the Internet, creating graphs and illustrations, and communicating through multimedia presentations has become an essential educational outcome, much like being proficient in reading and mathematics. Unfortunately, research shows that schools serving disadvantaged students are more likely than wealthier schools to use computers for CAI (drill-and-practice) functions than as a tool for meaningful learning. In discussing the potential of the Internet as a learning tool for literacy, Leu, O’Byrne, Zawlinski, McVerry, and Everett-Cacopardo (2009) cite research findings revealing that children in the poorest school districts have the least Internet access, while being under the greatest pressure to raise test scores having little to do with higher-level applications of technology. Wealthier students, however, are “doubly privileged by having Internet access at home, which in turn, makes it easier for their teachers to integrate Internet use into everyday classroom instruction. Thus, the socioeconomic gap is widening in this important domain. (Ross, Morrison and Lowther, 2010)

High Quality Professional Development (Goal 4b)

A primary goal of the CUHSD Technology Plan is for the teaching staff to take an active role in the process of integrating technology into the curriculum, in order to provide compelling ways for all students to meet California’s Academic Content Standards. In order for technology to be effectively integrated into the classroom, teachers need to feel confident in using the software, Internet resources, and equipment with students. Teachers need to be able to envision effective methods for incorporating technology to engage students in

meaningful learning. Developing these skills will require well-designed, ongoing professional development and support, as well as time for planning and collaboration with colleagues.

- “A large body of literature supports the idea that technology training is the major factor that could help teachers develop positive attitudes toward technology and integrating technology into curriculum (Berson, 1996; U.S. Department of Education, 2005; Reynolds & Morgan, 2001; Yildirim & Kiraz, 1999; Yildirim, 2000). Of course, technology training that simply focuses on teaching basic computer skills is unlikely to ensure the successful infusion of technology into the classroom. To effectively infuse technology into the curriculum, teachers need to participate in intensive curriculum-based technology training that move them beyond the attainment of basic computer skills to activities that teach them how to seamlessly integrate technology into the curriculum (Baylor & Ritchie, 2002; Becker, 2001; Redish, 1997; Reynolds & Morgan, 2001; Roberts, 2003; VanFossen, 2001; Wenglinsky, 1998). (Can Teacher Technology Integration Training Alone Lead to High Levels of Technology Integration? A Qualitative Look at Teachers’ Technology Integration after State Mandated Technology Training, Yali Zhao & Frances LeAnna Bryant) <http://ejite.isu.edu/Volume5/Zhao.pdf>
- Teachers need training, assistance and support in making the transition from traditional methods of teaching (lecture, recitation, and seatwork) to technology-based instruction (supporting student collaboration, inquiry, problem solving, and interactive learning (Ringstaff & Kelley, 2002).

Technical Infrastructure and Support

The district has planned for a reliable infrastructure and appropriate technical support to promote the successful integration of technology-based instruction. The district’s LAN/WAN will support high-speed Internet connectivity, access to resources on multiple network servers, an increased volume of network traffic, and security features such as anti-virus protection and Internet-filtering. The district employs a full-time Computer Network Engineer and two Computer Network Assistants who assist in providing technical support to schools.

- “Increased use of technology in the school requires a robust technical infrastructure and adequate technical support. If teachers are working with a technology infrastructure that realistically cannot support the work they are trying to do, they will become frustrated. School districts have the responsibility to create not only nominal access to computers and electronic networks, but access that is robust enough to support the kinds of use that can make a real difference in the classroom” (Honey, Culp & Spielvogel, 1999).

The Technology Leadership Team understands that implementing and managing a successful and engaging technology-integrated, standards-based curriculum will require time, patience, planning, encouragement, leadership, and ongoing monitoring and evaluation. The district is committed to investing the time, resources, training, support and leadership necessary to provide students and staff with a 21st century learning environment.

- “Truly integrating technology into teaching and learning is a slow, time-consuming process that requires substantial levels of support and encouragement for educators. The Apple Classroom of Tomorrow studies (Dwyer et. al, 1991) of what happens in technology-rich environments have shown that teachers go through predictable stages in their use of technology, and that this process takes from three to five years. We have also started to notice that there seems to be a correlation between the amount and level of technical assistance we provide and movement

along the continuum of technology integration; i.e., the schools that receive the most attention are making the most progress” (SEIR*TEC, 2002).

The Technology Leadership Team will strive to provide the vision, leadership and support necessary to build a school culture where technology is seamlessly integrated as an effective tool for teaching and learning at all grade levels.

“Our experiences in working with (school) sites confirm what the research literature says, that leadership is the single most important factor affecting the successful integration of technology. This is true at the state level and at the school level. For example, the state with the most successful technology programs are those that have had visionary governors, legislators, and DOE staff who are committed to the use of technology as a tool for teaching and learning. Similarly, the schools that have made the most progress are those with energetic and committed leaders.

-It is especially important for principals to have a vision of what is possible through the use of technology, and to be able to work with others to achieve the vision.

-Effective principals lead by example, have a clear idea about how technology can support best practices in instruction and assessment, use technology fluently, and participate actively in professional development opportunities.

-Supportive principals highlight the efforts of teachers who attempt to use technology to improve teaching and learning.

-Effective principals facilitate shared input and decision-making by showing interest and trust in the decisions of school technology committees.”

(SEIR*TEC, 2002)

Office of Technology Assessment, *Teachers and Technology: Making the Connection* (Washington, DC: U.S. Government Printing Office, 1995).

Dale Mann & Edward Shafer, “Technology and Achievement,” *The American School Board Journal* (July 1997).
www.asbj.com/achievement/ci/ci10.html

Judith Sandholtz, Cathy Ringstaff & David Dwyer, *Teaching with Technology: Creating Student-Centered Classrooms* (New York: Teachers College Press, 1997).

Cathy Ringstaff & Loretta Kelley, “The Learning Return on our Educational Technology Investment: A Review of Findings from Research”, (San Francisco, CA: WestEd, 2002).

“Factors that Affect the Effective Use of Technology for Teaching and Learning,” *SouthEast and Islands Regional Technology in Education Consortium -SEIR*TEC* (2002)
www.seirtec.org/publications/lessondoc.html

9.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.

Online Courses for Students: For many years, CUHS was unable to offer a wide variety of rigorous academic courses and curricula, especially AP and Honors courses, available to students at larger urban districts. During that time, in conjunction with the University of California College Prep Initiative, the district provided opportunities for students to take online AP and Honors courses through APEX Learning and the University of California Berkeley Extension including AP Biology, AP Calculus, AP Chemistry, and AP Physics. As a result of the interest generated by these programs, most are now offered through direct instruction. However, online summer offerings for AP Environmental Science and Honors Sociology are ongoing.

In addition to paying for tuition, books and materials, UCCP has trained and paid stipends for academic mentors and coaches, who provide assistance and support to students enrolled in online courses. According to the University of California College Prep Initiative (UCCPI), providing academic mentors and coaches increases the success rates of students enrolled in online courses.

The Migrant Education Program offers online coursework provided by the internet based version of the Portable Assisted Study Sequence (PASS) program, Cyber High. Cyber High is an electronic high school curriculum that prepares Migrant students for the new information age workplace by using Internet resources. The goal of Cyber High is to integrate educational curriculum and technology in using the power of the World Wide Web to break down barriers imposed by classroom walls and provide students with experiences and resources not possible in the traditional educational setting

For the past five years, the district has provided offerings for online credit recovery classes that help students meet graduation requirements. Such courses include English 1-4, U.S. and World History, Physical Science and a range of mathematics.

As needs and opportunities arise, CUHSD hopes to continue to expand the selection of online courses available to students.

Online Courses for Educators

CUHSD encourages its teachers to be lifelong learners. Online courses have provided teachers and administrators with an alternative method for earning college credits, taking courses for professional growth, or simply pursuing an educational interest.

**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 Address" 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.
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.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information 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.	7	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	11	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<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>14</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>16</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>17</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>	<p>18</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an 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>	<p>20</p>	<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>	<p>21</p>	<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>	<p>22</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	23	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.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	25	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.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. 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.	28	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.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.	28	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The 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.
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.	32	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.	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.

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.	34	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	36	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.
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.	37	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.	37	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.	39	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.	39	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.	40	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.	42	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.	43	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.)	44	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.	45	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.

<p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	<p>50</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>
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Appendix I – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 13-63115

School Code (Direct funded charters only):

LEA Name: Central Union High School District

*Salutation: Mr. Ms. Dr.

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*Required information in the ETPRS