

Technology Plan



Amador County Unified

July 1, 2011 - June 30, 2014

11/12/2010 (revised 11/15/2010)
revision in progress

This plan is for EETT and E-Rate.

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Background and Demographic Profile

Amador County Unified School District/Amador County Office of Education ACUSD/ACOE is a K-12 school district situated in the Sierra Nevada foothills in northern California. Amador County is a small rural school district with about 4,500 students. Amador County is unique because we have only one school district. ACUSD/ACOE operates two high schools, one continuation high school, two junior high schools, six elementary schools and one independent studies program. Amador County has a population of approximately 38,000, covering 2,000 square miles.

ACUSD/ACOE's goal is to stay on the cutting edge in the area of curriculum. In response to the needs of the school community, the District aims to provide students with 21st century learning skills that will prepare them to compete in a changing and complex world. Technology offers students the ability to develop skills, knowledge, content, and talents as they journey through their educational experiences. The ACUSD/ACOE intends this comprehensive Technology Plan to be the blueprint for the further integration of technology and curriculum in ACUSD/ACOE classrooms and schools in the next three years (July 1, 2011 - June 30, 2014) as ACUSD/ACOE students prepare for the critical challenges facing them now and in their future.

1. Plan Duration

July 1, 2011 - June 30, 2014

This tech plan will be used for e-rate purposes and will be updated annually.

2. Stakeholders

The district created a general planning committee to oversee the vision and gather information from all schools. The committee for ACOE/ACUSD's Technology Plan consists of certificated staff, classified staff, confidential staff, school site councils, parents, CTAP Region 6 consultants, site administrators, District Technology Director, businesses and students. This general planning committee provided comments to the writing team.

This plan was written by the District Technology Committee using the comments from the planning committee. Members of the writing committee are: The District Technology Coordinator, the District Curriculum Director, and 15 Site Technology Curriculum Specialists representing each school site and Special Education. The committee reviewed the 2008-2011 Technology Plan to determine the successes over the past four years and determined goals that align with current best practices for the next three years.

3. Curriculum

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

Computer labs exist in many of the schools. Networks are present at all of the schools. At the administrative level, our district has an interconnected Wide Area Network (WAN) for our Student Attendance Software. At the curriculum level, there is currently a (WAN) of connected file servers for data transfer between schools. All (including special education, GATE, ELL, etc.) students and teachers can access technology both during and after school hours. All high schools (3) have file servers, computer labs, and classroom computers. All elementary students and teachers have access to computers either in the classroom, including stand-alone desktops and mobile laptop carts, or in a library/media center. Students have access to computers before and after school through our GATE and Extended Learning programs. The public library is also available on weekends and after school hours for student use. Some students have computer access through their homes.

Teachers have access to computers in their classrooms. The district using a Window's network with many safety features. Our newer software does not support these older computers. Many of our elementary teachers have older computers so when the change over occurred they lost the ability to authenticate to the new server operating system in their classrooms. School sites are in the process of trying to replace or update these computers so that each teacher can have a current operating system for their teacher work stations. The older computers have Microsoft Office installed and teachers use them for lesson planning, parent communication, and grade management. These computers also have student programs such as Kidpix installed. These computers will continue to be used in the classroom as long as they still work. School sites are also in the process of purchasing projectors for teacher presentations. Each school has at least one projector that teachers can check out and use. Currently two elementary schools have Smart Boards in every classroom. Amador High School and Jackson Junior High have also begun purchasing Smart Boards for many of their classrooms. Many schools are interested in obtaining Smart Boards as funding becomes available.

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

ACOE/ACUSD currently uses a wide variety of technology throughout the district to support students, teachers and the community. All school sites use the Eagle Aeries Software for administrative record keeping. All elementary sites have adopted the Accelerated Reader program as a language arts assessment tool and instructional literacy program to enhance reading fundamentals. The High Schools and Junior High Schools also use Accelerated Reading but not

in all classrooms. A section of math professionals have adopted the Accelerated Math program as well. Most computers also have Microsoft Office for the creation of reports, data analysis, and presentations. Curriculum related software programs are varied from site to site based on instructional needs.

All school libraries use Spectrum software. It is run locally for the library to maintain the card catalog and student check out system. The local public library web page also has an electronic resource data base for student use. Students can use the public library resources for research in all subject areas.

Email accounts are available to all district employees. Employees have email access through Microsoft Outlook Web Access. Not all sites have computers in all classrooms that will support network applications. 67% of the districts computers are over 4 years old.

Over the last three years, the district has implemented technology integrated curriculum projects (TICP) at all grade levels. These technology projects formed the core of our technology curriculum for grades K-8. Every year students completed a technology integrated curriculum project that covered specific state standards as well as the technology skills that are targeted for that grade level. Grades K-2 used KidPix for math and social studies projects. Grades 3-8 used the Internet and Microsoft Office for Internet-based research reports and presentations. Teachers were encouraged to use their grade-level TICP as a starting off point for technology integration into the curriculum. Once the teachers were comfortable with their project, they could then move on to integrating technology elsewhere in their curriculum.

Grades 9-12 offered assignments using Internet research, word processing, multi-media presentations, spreadsheets, and graphics throughout the curriculum. These technology integrated activities supported the curriculum in math, integrated science, biology, cinema studies, English, history, French, Spanish, photography, study skills, chemistry, geography, government, drafting, physics, environmental science, health, computer fundamentals, and ROP.

Special education also integrates technology into their curriculum. They use adaptive keyboards for word processing, books on tape, talking memos, BrailleNote computer laptop systems, Zoomtext, and talking calculators. Special education students are also expected to complete the TICP for the learning level they are at.

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

The ACOE/ACUSD's mission, curricula, and goals are stated in the district's board approved Local Education Agency (LEA) Plan and Student Code of Conduct Handbook which is distributed to each family annually. Emphasis is placed upon following state adopted standards as listed in the current state frameworks. Schools are using state adopted standards-based materials in their curriculum.

In addition to state-mandated assessments, students in grades K-3 are assessed in reading utilizing "RESULTS" testing, "STAR Reading" and state adopted textbook publisher's end of chapter assessments. Students in grades 4-12 are assessed in reading utilizing "STAR Reading"

and state adopted textbook publisher's end of chapter assessments. Students in grades K-12 are assessed in math utilizing "Accelerated Math" and state adopted textbook publisher's end of chapter assessments.

California Department of Education (CDE) guidelines are followed by the district in assessing student performance towards Content Standards. All students in grades 2 – 12 participate in the California Standards Test and CAT6. By 2007, all students at ACOE/ACUSD in grades 10 – 12 must pass the California High School Exit Exam.

Our curriculum has a strong academic focus aligned with state standards. We respect individual differences. We believe in unlocking and supporting the strengths of the child. To complement our academic emphasis, we believe that all students benefit from a rich variety of experiences, including, but not limited to art, music, physical education, and performing arts.

The following objectives are valid for all schools under the Amador County Unified School District (ACUSD) and the Amador County Office of Education (ACOE). Students in ACOE's Community/Court School and Opportunity Classes are expected to complete a technology integrated curriculum project (TICP) for appropriate grade levels. Students with IEPs and EL students are expected to complete a TICP that is developmentally appropriate, or has been modified appropriately. All classes, ACUSD and ACOE, will have access to the technology necessary to meet the grade level/ developmentally appropriate objectives.

Summary of ACUSD and ACOE's curricular goals.

Reading/Language Arts - All students will be fluent readers by third grade and, at each grade, meet the California English-Language Content Standards.

Mathematics - All students will become better users of mathematical ideas and concepts as well as meet the standards identified in the California Mathematics Content Standards.

History/Social Science - All students will meet History/Social Science Content Standards and develop an appreciation of the following:

- Knowledge and cultural understanding.
- Democratic principles and civic values.
- The academic and social skills necessary for their effective participation in society and the world.

Science - All students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will meet the California Science Content Standards to understand and discover the world in which they live.

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

The section that follows describes what Amador County Unified School District expects its students to be able to do academically in the core subjects and describes how, through meaningful integration of technology, student academic achievement can be improved. Both teacher use of technology to deliver instruction and student use of technology for learning and presenting their knowledge will be emphasized. Particular emphasis will be on development of student skills in researching, evaluating, using, and presenting information; critical thinking and problem solving; and creativity and originality. Students will use technology as a learning tool to meet or exceed state, grade-level content standards. Students will become critical consumers of information. Teachers will use content standards and technology standards as guidelines for planning technology-based lessons and activities in which students achieve success in learning, communication and life skills. Skills will not be taught in isolation but will be incorporated into the daily curriculum. It is expected that use of technology will become a regular part of daily school activities for all students and teachers.

Goal 3d.1: ACOE/ACUSD students, teachers and other staff will use technology tools and resources to support the attainment of the District's goals for improving academic achievement and raising the high school graduation rate.

Objective 3d.1.1: By June 2014 70% of ACOE/ACUSD teachers will use technology tools to deliver instruction at least two days a week, as measured by the EdTechProfile, teacher observation or teacher evaluation.

Benchmarks:

- Year 1: By June 2014 50% of ACOE/ACUSD teachers will use technology tools to deliver instruction at least two days a week, as measured by the EdTechProfile, teacher observation or teacher evaluation.
- Year 2: By June 2014 60% of ACOE/ACUSD teachers will use technology tools to deliver instruction at least two days a week, as measured by the EdTechProfile, teacher observation or teacher evaluation.
- Year 3: By June 2014 70% of ACOE/ACUSD teachers will use technology tools to deliver instruction at least two days a week, as measured by the EdTechProfile, teacher observation or teacher evaluation.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
District will provide site technology curriculum coaches and technology implementation support for teachers.	Ongoing, throughout 2012-14	District Technology Coordinator and Site Technology Curriculum Coaches.	District Technology Coordinator will monitor site coaches.	OMS Evaluation System
Technology implementation will be discussed at site and district articulation meetings.	Quarterly, 2012-14	District Technology Coordinator	District Technology Coordinator will monitor site and district articulation meetings.	Agendas, minutes from meetings
ACOE/ACUSD will provide ongoing, sustained support of state-adopted textbooks/supplements, including technology components contained therein, such as DVDs and websites.	Ongoing, 2012-14	District Technology Coordinator and District Technology Department	District Technology Coordinator will monitor teacher use of technology support materials for state adopted materials.	End of the year teacher technology evaluation
Teachers and students will use online curriculum-oriented software/programs for individualized and/or group instruction/learning to support student attainment of content standards.	Weekly	Teachers	Principal and Teachers will monitor instruction	EdTech Profile Student reports
ACOE/ACUSD teachers will access and use standards-based model lesson plans involving technology integration (e.g., District developed TICP resources, CTAP, CLRN, webquests, etc.)	Ongoing, 2012-14	Teachers	Principal will monitor teacher use of lesson plans	Lesson Plans

ACOE/ACUSD teachers and students will increasingly use streaming media services/resources such as California Streaming, Discovery Education streaming and The Futures Channel, among others for instruction, demonstrations, presentations, and projects	As monies become available. Start at High School work down.	Site Principals	Principals and teachers will monitor instruction	Teacher evaluations
Utilize interactive technologies including electronic whiteboards, student response devices and other instructional and assessment classroom technology devices. Focus area language arts and mathematics classrooms, to increase student engagement, assess student knowledge and provide immediate feedback.	Daily where technology is available.	Teachers	Principal and Teachers will monitor daily use when technology is available.	Observations.

Goal 3d.2: ACOE/ACUSD students, teachers, and other staff will increase their use of technology to enhance and enrich teaching and learning.

Objective 3d.2.1: By June 2013, 75% of ACOE/ACUSD students will complete standards-based classroom assignments requiring them to use technology tools on a weekly basis.

Benchmarks:

- Year 1: By June 2012, 55% of ACOE/ACUSD students will complete standards-based classroom assignments requiring them to use technology tools on a weekly basis.
- Year 2: By June 2013, 65% of ACOE/ACUSD students will complete standards-based classroom assignments requiring them to use technology tools on a weekly basis.
- Year 3: By June 2014, 75% of ACOE/ACUSD students will complete standards-based classroom assignments requiring them to use technology tools on a weekly basis.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Students will use a variety of software on a regular basis to reinforce basic skills in reading, math and language arts appropriate to each grade level.	Weekly	Teachers	Principal and Teachers will monitor use of software.	Software reports and projects
Students will complete a standards-based technology project that meets the district's Technology Scope and Sequence and enhances the CA State Content Standards.	Yearly	Teachers	Teachers will evaluate student projects	Examples of projects
ACOE/ACUSD will provide ongoing, sustained support of state-adopted textbooks/supplements, including technology components contained therein, such as DVDs and websites.	Ongoing	District Technology Department	District Technology Department will monitor support material	Teacher survey
Teachers and students will use online curriculum-oriented software/programs for individualized and/or group instruction/learning to support student attainment of content standards.	Weekly	Teachers	Principal will monitor lesson plans. Teacher will monitor individualized instruction.	Lesson plans Student reports

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

All students in the ACUSD will achieve technology grade level standards to support achievement of the California State Academic Standards in the classroom. These technology grade level standards will be embedded in the academic curriculum. ACUSD has developed a Technology Scope and Sequence (Appendix A) for each grade level and this Scope and Sequence will be used to guide technology integration.

Goal 3e.1: K-12 students will acquire technology and information literacy skills that enhance the curriculum through the Scope and Sequence (Appendix A) that further their understanding of the California Content Standards

Objective 3e.1.1: Students will become proficient in the skills needed to navigate computer programs and grade level appropriate instructional technology standards including knowing how to access and use the Internet: 90% of students will meet grade level appropriate instructional technology standards based on 21st Century Skills as defined by the district by June 2014

Benchmarks:

- Year 1: Students will become proficient in the skills needed to navigate computer programs and grade level appropriate instructional technology standards including knowing how to access and use the Internet: 70% of students will meet grade level appropriate instructional technology standards based on 21st Century Skills as defined by the district by June 2014
- Year 2: Students will become proficient in the skills needed to navigate computer programs and grade level appropriate instructional technology standards including knowing how to access and use the Internet: 80% of students will meet grade level appropriate instructional technology standards based on 21st Century Skills as defined by the district by June 2014
- Year 3: Students will become proficient in the skills needed to navigate computer programs and grade level appropriate instructional technology standards including knowing how to access and use the Internet: 90% of students will meet grade level appropriate instructional technology standards based on 21st Century Skills as defined by the district by June 2014

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
K-2 students will learn basic word processing skills, e.g. copy, paste, and save. Students will be introduced to graphic paint programs, word processing, computer care, internet information and safety	Weekly, 2012-2014	Teachers	Principal will monitor lessons.	Student projects, lesson plans
All 3-5 students will continue instruction in word processing skills, e.g. inserting graphics, bullets, and text features. Students will be introduced to desktop publishing, Internet research, keyboarding, data collection, presentation software and how to save to a network folder. Computer ethics and safety will be discussed in all areas of the curriculum.	Weekly, 2012-14	Teachers	Principal will monitor lessons.	Student projects, lesson plans
All 6-8 students will enhance their word processing skills by using advanced editing and formatting features, adding tables and hyperlinks. Students will be introduced to how to cite online resources and the correct format to use. Students will continue to use desktop publishing, keyboarding, data collection, and presentation software. Students will be introduced to web page design and spreadsheets. Computer ethics and safety will be emphasized.	Weekly, 2012-14	Teachers	Principal will monitor lessons	Student projects, lesson plans

<p>All 9-12 students will know how to select the appropriate technology for the task at hand. (Word Processing, desktop publishing, presentations software, data collection software, spreadsheets, Internet/Electronic Research, Multi-Media Presentation, webpage design, graphics and spreadsheets.) Students will collaborate with others using communication tools. Students will use the Internet appropriately including proper citing of resources and utilizing internet safety rules. Students will be offered instruction in Information Literacy in all areas of the curriculum.</p>	<p>Weekly, 2012-14</p>	<p>Teachers</p>	<p>Principal will monitor lessons</p>	<p>Student projects, lesson plans</p>
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- 3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Teachers and students will receive training on the appropriate and ethical use of information technology. Information technology appropriate use and ethics programs will help students make responsible choices. Programs such as Nancy Willard’s “Computer Ethics, Etiquette and Safety For the 21 st -Century Student” will be used in classrooms. Teachers will be offered professional development opportunities in appropriate use and ethical use of information technology.

Students will be instructed throughout the school year and across curricular areas. Topics will include but will not be limited to:

- How to practice appropriate Internet etiquette
- What is responsible, legal and ethical use of information and technology?
- Recognizing the ethical and legal implications of plagiarism of copyrighted materials.
- Principles of academic honesty
- How to demonstrate an understanding of copyright by citing sources of copyrighted materials and papers, projects, and multimedia presentation

- Recognizing and practicing responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use

Goal 3f.1: ACUSD will increase student and teacher awareness of safe, secure, legal and ethical use of the Internet and other forms of electronic communication through a Cyber Ethics program of instruction for students.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Nationally recognized and age appropriate curriculum will be presented and students will practice these standards (e.g. ISTE, NETS)	Ongoing, 2012-14	Teachers and Tech Committee	District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly Leadership Meetings.	Examples of curriculum.
Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology	Ongoing, 2012-14	Teachers	Teachers will evaluate lessons.	Bibliographies and works cited
Students will demonstrate understanding of copyright and fair use, proper citations strategies, as well as other social and ethical issues. (e.g. ISTE, NETS)	Ongoing, 2012-14	Teachers	Teachers will monitor copyright and citation strategies.	Bibliographies and citations.
Refine and adopt a K-12 digital citizenship curriculum that is integrated with monthly themes of character development and encourages positive social action.	By June 2013	District Technology Committee	District administrators and school site administrators will track the development and implementation of all activities and accomplishments through monthly Leadership Meetings.	Examples of curriculum

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

The district has an Acceptable Use Policy (AUP) that goes home with the annual parent information packet. Elementary AUP's are monitored by the classroom teacher and 7-12 grades AUP's are monitored by the school librarian. Students will adhere to the AUP and to state and federal laws.

All district employees sign an AUP which is kept on file by Personnel Services. District employees will adhere to the AUP and to state and federal laws.

As part of the log-on procedure for the district network each time a person logs on to the district network they agree to the AUP before they can log on.

The district filters the World Wide Web locally using Light Speed. In addition, a content reporting tool is used to monitor and classify Internet content passing in and out of the district, and can identify content by user or by machine.

Teachers and students will receive thorough cyber education. Cyber awareness programs will incorporate cyber ethics, safety and security principles. Cyber awareness programs will help students become discerning so they can make responsible choices as they grow. Programs such as CyberSmart, i-Safe, NetSmartz , Cyber-Safe Kids, and Cyber-Savvy Teens will be used in classrooms. Teachers will be offered professional development opportunities to understand the importance of media literacy on the Internet and how to teach it.

National Cyber Security Alliance (NCSA) identifies ethics, safety and security as follows:

- **Cyber Ethics Lessons:** These lessons teach that hacking into someone's computer and taking information is just as wrong as breaking into someone else's home. Cyber bullying is just as wrong as bullying someone on the playground. Rules and codes of acceptable behavior must be set in the virtual world, just as they are in the real world.
- **Cyber Safety Lessons:** These lessons incorporate many social behavior tips to protect children from online dangers, such as ways to avoid cyber predators, harassment, unwanted communications and cyber bullies. Safety also entails how to recognize if they have gotten into dangerous situations and effectively respond while online, including when and how they report online threats.
- **Cyber Security Lessons:** These lessons provide students information on how to secure their computers, identities and financial information. Other lessons include the need for strong passwords, effects of viruses, characteristics of spam, and the dangers of responding to phishing and pharming schemes.

The District Technology Coordinator has distributed the CTAP provided CyberSafety posters to all sites to be displayed in the libraries, tech labs and classrooms.

ASUSD distribute and reviews their Acceptable Use Policy contract to all students and parents throughout ACUSD. Parents and students sign the use agreement before students may access technology in their school. The perils that exist with the irresponsible and/or unsupervised use of the Internet are reviewed by the District Technology Coordinator, school administration, and teachers together and with students. Poster and Safety messages are clearly visible in classrooms, tech labs, and libraries in each school. ACUSD recognizes that Internet safety extends to the safe and responsible use of Internet resources both inside and outside the classroom.

The goal for ACUSD will be to extend its parent partnerships to include the education of parents about the issues of Internet safety, with the outcome of increasing parent awareness of, and supervision of students' access and use of Internet resources.

ACUSD will offer parent workshops that focus on supervising their children in the safe and responsible use of the Internet. Curriculum will be developed and presented to the District Technology Committee for feedback and review by June 2012.

The Amador County Child Council will present an evening on Internet and Cybersafety to parents annually commencing with the 2011 school year. Workshops will be announced and promoted through school newsletters and the ACUSD website.

Goal 3g.1: All students will abide by the District's Acceptable Use Agreement. ACUSD will ensure a safe environment for on-line activities

Goal 3g.2: Advice on Internet safety and precautions for students will be shared with parents.

Goal 3g.3: All students will use the Internet safely.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Acceptable Use Policies (AUP) will be distributed and signed by all students and parents.	1st week of enrollment.	Students, parents, teachers	Principals, teachers and technology staff oversee procedures	Signed AUPS
AUP will be reviewed and discussed with all students	July 2012 , June 2014	Teachers, site administrators	Principals, teachers will oversee procedures	Lesson Plans
Student AUP's will be collected and kept on file at each site.	1st week of enrollment	Teachers	Site administrators will oversee procedures	Signed AUPS

During open-houses, via Website, through workshops and in school newsletters and communications	July 2011 - June 2014	Amador County Child Abuse Council	Technology Committee will track use with the help of the Curriculum Office. Parent feedback and attendance at workshops.	Requests for information
Materials will be available to parents via district web delivery or in the ACUSD/ACOE Curriculum Office on net safety and responsible online choices	July 2011 - June 2014	District Technology Coordinator, Assistant Superintendent of Instruction	Technology Committee will track use with the help of the Curriculum Office	Online Lessons
Provide Internet Safety information and training for teachers and administrators	August 2011	District Technology Coordinator	Sign in sheets for Staff meetings covering policies and instructional training	Sign in sheets
Design an Internet Safety Unit for all grade levels to include cyber-bulling, protecting online privacy and avoiding online predators. The unit will incorporate monthly lessons.	August - December 2011	District Technology Coordinator and one site rep from each site.	Unit completed by December 2011 District Assistant Superintendent of Instruction and District Technology Coordinator will oversee implementation	Internet Safety Unit
Teach Internet Safety Unit to all students .	January 2012 - June 2014	All Teachers	Site Administrators	Lesson Plans
Students will incorporate these proper and ethical practices in their every day use.	July 2011 - June 2014	All teachers	District Tech Dept. will monitor and report levels of misuse	District weekly internet misuse report

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

Goal: All students will have equitable access to technology

All classrooms in ACUSD/ACOE will have computers available for student use, or they will have adequate access to a computer lab for their curricular needs. Teachers throughout the district will begin implementing use of computers and LCD projectors in the classroom to improve the teachers’ ability to present the curriculum to their students and administrate the classroom more efficiently. In order to achieve the above goals, elementary schools will attempt to achieve a ratio of 1 computer to 5 students. Junior high schools will attempt to achieve a ratio of 1 computer to 4 students. The high schools will attempt to achieve a ratio of 1 computer to 3.5 students. 95% of classroom teachers will have a computer for classroom instruction and

administration. 75% of classroom teachers will have access to LCD projectors for classroom instruction. 50% of teachers and students will have access to Interactive Whiteboards.

ACUSD/ACOE district technology committee will conduct an annual district inventory to analyze data and make recommendations for program modifications.

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

Goal 3i.1: Goal 3i.1: All teachers will have access to student academic, assessment, and demographic data to make student record keeping more efficient and supportive of teachers’ efforts to meet individual student academic needs.

Objective 3i.1.1: By June 2014, all teachers and administrators will adopt the district student information system (Aeries) and will use it for grading and student attendance

Benchmarks:

- Year 1: 80% of all teachers and administrators will adopt the district student information system (Aeries) and will use it for grading and student attendance
- Year 2: 90% of all teachers and administrators will adopt the district student information system (Aeries) and will use it for grading and student attendance
- Year 3: 100% of all teachers and administrators will adopt the district student information system (Aeries) and will use it for grading and student attendance

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train teachers how to use Aeries grading system . Start with Middle School and High Schools.	Annually	District Technology Department	Principals, teachers and technology staff oversee procedures	Sign in sheets Grading reports
Parent Portal will be available to all Middle School and High School parents with grades and attendance information made available	July 2011	District Technology Department	Teachers and technology staff will make recommendations for program modifications.	Parent survey

<p>Conduct survey of teachers, parents, and administrators to evaluate the effectiveness of the assessment and student data systems.</p>	<p>Annually</p>	<p>District Technology Coordinator , site administers</p>	<p>District administrators and school site administrators will track the development and implementation of all activities and accomplishments through regular updates - progress reports at regular district administration meetings. Modifications to the district activities will be made as needed in order to insure that we meet or exceed measurable objectives</p>	<p>Parent, teacher and administrator survey</p>
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Goal 3i.2: Expand use of all assessments district wide. Teachers will use test results to plan instruction.

Objective 3i.2.1: 80% of teachers and administrators will better identify student needs by using a student data management system. All school staff will have access to monitor student progress through data driven assessment (AR, STAR, Edusoft, UC Davis Math Project, Criterion ETS Writing, etc.) Teachers will use test results to plan instruction.

Benchmarks:

- Year 1: 60% of teachers and administrators will better identify student needs by using a student data management system. All school staff will have access to monitor student progress through data driven assessment (AR, STAR, Edusoft, UC Davis Math Project, Criterion ETS Writing, etc.) Teachers will use test results to plan instruction.
- Year 2: 70% of teachers and administrators will better identify student needs by using a student data management system. All school staff will have access to monitor student progress through data driven assessment (AR, STAR, Edusoft, UC Davis Math Project, Criterion ETS Writing, etc.) Teachers will use test results to plan instruction.
- Year 3: 80% of teachers and administrators will better identify student needs by using a student data management system. All school staff will have access to monitor student progress through data driven assessment (AR, STAR, Edusoft, UC Davis Math Project, Criterion ETS Writing, etc.) Teachers will use test results to plan instruction.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide professional development for Administrators and teachers.	Ongoing	District Technology Coordinator	District Technology Coordinator will observe and monitor use. Modifications to the district activities will be made as needed in order to insure that we meet or exceed measurable objectives	Observation Usage records Log in to site
Teacher will use assessments to plan student instruction and identify student needs.	Ongoing	Teachers District Administrators Site Administrators	Teachers, district administrators and school site administrators will track the implementation through regular updates and progress reports at regular district site staff meetings and administration meetings.	Assessments
Teachers will reassess students as needed.	As needed	Teachers District Administrators Site Administrators	District Technology Coordinator will observe and monitor use. Modifications to the district activities will be made as needed in order to insure that we meet or exceed measurable objectives	Assessments

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

Technology is currently being used to improve home-to-school communication. The District updates web pages regularly making a wide range of information available to parents. The information posted includes important dates, contact information, school calendars, curriculum standards, School Accountability Report Card (SARC), and Board Agenda and Minutes. Certificated staff members have his/her own District email accounts to better communicate with parents. Parents are encouraged to use email as a way to communicate with staff members. Certificated and administrative staff members have his/her own District voicemail accounts at their sites accessible from their classroom, office and/or home. District and school sites have access to an automated phone system for public notification. ACUSD/ACOE will develop a web

based parent portal which will allow access for Junior and High School parents to view grades and attendance.

Goal 3j.1: Goal: All schools will improve two-way communication between home and school.

Objective 3j.1.1: By June 2014, 100% of all teachers and administrators use email .All parents will be encouraged to use email to communicate with staff members. All schools will use a public notification system to communicate with home . All schools will use web based Renaissance Place to communicate Accelerated Reading progress to parents.

Benchmarks:

- Year 1: 80% of all teachers and administrators use email. All parents will be encouraged to use email to communicate with staff members. All schools will use a public notification system to communicate with home. All schools will use web based Renaissance Place to communicate Accelerated Reading progress to parents.
- Year 2: 90 % of all teachers and administrators use email. All parents will be encouraged to use email to communicate with staff members. All schools will use a public notification system to communicate with home. All schools will use web based Renaissance Place to communicate Accelerated Reading progress to parents.
- Year 3: 100% of all teachers and administrators use email. All parents will be encouraged to use email to communicate with staff members. All schools will use a public notification system to communicate with home. All schools will use web based Renaissance Place to communicate Accelerated Reading progress to parents.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
All schools will use Connect-Ed (automated phone system) for the following purposes: *Emergency notification of safety or health issues * Public notification of new or enhanced district services	July 2011- June 2014	Site Administrators, district personnel	Technology Committee will analyze the use of technology for distribution of information to families and community	Parent survey
Survey parents on effectiveness of email and public notification system	Annual	Site Administrators, district personnel	Technology Committee will analyze the use and make recommendations for improvement	Parent survey
Send information notification to parents on how to access Renaissance Place via the web.	July 2011 - June 2014	Site and district administrators	Site and district administrators will analyze the use of the technology	Renaissance Place usage report

Goal 3j.2: ACUSD/ACOE schools will increase and enhance communication and outreach strategies to provide more members of the greater ACUSD/ACOE community with timely and simple access to information and resources they need to participate in their child’s education

Objective 3j.2.1: 90% of ACUSD/ACOE schools will increase and enhance communication and outreach strategies to provide more members of the greater ACUSD/ACOE community with timely and simple access to information and resources they need to participate in their child’s education

Benchmarks:

- Year 1: 70% of ACUSD/ACOE schools will increase and enhance communication and outreach strategies to provide more members of the greater ACUSD/ACOE community with timely and simple access to information and resources they need to participate in their child’s education
- Year 2: 80% of ACUSD/ACOE schools will increase and enhance communication and outreach strategies to provide more members of the greater ACUSD/ACOE community with timely and simple access to information and resources they need to participate in their child’s education
- Year 3: 90% of ACUSD/ACOE schools will increase and enhance communication and outreach strategies to provide more members of the greater ACUSD/ACOE community with timely and simple access to information and resources they need to participate in their child’s education

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Middle and High schools will offer a web site that includes individual teacher web sites.	July 2011- June 2014	District Technology Department, site representative	Principals, teachers and technology staff oversee procedures	Websites
Parent Portal will be available to all Middle School and High School parents with grades and attendance information made available	Annual	Parent Portal will be available to all Middle School and High School parents with grades and attendance information made available	Teachers and technology staff will make recommendations for program modifications.	Parent Portal, parent survey
Elementary schools will offer a web site that includes individual teacher web sites.	July 2012	District Technology Department, site representative	Principals, teachers and technology staff oversee procedures	Websites, parent survey

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

Curriculum goals will be monitored by the Assistant Superintendent of Curriculum. The district CTAP Lead and the District Technology Committee will oversee the integration of the technology curriculum.

The District Technology committee will meet monthly to discuss data and findings. At the end of each calendar school year the committee will analyze data obtained from the feedback built into each goal. The committee will also discuss how technology may have influenced scores in the high school exit exam, students meeting grade-level standards, reduced drop out rate and increased attendance.

Teachers will:

- Evaluate success of resources and make modifications in lesson delivery and assignments.
- Evaluate student technology-based work processes and products
- Annually take the Edtech Profile Technology Assessment to monitor use of technology

Administrators will:

- Ensure the teachers have proper material and technology tools.
- Monitor classrooms and observe classroom instruction
- Support teachers' use of technology to drive instructional improvement

CTAP Lead will:

- Oversee Technology Committee meetings and monitor the effectiveness of the Technology Plan and the Committee annually
- Participate in the updating of the District Technology Plan annually in response to feedback, which is built into each goal.
- Assist in planning and facilitation of professional development
- Supervise the development of the grade level collection of technology-assisted projects

Assistant Superintendent of Curriculum will:

- Participate in the updating of the District Technology Plan annually in response to feedback, which is built into each goal.
- Ensure the appropriate instructional application of hardware and software.
- Supervise the development of the grade level collection of technology-assisted projects

4. Professional Development

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

Currently, most of our teachers and administrators have adequate technology skills in Computer Knowledge and Skills, Internet, Email, and Word Processing with 78% of the teachers and administrators achieving a level of intermediate or proficient in Computer Knowledge and Skills, 66% of the teachers and administrators achieving a level of intermediate or proficient in Internet, 70% of the teachers and administrators achieving a level of intermediate or proficient in Email, and 81% of the teachers and administrators achieving a level of intermediate or proficient in Word Processing. Most of our teachers and administrators do not have adequate technology skills in Spreadsheets, Presentation Software, and Database software with 41% of the teachers and administrators achieving a level of intermediate or proficient in Spreadsheets, 41% of the teachers and administrators achieving a level of intermediate or proficient in Presentation Software, and 37% of the teachers and administrators achieving a level of intermediate or proficient in Database software skills. Out of 197 teachers which took the EdTech Profile Assessment 52 (26%) felt they needed additional training in basic computer/technology skills and 145 (74%) felt they needed additional training in how to integrate technology into the curriculum.

Our professional development needs are to bring all teachers and administrators up to the Intermediate or Proficient level in all of the above categories. Particular emphasis needs to be placed on providing professional development in Spreadsheets, Presentation Software, Database and how to integrate technology into the curriculum.

CTC Standards 9 and 16 show the results of the EdTechProfile which deals with skills in integrating technology into the curriculum. These are all areas that need to be addressed by professional development. Only three areas are at 50% for achieving a level of intermediate or proficient. One area being 9a which deals with candidates considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment. 9d which deals with record management and communication through printed media and the other is 16c which is using technology resources in curriculum-aligned lessons. All other areas are below 50%. The lowest two areas are 9h at 22% achieving a level of intermediate or proficient. This standard deals with information literacy. The other low area is 16b at 14% achieving a level of intermediate or proficient. This standard deals with communication with other professionals. In order to score Proficient, teachers must not only meet each standard themselves, but must know how to teach students how to do similar tasks. Out of 174 teachers which took the EdTech Profile Assessment, 145 (74%) said they need opportunities to participate in educational technology staff development focused on integrating technology into the curriculum. Our professional development needs are to bring all teachers and administrators up to the Intermediate or Proficient level in all of the CTC Standards.

General Computer Skills

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%	2	1%	4	2%	0	0%	26	14%	39	21%	47	25%
Beginning	36	19%	61	32%	50	27%	33	18%	70	37%	56	30%	69	37%
Intermediate	99	53%	85	45%	84	45%	69	37%	42	22%	59	31%	54	29%
Proficient	52	28%	40	21%	50	27%	86	46%	50	27%	34	18%	18	10%
Total Responses	188	100%	188	100%	188	100%	188	100%	188	100%	188	100%	188	100%

Standard 9

CCTC Program Standard 9: Using Technology in the Classroom	Standard 9a		Standard 9b		Standard 9d		Standard 9e		Standard 9f		Standard 9g		Standard 9h		Standard 9i	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	7	4%	22	12%	11	6%	12	7%	25	14%	27	15%	45	25%	23	13%
Beginning	79	45%	78	44%	60	34%	83	47%	83	47%	90	51%	92	52%	89	50%
Intermediate	71	40%	65	37%	59	33%	43	24%	54	31%	56	32%	30	17%	46	26%
Proficient	20	11%	12	7%	47	27%	39	22%	15	8%	4	2%	10	6%	19	11%
Total Responses	177	100%	177	100%	177	100%	177	100%	177	100%	177	100%	177	100%	177	100%

Standard 16

CCTC Program Standard 16: Using Technology to Support Student Learning	Standard 16a		Standard 16b		Standard 16c		Standard 16d		Standard 16e		Standard 16f		Standard 16g	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	20	11%	49	28%	6	3%	26	15%	20	11%	50	28%	44	25%
Beginning	95	54%	102	58%	67	38%	83	47%	97	55%	61	34%	79	45%
Intermediate	56	32%	22	12%	87	49%	51	29%	52	29%	39	22%	48	27%
Proficient	6	3%	4	2%	17	10%	17	10%	8	5%	27	15%	6	3%
Total Responses	177	100%	177	100%	177	100%	177	100%	177	100%	177	100%	177	100%

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

ACOE/ACUSD needs multi-level training classes that create an encouraging environment that facilitates learning at all stages of development. The district needs professional development for three tiers of learners: basic, instruction and mentor. Each staff member will be given the opportunity to participate in technology training annually. Training will be designed specifically to meet the needs of learners at their individual readiness level. The district will identify site mentors and use staff collaboration time, release time and after school time to conduct the trainings. In-services will be offered during the school day and substitute teachers will be provided for each classroom. Teachers will receive instruction on technology skills as well as appropriate curriculum integration activities. Grade level specific model lessons tied to the standards will be demonstrated. Resources and support (district and peer) will be provided to assist teachers in integrating technology into classroom instruction.

The Technology Committee 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.

Teaching staff will take an active role in the process of integrating technology into the curriculum, in order to provide compelling ways for all students to meet State Academic 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.

The District will provide the time, trainers, and resources for teachers to develop confidence in using technology as appropriate for use of practices to protect against virus and other such technology risks. Training will include procedures to supervise safe student computer use.

Goal 4b.1: Teachers and administrators will receive the technology skills training necessary to implement the curriculum as listed in 3d.

Objective 4b.1.1: ACOE/ACUSD will increase the percentage of teachers who assess themselves as proficient in the use of technology for teaching and learning to 90%, as measured by the Edtech Profile.

Benchmarks:

- Year 1: 70% of ACOE/ACUSD teachers will assess themselves as proficient in the use of technology for teaching and learning as measured by the Edtech Profile.
- Year 2: 80% of ACOE/ACUSD teachers will assess themselves as proficient in the use of technology for teaching and learning as measured by the Edtech Profile.
- Year 3: 90% of ACOE/ACUSD teachers will assess themselves as proficient in the use of technology for teaching and learning as measured by the Edtech Profile.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
<p>ACOE/ACUSD supported by CTAP will offer professional development throughout the year to teachers in technology skills. Classes include but are not limited to: Word processing, spreadsheets, data bases, presentation software, digital photography, website creation, Smart Board notebook software</p>	<p>1) Annually 2) Upon completion of classes 3) Upon completion of curricular projects</p>	<p>District Technology Coordinator Assistant Superintendent of Curriculum and Instruction District Technology Committee</p>	<p>Data will be collected as completed by the curriculum office and made available to the district CTAP technology committee, which will make appropriate modifications.</p>	<p>1) Edtech profiles 2) Teacher staff development evaluation 3) Student work 4) sign-in sheets from training samples</p>
<p>Use of curriculum software, technology based content area projects which enhance student understanding of CA State Content Standards, support for teachers to develop technology integrated curriculum projects, and the use of the ACOE/ACUSD technology scope and sequence. Teachers will also receive ongoing professional development focused on best practices for enhancing teaching and learning through the use of technology, emphasizing the development of higher order thinking skills.</p>	<p>1) Annually 2) Upon completion of classes 3) Upon completion of curricular projects</p>	<p>District Technology Coordinator Assistant Superintendent of Curriculum and Instruction District Technology Committee</p>	<p>Data will be collected as completed by the curriculum office and made available to the district CTAP technology committee, which will make appropriate modifications.</p>	<p>1) Edtech Profiles 2) Teacher and Administrative Staff Development Evaluation 3) Student work samples 4) Sign-in sheets from training.</p>
<p>Train teachers on new technologies such as Smart Boards and document cameras for instructional use</p>	<p>Ongoing</p>	<p>District Technology Coordinator</p>	<p>Data will be collected as completed by the curriculum office and made available to the district CTAP technology committee, which will make appropriate modifications.</p>	<p>1) Edtech profiles 2) Teacher staff development evaluation 3) Student work 4) sign-in sheets from training samples</p>

Goal 4b.2: Teachers and administrators will receive the necessary training on the appropriate and ethical use of information literacy, copyright, and how to implement these practices into the classroom as listed in 3f.

Objective 4b.2.1: 100% of teachers and administrators will receive the necessary training on the appropriate and ethical use of information literacy, copyright, and how to implement these practices into the classroom as listed in 3f.

Benchmarks:

- Year 1: 100% of teachers and administrators will receive annual training on the appropriate and ethical use of information literacy, copyright, and how to implement these practices into the classroom as listed in 3f.
- Year 2: 100% of teachers and administrators will receive annual training on the appropriate and ethical use of information literacy, copyright, and how to implement these practices into the classroom as listed in 3f.
- Year 3: 100% of teachers and administrators will receive annual training on the appropriate and ethical use of information literacy, copyright, and how to implement these practices into the classroom as listed in 3f.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Training on monitoring and implementing the district's Acceptable Use Policy.	Annual	District Technology Coordinator District Site Administrators	Site staff meetings	Sign-in Sheets
Use of curriculum such as Nancy Willard's "Ethics, Etiquette and Safety For the 21st-Century Student"	Annually	District Technology Coordinator	Staff Development Evaluation	Sign-in Sheets Staff Development Evaluation
Post CTAP Region IV Cyber Safety Posters in all school computer labs and libraries which detail online safety and the ramifications of information piracy.	Annually	District Technology Coordinator Site Administrators	District Technology Coordinator will obtain and provide Site Administrators with resource and will insure placement.	Site visitation

Teachers and administrators will receive annual training on resources available to lessen plagiarism and promote cyber ethics in the classroom. Resources that are available via the CTAP4 website will be used for the training.	Annually	District Technology Coordinator	Staff development evaluation	Training sign in sheets
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Goal 4b.3: Teachers and administrators will receive thorough cyber ethics, safety and security principles training as listed in 3g.

Objective 4b.3.1: 100% of teachers and administrators will receive training in cyber ethics, safety and security principles.

Benchmarks:

- Year 1: 100% of teachers and administrators will receive training in cyber ethics, safety and security principles.
- Year 2: 100% of teachers and administrators will receive training in cyber ethics, safety and security principles.
- Year 3: 100% of teachers and administrators will receive training in cyber ethics, safety and security principles.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Acceptable Use Policy reviewed with teachers with emphasis on proper conduct and cyber bullying	Annual	District Technology Coordinator Assistant Superintendent of Curriculum and Instruction	Data will be collected as completed by the curriculum office and made available to the district CTAP committee, who will make appropriate modifications.	Sign-in for annual training
Provide Internet Safety information and training for teachers, instructional aides and administrators	Annual	District Technology Coordinator Assistant Superintendent of Curriculum and Instruction	Data will be collected as completed by the curriculum office and made available to the district CTAP committee, who will make appropriate modifications.	Sign-in for annual training

How to use curriculum such as CyberSmart, i-Safe, NetSmartz , Cyber-Safe Kids, and Cyber-Savvy Teens in classrooms.	Annual	District Technology Coordinator Assistant Superintendent of Curriculum and Instruction	Data will be collected as completed by the curriculum office and made available to the district CTAP committee, who will make appropriate modifications.	Teacher Lesson Plans Student Work Site sign-in for annual training
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4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

Professional development for teachers and administrators is supervised by the Assistant Superintendent of Curriculum. The district CTAP Lead and the District Technology Committee oversee technology training.

Staff evaluations are collected after each professional development activity. Data is analyzed to discover the most effective methods and adjustment are made in training.

Teachers and administrators take the EdtechProfile Assessment once a year. Those responsible for training analyze data and decide on course modifications for the coming year.

5. Infrastructure, Hardware, Technical Support, and Software

- 5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: Each school varies with what technology is available to support the curriculum and professional development goals of the district. Pioneer and Plymouth Elementary have Smart Boards and document cameras in every classroom. Pine Grove Elementary utilizes LCD Projectors and document cameras in each classroom. Ione Elementary just installed a new computer lab, two classrooms have LCD projectors for instructional demonstration. Jackson Elementary has five classrooms with LCD projectors. Sutter Creek Elementary has two classrooms with LCD projectors. Jackson Junior High School currently has half of the classrooms equipped with Smart Boards and document cameras. Ione Junior High School utilizes LCD Projectors and document cameras in each classroom with one classroom with an Interactive White Board. Amador High School teachers use LCD Projectors for instruction and there are currently five classrooms with Interactive White Boards. Many Argonaut High School teachers use LCD Projectors for instruction. Independence High School has one LCD Projector available for instruction.

School	Computers	1 yr.	1-2 yr	2-3 yr	3-4 yr	4 + yrs.	Internet
Amador High	184	0	0	31	48	105	95%
Argonaut High	180	0	30	41	0	0	109
Independence High (Cont.)	33	4	0	8	3	18	100%
Court/Community	9	0	0	0	3	6	100%
North Star	8	0	0	0	2	6	100%
Ione Junior High	97	0	2	8	12	78	100%
Jackson Junior High	127	0	1	24	32	70	100%
Ione Elementary	139	32	7	0	0	100	100%
Jackson Elementary	115	10	10	11	0	84	100%
Pine Grove Elementary	54	0	0	0	0	54	100%

Pioneer Elementary	91	16	1	0	14	65	100%
Plymouth Elementary	91	16	1	2	19	53	100%
Sutter Creek Elementary	100	0	1	45	5	48	100%

Existing Internet Access:

All schools are connected to the district office via T-1 lines for Internet access and the Eagle Aeries Student Attendance System. The district office serves as the node for the California High Speed Network with a T-3 line connection.

95% of all ACUSD/ACOE classrooms are connected to the district WAN which brings high speed Internet to the individual classrooms.

All school offices have a LAN and are connected to the district WAN.

Existing Electronic Learning Resources:

All sites utilize Aeries for our student attendance and student information software, Microsoft Office for word processing, multimedia presentations and spreadsheets, and Accelerated Reader for student assessment in Language Arts.

All schools utilize Windows Servers for student file sharing.

All Elementary schools utilize KidPix for graphics applications.

Both Jackson Junior High and Plymouth Elementary utilize Photoshop Elements

Skill building applications vary from classroom to classroom according to each teacher’s needs and preferences.

Existing Technical Support:

The District currently has one full time Technology Director, one full time technician, and an administrative assistant to oversee all schools in the district, along with the county and District offices. The district also has one District Technology Coordinator, which coordinates all CTAP responsibilities for Amador County. The Coordinator plans and provides staff development, supports teachers in the classroom, and trains teachers on how to integrate standards-based technology projects into their classroom. Each school has a site technologist and a site curriculum and technology staff developer with the following responsibilities:

Site Tech Responsibilities (including but not limited to):

- Acting as the first line of support/basic troubleshooting
- Configuring New Machines
- Loading Software
- Learning and using programs
- Configuring e-mail

- Hooking up machines
- High School Techs – Basic Networking
- Installing New Printers
- Communicate school technology needs to district

Site Curriculum and Technology Staff Developer (including but not limited to):

- Attend monthly technology committee meetings. Report information back to school site.
- Help staff complete Edtech Profile technology proficiency assessment and technology use survey, and complete Edtech survey for each site
- Communicate school technology needs to district
- Provide basic technology integrated curriculum support to staff
- Communicate school technology needs to district

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: The goals and activities of the Curriculum and Professional Development components of this technology plan require the following hardware and infrastructure if they are to be implemented.

- Updated computer labs at Pine Grove Elementary, Amador High School and Ione Junior High School. Computers needed 100
- Computers in classrooms where students can work individually or in groups on projects, take Accelerated Reading test, and learn information literacy skills. Computers needed approx. 200
- A dedicated teacher computer with LCD Projector or Interactive Whiteboard in each classroom so that teachers can access administrative software, email daily and utilize the technology for instructional purposes. 120 classrooms
- Replacement computers for older models as they expire. Approximately 175 per year.
- Laser printers to replace older inkjet printers. Approximately 125 printers
- Video Editing equipment for the two high schools.

It is the District's plan to purchase more technology such as LCD Projectors, Smart Boards, digital cameras and document cameras for classroom instruction in order to provide access for teachers to peripheral hardware at all the district schools equally.

- **Electronic Learning Resources Needed:** Currently ACOE/ACUSD has a website that provides information for parents and staff. There are many resources available to parents and teachers that are web based such as student editions of textbooks, teacher textbook resources and study programs for district support curriculum. These resources are currently available in various locations. ACOE/ACUSD needs to compile all of these resources into one location so that stake holders can easily access the information. A portal through the district website is needed to provide a password protected environment for these resources. (Such as a Moodle site accessed through the district website.)
- School websites are needed to better communicate with parents. Teacher website space will be made available to teachers as part of the school webpage so they can have classroom information posted.
- Web based Accelerated Reading program at all schools so parents can have web access to student progress.
- United Streaming or other online electronic resources to support the curriculum and the California State Academic Standards. Use of a electronic resources portal such as Ed1Stop, available through Calaveras Office of Education, to support the educational goals of ACOE/ACUSD.
- Upgrade all ACUSD/ACOE computers from Office 2003 to 2007 software. Approximately 1200 computers
- Upgrade all ACUSD/ACOE computers from Windows XP to Windows 7. Approximately 1200 computers
- EduSoft software for standards-based reports, which will help teachers and administrators focus their instruction and improve teaching strategies.

Networking and Telecommunications Infrastructure Needed: ACUSD/ACOE increased bandwidth during the last year. This upgrade has allowed access to additional online applications and electronic resources to support the District and schools' curricular goals and objectives of integrating technology and learning.

Physical Plant Modifications Needed: No physical plant modifications needed at this time.

Technical Support Needed: Increased onsite technical support at the High Schools to include one half time technician at each site. One more district technician to help with network, equipment and software issues.

- 5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

A timeline and benchmarks have been established for obtaining the hardware, infrastructure, learning resources, and technical support required to provide the teachers, students, and administrators with the technology and tools they will need to successfully meet the goals and objectives of the Curriculum and Professional Development Components of the ACOE/ACUSD Technology Plan. The District will secure funding and provide technology support as necessary to replace and/or purchase the computers needed to accomplish the infrastructure plans as indicated in the following benchmark descriptions. Additionally the District will upgrade the network infrastructure to improve bandwidth and connectivity to schools and classrooms. The accomplishments of the acquisition and upgrades to the infrastructure, hardware, technical support and software component will provide universal technological access to all students.

<p>Year 1 Benchmark: 15 % of all computers over 5 years old will be replaced. Ensure a minimum student to computer ratio of 4:1 in all grades. Upgrade Microsoft Office to Office 2007 and purchase necessary curriculum software. Use of video streaming will be provided to High Schools and Junior High schools. Technology staff will assist with training of the Student Information System grading program at the middle schools and High Schools. Purchase technology devices such as LCD projectors or Smart Boards for 25% of district classrooms. Sustain technology support at current levels.</p>		
Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 180 computers to keep a student to computer ratio of 4:1	By June of 2012	Site Administrators
Purchase upgraded Microsoft Office Software for all district computers.	By June 2012	Technology Department
Train district and county high school and middle school teachers and administrators on grading program.	August 2012	District Technology Coordinator
Provide one LCD projector or Smart Board for every three classrooms.	By June of 2012	Site Administrators
Purchase computer lab for Pine Grove Elementary	By August 2011	Site Administrator
Purchase Computer Lab for Pine Grove Elementary	By June 2012	Site Administrator

Year 2 Benchmark: 15 % of all computers over 5 years old will be replaced. Purchase technology devices such as LCD projectors or Smart Boards for 25% of district classrooms. Sustain technology support at current levels. Use of video streaming will be provided to 4-6 grade classrooms throughout the district. Technology staff will assist with training of the Student Information System grading program to 4-6 grade teachers throughout the district.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 180 computers to replace old computers	June 2013	Site Administrators
Provide one LCD projector or Smart Board for every three classrooms	By June 2013	Site Administrators
Train district 4-6 grade teachers and administrators on grading program.	By June 2013	District Technology Coordinator
Purchase Computer Lab for Ione Junior High School	June 2013	Site Administrator

Year 3 Benchmark: 15 % of all computers over 5 years old will be replaced. Purchase technology devices such as LCD projectors or Smart Boards for 25% of district classrooms. Sustain technology support at current levels. Use of video streaming will be provided to K-3 grade classrooms throughout the district. Technology staff will assist with training of the Student Information System grading program to K-3 grade teachers throughout the district.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase 180 computers to replace old computers	By June 2014	Site Administrators
Provide one LCD projector or Smart Board for every three classrooms	By June 2014	Site Administrators
Train K-3 teachers and administrators on grading program.	June 2014	District Technology Coordinator

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

The Director of Technology will monitor and evaluate the technology infrastructure and technology support for the district. The Director will report to the Superintendent, Cabinet and Technology Committee at least twice each year on the progress of the plan. The CTAP Lead will report progress to the Governing Board each year. The Director of Technology and the IT Department staff will monitor the activities described in sections 5.a. through 5.c. above.

The district CTAP Lead and the District Technology Committee will supervise the purchasing of software and technology equipment for each site. They will analyze data and decide on a course for modifications for the coming year.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

- General Funds'
- Site Funds
- Lottery Funds
- Education Technology K-12 Voucher Program
- Erate discounts on Telecommunication Costs
- CTAP Funds

Potential Funding Sources:

- Grants from Federal, State, and Private Sources
- Erate Discounts on Telecommunications Costs
- CTAP Funds
- Modernization Funds

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Site Tech for all 12 sites	\$12,000	\$12,000	\$12,000	General Fund
Site Curriculum and Technology Staff Developers	\$6,000	\$6,000	\$6,000	CTAP
Subs for teacher release time to attend technology training	\$4,800	\$4,800	\$4,800	General Fund, Grants
District Technology Coordinator/CTAP Lead	\$20,000	\$20,000	\$20,000	General Fund, CTAP
2000-2999 Classified Salaries				
Salaries for IT Department (Director, technician and administrative assistant)	\$160,000	\$160,000	\$160,000	General Fund
Salaries for High School Technician	\$70,000	\$70,000	\$70,000	General Fund, Site Funds
3000-3999 Employee Benefits				
Estimated 34% of the amount listed in budget codes 1000 & 2000 for all employee benefits	\$92,000	\$92,000	\$92,000	General Fund, CTAP
4000-4999 Materials and Supplies				
Supplies for repair or expansion of data lines, hubs, switches, ports	\$10,000	\$10,000	\$10,000	E-Rate, general fund, site budgets
Purchase software, site licenses, Renaissance Place licenses	\$10,000	\$10,000	\$10,000	General Fund, Site Budgets
Computers - Replacements	\$170,000	\$170,000	\$170,000	General Fund, Grants, Site Budgets
Purchase LCD Projectors	\$12,000	\$12,000	\$12,000	Site Budgets, Grants
Purchase replacement printers when needed	\$10,000	\$10,000	\$10,000	Site Budgets
Smart Boards	\$90,000	\$90,000	\$90,000	Grants, Site Budgets, General Funds
New Technology Devices such as iPads	\$10,000	\$10,000	\$10,000	Site Budgets, Grants, General Funds
District/Site Website Maintenance and Fees	\$4,000	\$4,000	\$4,000	Erate, General Fund, Site Budgets

Video Equipment	\$10,000	\$10,000	\$10,000	Site Budgets
5000-5999 Other Services and Operating Expenses				
Fees for technology training and conferences	\$2,500	\$2,500	\$2,500	CTAP, General Fund, Grants, Site Budgets
Professional Development	\$20,000	\$20,000	\$20,000	General Fund, Grants, CTAP
6000-6999 Equipment				
	\$0	\$0	\$0	
Upgrade Servers	\$25,000	\$25,000	\$25,000	General Fund, Grants
Totals:	\$738,300	\$738,300	\$738,300	

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

The District Technology Committee will develop a plan to replace broken computers after 5 years of use up to the point where the school's computer to student ratio is equal to 1:3.5 for High Schools, 1:4 for Junior High Schools, and 1:5 for Elementary Schools. Up to 540 computers now in use will be upgraded or replaced over the life of the Technology Plan. This number represents computers that are over four years old that are currently being used in classrooms.

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

Funding for the Technology Plan is part of the annual budget process. The General Fund supports the student information and accounting systems, professional development, computer technology support and networking infrastructure. CTAP funds provide professional development. The Technology Committee will consult with the Assistant Superintendent of Curriculum and Instruction to make budget recommendations for future budget years. Final budget decisions are made at the Superintendent's Cabinet level. Progress is monitored through the Chief Business Officer's office. Preliminary budget will be created in July 2011. Discussions and public input are sought to review funding and plans.

- Technology Committee – will meet monthly to assess progress of the Technology Plan.
- Budget Advisory Committee – will meet monthly to prioritize District funding needs.
- Superintendent's Advisory Council – will meet monthly to share site needs as seen by staff.
- School Board – will receive an annual report as to the status of the Technology Plan.

- District Advisory Committee – will meet monthly to exchange views and information regarding technology planning.
- Curriculum Advisory Committee – will meet monthly to discuss software implementation and integrating technology into the curriculum.
- Individual School Site Councils – will meet monthly to discuss site needs and concerns.

7. Monitoring and Evaluation

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

Data will be collected and analyzed under the supervision of the District Technology Coordinator and district and site administrators as part of the regular planning process. Students will be evaluated using electronic and/or hard copy portfolios, and other technology assisted projects. Results of standardized tests will be evaluated and compared with previous results, both ours and other districts and states. The increased use of technology integration with the curriculum will demonstrate impact. Professional Development will be analyzed by collected data including attendance and workshop evaluations with suggestions for future topics and ways to deliver 21st century learning skills.

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

The plan will be evaluated and modified annually and completely revised tri-annually. Input will be received from the various committees as described in section 6d. If a major problem arises, that area of the plan will be revisited.

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

The District Technology Committee will compile the information provided by the various committees as stated in section 6d. Modifications will be considered to revise and update the plan. The Budget Advisory Committee will review the fiscal impact of the plan and make recommendations.

Annual reports reviewing the technology committee's evaluation of the Technology Use Plan will be made to the School Board, District Leadership Team (District Office Staff and School Principals), and District Advisory Committee (Parents Representatives from each School Site Council).

8. Collaborative Strategies with Adult Literacy Providers

The ACOE/ACUSD provides support to adult literacy programs in the county. The district provides Regional Occupation Programs (ROP) in auto, culinary arts, health industry, construction, web design and business. ACUSD partners with Job Connection for adult literacy and job training. The Partners are: Amador County Adult School, Amador County Health and Human Services, Amador County Unified School District, Amador Economic Development Program, California Department of Rehabilitation, California Employment Development Department, California Indian Manpower Consortium, Cosumnes River College, Experience Works, Mother Lode Job Training, and Regional Occupational Programs. The career center has staff assistance as needed. All citizens are welcome from first time job seekers to inexperienced and professional workers. Clients have access to job center resources such as: Internet access to jobs, current job listings, job referrals, newspapers, job market information, training opportunities, and basic skills and GED preparation. Students can: fill out job applications, develop a resume, write a cover letter, prepare for an interview, learn how to survive a layoff, attend employment seminars, and explore different career options. At the career center clients can use: computers to create resumes and cover letters, fax machines to send and receive applications and resumes, telephones to contact employers, and software to improve typing and computer skills. There is also a library at the career center with: career information and videos, information on colleges and training schools, resume and cover letter samples, and telephone books. All of the above resources are utilized to promote adult literacy for the purpose of helping clients gain employment and further their careers.

ACOE/ACUSD provides adult education classes through Cosumnes River College with a computer lab classroom on the campus of Independence High School. ACOE/ACUSD also offers CBET classes to parents of ESL students.

Our adult literacy needs in technology are as follows:

- Provide computers and software applications for the development of adult literacy
- Provide adult literacy teachers, administrators, and coordinators in the county with advice on how to maximize the use of technology in adult literacy education

Amador County Unified School District technology committee met with adult literacy providers to share information about our technology plan, to learn how they are currently incorporating technology into their classes, and to discover how we may collaborate to better provide services to our students, our parents, and the general community. It was determined that possible assistance may include: providing facilities so that classes may be offered locally, providing ideas and assistance so that technology may be integrated into their curriculum, collaboratively pursuing adult literacy funding sources, offering technology professional development courses to adult literacy staff, and assisting them in locating online adult literacy providers such as ESL and GED classes.

ACOE/ACUSD is already helping to meet many of these needs and has plans to support all of these needs in the future.

9. Effective, Researched-Based Methods and Strategies

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

As stated in section 3d all students in each grade level will complete at least one technology integrated curriculum project each year. These projects closely follow state curriculum standards using strategies developed in “project-based” educational theory. Penuel, Golan, Means, and Korbak report:

In another longitudinal study, researchers investigated the impact of project based learning using multimedia. Data from teachers’ self reports, as well as classroom observation data, suggest that project teachers were less likely to lecture than non-project colleagues, and instead took on the role of facilitator or coach. In project classrooms, students spent a greater amount of time than non-project peers in active, small-group collaborative activities or small group discussions. In short, project classrooms were much more student centered than non-project classrooms, and were “organized around the collaborative construction of complex products” (Penuel, Golan, Means, and Korbak, 2000)

These projects are interdisciplinary activities that meet multiple standards in order to be well integrated into the district’s curriculum. This practice supports increased measurable achievement by the students according to Butzin’s research:

The computer-integrated instructional program, (Project Child) found that elementary students in project classrooms from kindergarten through fifth grade consistently had higher test scores and better discipline than their counterparts. (Butzin, 2000)

Each technology integrated curriculum project focuses on collecting, organizing, and analyzing information in a particular field of study. This allows the students to experience information literacy skills in a wide variety of educational tasks.

The *Horizon Report: 2009 K-12 Edition* is a collaboration between the New Media Consortium and the Consortium for School Networking (<http://www.nmc.org/publications/2009-horizon-k12-report>). This report examines emerging technologies for their potential impact on and use in teaching, learning, and creative expression within the environment of pre-college education. This research indicates that following technologies will have a significant impact on schools during the duration of this Educational Technology Plan: Collaborative Environments, Online Communication Tools, Mobiles, Cloud Computing and The Personal Web. They also identified key trends affecting the practice of teaching, learning, and creative expression in K-12 schools.

1. Technology continues to profoundly affect the way we work, collaborate, communicate, and succeed.
2. Technology is increasingly a means for empowering students, a method for communication and socializing, and a ubiquitous, transparent part of their lives.

3. The web is an increasingly personal experience.
4. The way we think of learning environments is changing.
5. The perceived value of innovation and creativity is increasing.

“Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students’ varying learning styles.” Silverstein, G., Frechtling, J., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

“Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement.” CEO Forum on Education and Technology. (2001). Education technology must be included in comprehensive education legislation. Washington, DC: Author.

Student achievement profits from technology integration.

“Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives.” The CEO Forum included 21st Century Skills in its definition of requirements for student achievement. The report describes 21st Century skills as “a new set of skills necessary to prepare students for life and work in the digital age. These skills include digital literacy, inventive thinking, effective communication and high productivity abilities.”

When students use technology, academic integrity (appropriate and ethical use of information technology) should be incorporated into all technology curricular projects.

According to section 4b of our technology use plan all teachers will have the opportunity to increase their proficiency in the computer and multi-media skills necessary to integrate technology into their curriculum. There are multiple research sources that support this staff development strategy:

• results of over 300 studies of technology use, authors concluded that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours. (Sivin-Kachalo & Bialo, 2000)

Successful professional development programs provide access to ongoing training linked directly to classroom practice, models and time for practice in the implementation of effective classroom instruction and multiple avenues of collaboration. They are embedded within a professional learning community. (Foltos, 2003; Neufeld & Roper, 2003; Rebora, 2003)

Peer coaching has been shown to be an effective model for providing successful staff development. Peer coaching provides job-embedded professional feedback and support, can help teachers build new skills and strategies through modeling and demonstration, and can foster collaboration, reflection and analysis (Foltos, 2003). According to Neufeld and Roper (2003), coaching helps teachers transfer what they learn about new practices to their classrooms and establish a safe environment in which teachers can strive to improve their practice and helps them develop leadership skills with which they can support the work of their colleagues.

Research also indicates that peer coaching is an effective method for helping teachers to integrate technology into their classrooms in ways that encourage active learning (Beckett, Marquez-Chisholm, & Wetzel, 2003, cited in Foltos, 2003).

Incorporated into the technology skills classes that the district will offer is specific information on how to utilize these skills in classroom situations. Teachers will be encouraged to collaborate with each other as they accomplish authentic learning tasks utilizing technology.

Utilizing the above research, the district has designed staff development that will allow our teachers to effectively integrate technology into the curriculum with the goal of increased student performance in the mastery of the California educational standards.

When combined with sections 3 and 4 of our tech plan, section 5 completes the district's acknowledgement of its Total Cost of Ownership (TCO) through a well managed implementation of technology hardware, software, and infrastructure. The TCO approach goes beyond the purchase of hardware. It takes into account all levels of expense involved in supporting increased student achievement with technology:

“The sober fact of effective technology use is that spending for it never truly ends. As seasoned school leaders know, the hardware is just the beginning. The real costs begin –in professional development, connectivity, technical support, new software, and replacements. This reality has led to a concept known as Total Cost of Ownership (TCO).” (Fitzgerald, S, 2002)

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

Currently, the district is considering its options for developing and utilizing innovative strategies for using technology to deliver rigorous academic courses and curricula. Contact has been made with Renaissance Learning and the Northwest Evaluation Association to provide online assessment in language arts and math. The district is implementing distance learning to support Independent Study students and GATE students. Courses such as Brigham Young's online high school courses are currently available to Independent study and GATE students. They are supplemental courses that are not currently offered through Amador County Schools. These courses are also eligible for college credit. The future implementation of these educational options will be dependent upon the location of technology funding, which is an ongoing endeavor by the district's technology coordinator.

Appendix A – Student Technology Standards

Grades K-2 Technology Standards – Scope and Sequence

Key: I=Introduce R=Reinforce M=Master/Maintain

Basic operations and concepts Use input devices (e.g., mouse, keyboard, remote control, data probes) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, CDs, DVDs, telephones, and other technologies. Use a variety of media and technology resources for directed and independent learning activities. Communicate about technology about using developmentally appropriate multimedia resources (e.g., interactive books, educational software, and elementary multimedia. Encyclopedias) to support learning.			
Objective	K	1	2
Identify the mouse, monitor, keyboard, CD-rom, cursor, cpu, flash drive	I	M	M
Communicate about technology using appropriate and accurate terminology	I	M	M
Login	I	R	M
Use mouse correctly (left click)	M	M	M
Use mouse correctly (right click)			I
Keyboarding – Hand placement	I	R	R
Locating/launch software (local and network)	I	R	M
Exit software application	I	R	M
Log off computer	I	R	M
Power up/power down computer		I	R
Print with Assistance	I	M	M
Social, Ethical, and Human Issues Understand the ethical, cultural, and societal issues related to technology. Practice responsible use of technology systems, information, and software. Develop positive attitudes toward technology uses that support lifelong learning, collaboration with peers and family members, personal pursuits, and productivity			
Objective	K	1	2

Follows directions when using computers and peripherals	M	M	M
Works well in groups	I	M	M
Assists others when needed	I	R	M
Completes tasks as assigned	M	M	M
Uses Internet appropriately	I	I	R
Handles software/CDs carefully	I	R	M
Handles computers and peripherals appropriately	I	R	M
Show age appropriate use of computers	I	R	R
Practices internet and gaming safety	I	R	M
Technology Productivity Tool Use a variety of media and technology resources for directed and independent learning activities. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners			
Objective	K	1	2
Experience a variety of software applications to complete tasks (multi-media, word processing, desktop publishing)	I	I	R
Use a basic template		I	R
Type one sentence independently	I	R	M
Type basic paragraph (several sentences)		I	R
Type a complete letter, report, book, etc.			I
Experience a variety of peripherals – e.g., scanner, digital camera	I	I	R
Locate and insert graphics (clipart, digital picture, scanned image, digital picture)			I

Students produce 1 multimedia page text and graphic – clipart, scanned image, digital picture		I	R
Editing of document (Change font, size, style, color, indent, spell checker, cut and paste, copy, insert, delete, center, undo/redo)		I	R

Technology Communication Tools Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas, stories, and expression through the arts. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners				
Objective	K	1	2	
Students experience multimedia presentations (such as KidPix or PowerPoint) created by the teacher or whole class			M	M
Share information using a variety of media with assistance (multimedia, published books, recording, video, video conferencing, e-mail, charts and graphs, etc.)		R	M	
Utilize age appropriate programs (software, internet sites, etc.) to support mastery of the California State Standards	M	M	M	
Technology Research Tools Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas, stories, and expression through the arts				
Objective	K	1	2	

Gather information using electronic card catalog		I	R
Use the appropriate search engines effectively to locate information		I	I
Gather information through resources such as websites and encyclopedias	I	I	I
Technology Problem Solving/Decision Making Tools Use technology resources (e.g. calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, extended learning activities, and expression through the arts.			
Objective	K	1	2
Use and apply information from graphs	I	I	I

Appendix A – Student Technology Standards (Continued)

Grades 3-5 Technology Standards – Scope and Sequence

All previous Technology Standards for K-2 must be maintained .

Key: I=Introduce R=Reinforce M=Master/Maintain

1. Basic operations and concepts Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.			
Objective	3	4	5
Print independently	I	R	M
Operate output devices such as VCR, DVD, and Video Conferencing	R	R	M

Create folders and files		I	R
Understand common uses of technology in life		I	R R
Formal Keyboarding		M	M M
Words Per Minutes Expected		10	15 20
Social, Ethical, and Human Issues Discuss common uses of technology in daily life and advantages and disadvantages those uses provide. Discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.			
Objective	3	4	5
Understands consequences of misuse of technology		M	M M
Understand the ethical implications of plagiarism and avoid its use		I	M M
Technology Productivity Tool Use general-purpose productivity tools and peripherals to support personal productivity to remediate skill deficits and to facilitate expressions through the arts and learning throughout the curriculum. Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, and scanners) for individual and collaborative writing, communication, art expression and publishing activities to create knowledge products for audiences inside and outside the classroom.			
Objective	3	4	5
Uses a variety of software applications to complete tasks (multimedia, word processing, desktop publishing, help tools)	M	M	M
Add sounds/recorded voice	I	M	M
Use a variety of peripherals	I	R	M
Students produce a 3 to 5 page multimedia presentation independently (text, graphics – clipart, scanned image, digital picture, animation, sound, transitions)		I	R
Choose advanced editing features (Print Preview, Page Setup, bullets, toolbars)	I	I	R

Technology Communication Tools Use technology tools (e.g. multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, art expression and publishing activities to create knowledge products for audiences inside and outside the classroom. Use telecommunications effectively and efficiently to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests and academic success. Use telecommunications and online resources (e.g., email, online discussions, web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom.

Objective	3	4	5
Create products and share information gathered independently using a variety of media (multimedia, published books, recording, video, video conferencing, e-mail, charts and graphs, etc.)	I	R	M
Collaborate with others using communication tools such as e-mail and video	I	I	R

Technology Research Tools Use telecommunications and online resources (e.g., e-mail online discussions, web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, extended learning activities, and expression through the arts. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems, as well as promote creative expression through the arts. Acquire and evaluate real time physical data.

Objective	3	4	5
Create graphs (e.g., Excel or other data collection program) to communicate information	I	I	R
Choose appropriate tool(s) and technology resources to complete specific task(s)	I	R	M

Technology Problem Solving/Decision Making Tools Use technology resources (e.g. calculators, data collection probes, videos, and educational software) for problem-solving, self-directed learning, extended learning activities, and expression through the arts. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems, as well as promote creative expression through the arts.. Evaluate the accuracy relevance, appropriateness, comprehensiveness, and bias of electronic information sources. Acquire and evaluate real time physical data.					
Objective	3	4	5		
Use and apply information from graphs and charts			I	R	M
Apply criteria to determine the accuracy of the information source			I	I	I
Use calculators to solve real world problems			R	M	M

Appendix A – Student Technology Standards (Continued)

Grades 6-8 Technology Standards – Scope and Sequence

All previous Technology Standards for K-5 must be maintained .

Key: I=Introduce R=Reinforce M=Master/Maintain

Basic operations and concepts Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and practical applications to learning and problem solving.					
Objective	6	7	8		
Identify digital camera, CD writer, USB port, video projector	I	M	M		
Login/Logout of network	R	M	M		
Uses Taskbar appropriately	I	M	M		
Use devices such as VCR, video conferencing unit, scanner, digital camera, CD writer when appropriate			R	M	M

Use file management to create, locate, rename, and save files and folders from local, network, and peripheral drives		M	M	M
Formal Keyboarding		M	M	M
Words Per Minutes Expected		25	30	35
Social, Ethical, and Human Issues Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.				
Objective	6	7	8	
Understands consequences of misuse of technology		M	M	M
Use LAN and WAN ethically and appropriately		M	M	M
Understand and follow copyright laws pertaining to software and/or internet resources, including duplication of text and audio files		I	R	M
Technology Productivity Tool Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. Apply productivity/multimedia tools and peripherals to support productivity group collaboration, and learning throughout the curriculum.				
Objective	6	7	8	
Include graphics (clipart, digital picture, scanned image) and sounds/recorded voice in projects as appropriate.		M	M	M
Use advanced editing features (print preview, page setup, bullets, toolbars)		M	M	M
Technology Communication Tools Design, develop, publish and present products (e.g. Web pages, video tapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.				
Objective	6	7	8	
Create presentations (such as Powerpoint) and/or web publications.	I	R	R	

Technology Research Tools Use content- specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research Design, develop, publish and present products (e.g., Web pages, video tapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Acquire and evaluate real time physical data.

Objective	6	7	8		
Cite resources, electronic and hardcopy, using correct format	I	R	R		
Use a variety of search engines to effectively locate information			R	R	M
Create graphs to communicate information			R	R	M
Choose appropriate tool(s) and technology resources to complete specific task(s)			R	R	M
Analyze the legitimacy and authenticity of Internet reference sources			I	R	R
Use research software on the local area network			R	R	M

Technology Research Tools Apply productivity/multimedia tools and peripherals to support personal productivity group collaboration, and learning throughout the curriculum. Design, develop, publish and present products (e.g. Web pages, video tapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. Demonstrate an understanding of concepts underlying hardware, software, and connectivity and practical applications to learning and problem solving. Research and evaluate the accuracy relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems Acquire and evaluate real time physical data.

Objective	6	7	8		
Use graphing calculators to solve real world problems			I	R	R
Use Computer Bases Labs (CBL) to simulate science experiments and solve real world problems			I	I	I
Use and apply information from graphs and charts.			M	M	M
Apply criteria to determine the accuracy of the information source.			I	R	R

Create graphs to communicate information	I	R	R
Analyze the legitimacy and authenticity of Internet reference sources	I	R	R

Appendix A – Student Technology Standards (Continued)

Grades 9-12 Technology Standards – Scope and Sequence

All previous Technology Standards for K-8 must be maintained.

Key: I=Introduce R=Reinforce M=Master/Maintain

Basic operations and concepts Make informed choices among technology systems, resources, and services.	
Objective	9-12
Use file management to create, locate, rename, and save files and folders	M
Formal Keyboarding	M
Words Per Minutes Expected	40-50
Social, Ethical, and Human Issues Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. Make informed choices among technology systems, resources, and services Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole Demonstrate and advocate legal and ethical behaviors among peers, family and community regarding the use of technology and information	
Objective	9-12
Use the Internet appropriately including proper citing of resources	I
Understand and follow copyright laws pertaining to software and/or internet resources, including duplication of text and audio files.	I
Select appropriate technology for task at hand	I

Investigate contemporary and emerging technology resources		
Technology Productivity Tool Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.		
Objective	9-12	
Use appropriate software application(s) to complete tasks (multimedia, word processing, spreadsheet, desktop publishing, graphical organizer).	M	
Include graphics (clipart, digital picture, scanned image) and sounds/recorded voice in projects as appropriate	M	
Use integrated office package and tools (i.e. hyperlinks, multiple components of office package, multimedia, etc.)	M	
Use simulations available from a variety of sources including CD, DVD, laser disk and Internet	M	
Use advanced editing features (print preview, page setup, bullets, toolbars)	M	
Technology Communication Tools Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). Routinely and effectively use online information to meet needs for collaboration, research, publications, communications, and productivity. Select and apply technology tools for research, data acquisition, informational analysis, problem-solving, and decision-making in content learning.		
Objective	9-12	
Collaborate with others using communication tools such as e-mail and/or message board.	M	
Use technology for organization and management of time, data, money, etc.	I, R, M	

Technology Research Tools Evaluate technology-based options, including distance and distributed education, for lifelong learning. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. Select and apply technology tools for research, data acquisition, informational analysis, problem-solving, and decision-making in content learning Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.		
Objective	9-12	
Gather information through electronic resources such as websites and databases	M	
Create graphs to communicate information		M
Choose appropriate tool(s) and technology resources to complete specific task(s)		R, M
Analyze the legitimacy and authenticity of Internet reference sources		I, R, M
Technology Research Tools Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations		
Objective	9-12	
Use Computer Based Labs (CBLs) to simulate science experiments and solve real world problems		I, R, M
Use and apply information from graphs and charts		M
Use simulations available from a variety of sources including CD, DVD and Internet		M
Collaborate with others using communication tools such as e-mail and/or message board		M

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

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

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	4	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.	5	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.	7	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>11</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>13</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>15</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>17</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>18</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>20</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>23</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>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	24	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	25	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	30	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>31</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>33</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>35</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>36</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

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.	38	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

<p>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>	<p>41</p>	<p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p>	<p>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.</p>
<p>b. Schedule for evaluating the effect of plan implementation.</p>	<p>41</p>	<p>Evaluation timeline is specific and realistic.</p>	<p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p>
<p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>41</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.</p>
<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)</p>	<p>42</p>	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

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.	43	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	45	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

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

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 03 - 73981

School Code (Direct-funded charters only): _____

LEA Name: Amador County Unified

*Salutation: Ms.

*First Name: Donna

*Last Name: Custodio

*Job Title: Principal

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*Zip Code: 95642-2020

*Telephone: 209-223-1750

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Please provide backup contact information.

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E-mail: echapin-pinotti@amadorcoe.k12.ca.us

2nd Backup Name: Scott Nolan

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* Required information in the ETPRS