

AUBURN UNION SCHOOL DISTRICT EDUCATION TECHNOLOGY PLAN

July 1, 2010 - June 30, 2013



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Government Agencies

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District Profile

The Auburn Union Elementary District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. The District educates approximately 1,419 students in grades Kindergarten through Grade 5 at three elementary schools (Auburn Elementary, Rock Creek and Skyridge), one preschool (Alta Vista) and approximately 716 students in Grades 6, 7 and 8 in the District’s single middle school, EV Cain Middle School.

Demographic Data:

Auburn Union School District has been a declining enrollment district with changing demographics over the past ten years. Currently the enrollment in 2009-2010 has stabilized with the enrollment of the 2008-2009 school year. The Social Economically Disadvantaged subgroup is increasing rapidly and the number of English Learners has increased. The percentage of identified Students with Disabilities has decreased but remains slightly above the State average of 10%. In order to meet the changing needs of our District and to offer parents a choice in programs, the District has started a preschool Special Day Class, a Pre-K Developmental Kindergarten, and a Home School Program. Enrollment numbers are included in data in the graph.

Auburn Union School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	3	1,414	84 FT/ 8PT	K-3 rd - 21.75/4-5 th -29.81 Class average
Middle	1	713	29 FT/2PT	24.10 Class Average
Home School		8	1PT	1:8
Preschool	1	12	1FT	12:1
Total	5	2135 K-8	114FT/11PT	

Auburn Union District, Student & Teacher Data			
	District %		
American Indian	2.2%		
Asian	2%		
Pacific Islander	0.3%		
Filipino	1.3%		
Hispanic	18%		
African American	1.9%		
White	73.2%		
Multiple/No Response	0.4%		
Total	99.3%		
	District %		
English Learners	14%		
Students with Disabilities	10.7%		
Graduates (prior year)	NA		
UC/CSU Eligible Grads (prior year)	NA		
Mobility	96%		
% Fully Credentialed Teachers	100%		
Avg. Pupil / Teacher Ratio	18.71		
Avg. Class Size	K-3: 21.7, 4-5: 29.81 6-8: 24.10		
% Free or Reduced Price Meals	47%		

Auburn Union School District Education Technology Plan

District State Accountability: Academic Performance Index (API)		
2007 API Base	2008 API Growth	Growth in the API from 2008-2009
786	+ 3 points 789	+ 25 points 814

Auburn Union District Federal Accountability: Adequate Yearly Progress (AYP)		
Made AYP 2008-09: No		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	59.8% LEA wide but not all subgroups	61% LEA wide but not all subgroups
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	Not in PI	

The number of English Learners increases annually. Auburn Union School District currently has 17 different languages. The English Learner numbers are listed below.

English Learners: 298 Students
 Fluent-English Proficient- 1
 Re-designated FEP- 56
 (Taken from the Language Census 2009)

As reflected in the enrollment graph, Auburn Union School District has 2135 K-8th grade students. School enrollments are listed below:

Alta Vista School (preschool) 23 (Special Day Class/Speech)
 Auburn Elementary School 515
 Rock Creek School 319
 Skyridge School 582
 EV Cain Middle School 716

Also reflected in the graph, the breakdown of District Employees is listed below:

Teachers: AUSD employs 114 full time and 11 part time certificated staff all of whom are fully credentialed and meet the definition of highly qualified.
 Classified Employees: AUSD employs 40 full time and 54 part time classified staff.
 Administrators: AUSD employs five site administrators, one Director of Special Education, one Assistant Superintendent of Business & Facilities and a district Superintendent.

Section 1: Tech Plan Vision & Duration

Auburn Union School District embraces the belief that all children can learn. The mission statement for the Auburn Union School District is “We provide our students with a rigorous and well rounded curriculum that challenges students to become self reliant individuals, critical thinkers, and responsible citizens.” Our District focus is on improving student achievement. Our shared vision is to promote schools where students, parents, staff, and the greater community work together to provide safe and challenging learning environments where all students can experiences success. In 2008-2009, our four district schools worked to achieve their growth targets on the state’s Academic Performance Index but did not reach their annual yearly progress target under No Child Left Behind for the sub groups of English Learners, Hispanic subgroup, Students with Disabilities, and Social Economically Disadvantaged. Two of the elementary schools, the middle school, and the District’s API scores were over 800 for 2008-2009. Currently one elementary school, Rock Creek School, is a California Distinguished School. Rock Creek did not make their annual yearly progress under No Child Left Behind in the areas of English Learners and Students with Disabilities but increased their API score by 25 points. The areas of District focus for 2010-2013 are the subgroups not meeting growth targets.

The Auburn Union School District has established clear, rigorous academic standards. The District’s focus in grades K-3 is reading, language arts, and mathematics with technology enhancing and expanding all areas of the curriculum. In grades 4-8, technology is integrated into instruction in all of the content areas. Integrating technology into our preschool program will be a focus for 2010-11.

The revised EdTech Plan for the Auburn Union School District encompasses the next three years, from July 2010 – June 30, 2013. The Tech Plan will serve as the primary tool to guide the resources, acquisition and sustainability of programs, and integration of technology. The EdTech Plan is the result of collaboration and discussion of diverse representatives. Besides the District’s Technology Committee, staff meetings, curriculum committees, site councils, advisory committees, and a parent advisory committee review, discuss, and gave input on technology within the District. Progress in implementation of technology goals, student data and assessment, classroom lessons, equipment needs, and staff training is reviewed. All of the assessed data and information is used to determine the new vision and goals of the revised EdTech Plan. The Technology Committee will annually review and monitor goals, objectives, and components as developed in the Plan.

The revised EdTech Plan envisions the 21st century teaching and learning, researched-based strategies and materials, and on-line and digital learning opportunities. Technology is being integrated into all aspects of the content areas and will be an integrated part of teaching and learning. District staff will use technology to provide effective communication on the operation of the district, to provide opportunities for feedback on curriculum decisions, for communicating with parents to ensure involvement in their child’s learning, and to provide updated information to the surrounding community. Our district website and email provides stakeholders additional opportunities for communication and information.

Auburn Union School District Education Technology Plan

An instructional goal for the Auburn Union School District is to introduce technology as one additional tool in the resources available to improve student achievement, including GATE, English Language Learners, Socially Economic Disadvantaged Students, and Students with Disabilities. The Auburn Union District's Technology Plan will focus on the District's efforts and resources to provide all students and staff with access to technology. The District's plan is envisioned to guide the school/district for the next three years (July 1, 2010-June 30, 2013). As a result, we anticipate that by June 2013:

- With greater frequency, every student will have access to an online-connected computer in their classroom, as well as a lab on campus, to empower students with technology-centric learning to supplement and enhance traditional learning.
- Students use technology tools to master California Content Standards in the core curriculum as technology is integrated into the curriculum;
- Every administrator will increase communication with staff and parents through technological tools;
- Timely hardware and software upgrades or replacements, as well as establishing baseline service expectations, ensure school-based computers, software, and networking function reliably with timely assistance from trained computer and network personnel as needed;
- Staff uses DataWise (Instruction Data Management System) to analyze and monitor student assessment results and makes data-driven curriculum decisions. Classroom teachers will develop quizzes, tests, and other assessments on DataWise to produce reports, which will monitor student progress to grade level standards.
- Students in grades 4-8 will have the appropriate software and equipment and will know how to utilize PowerPoint in classroom presentations.
- Students have begun to master techniques to search for, utilize, reference and analyze online digital information as well as how to collaborate with others electronically in a learning environment (email, conferencing, etc.).
- Administrators will use technology as part of the evaluation process to improve teacher performance as tied to the California Standards for the Teaching Profession.
- Special education teachers will use technology through the IEP process to support student learning.
- Parent communication and community outreach will increase with the Alert Now notification system.
- Administrative staff will utilize E-rate for telecommunications.
- Staff and students will use alternative form factors, including handheld technology such as tablet computers. Applications may include real-time assessments, student writing and interactive curriculum, electronic book delivery and consumption; student research and collaboration.
- Certificated staff uses AERIES for attendance reporting and for online report cards K-8.

Future District Vision for Technology Use:

- Certificated staff will use AERIES Gradebook 3-5 as a tool aligned with online report cards.
- Wireless networks on school grounds will enable students to participate in distance learning opportunities from all classrooms on campus.
- Upgrades for bandwidth will continue.
- Extend DataWise to support a more granular curriculum management system to allow for more frequent and pertinent staff assessment. This would include both the means to digitally create, share and publish online curriculum for student access from the classroom, lab or home giving instantaneous feedback on progress, needs and strengths.
- Extend DataWise to allow secure and protected parent access.
- Extend E-Rate to include fiber networking for the preschool/home school at the Alta Vista Pre-School site.
- All classrooms should be cable ready.
- Provide equipment for pod casting capabilities in classrooms for grades 3-8.
- Provide online learning opportunities for classrooms and home school/independent study
- Provide a classroom set of Netbooks for each classroom in grades 6-8.
- Provide projectors (K-8) and document scanners (4-8) for all classrooms.
- Provide interactive white boards for classrooms in grades 2-8, and ELD, Special Education, and Spanish Immersion classes with one class set of responding clickers.
- Provide five airline wireless slates for all classrooms, K-8.
- Provide class sets of flash drives
- Provide nComputing terminal devises
- Provide book-readers

Section 2: Stakeholders

Ongoing technology planning is both a collaborative process and a shared vision on how we can integrate technology into our instructional program to support and extend student learning. Essential learning outcomes for each grade level are being developed. Outcomes, along with vigorous academic content standards are our blue print for student achievement. Annually our diverse stakeholders review student levels of proficiency, program effectiveness, staff development needs, equipment repair, replacements, upgrades, and needed equipment aligned with 21st century learning.

The District Technology Committee is comprised of both certificated and classified staff, district and site administrators, parents, a middle school student, a community member, and a representative of the Auburn Boys & Girl's Club and the Auburn Education Foundation. Our Information Technology Administrator and E-rate Coordinator meets monthly with Technology Action Leadership Team (TALT) a Placer County collaborative technology group, to discuss district technology needs, software and equipment upgrades,

connectivity, and changing technology. All stakeholders are responsible for implementation of the plan, as they monitor and review current technology, gather and evaluate county, district, and site data, identify technology needs, and make technology adjustments as needed to maximize student learning.

The various curriculum and advisory committees also provides opportunity for input on the integration of technology into our instructional programs as it extends and supports student learning. Our E-rate Coordinator works in partnership with AT&T to maximize all opportunities. The CTAP representative assigned to our region offered technical assistance, training, assisting with revision of our goals and objectives, EETT Formula Funding, E-rate, K12 Vouchers, compliance, hardware, software and infrastructure issues.

Stakeholder Support of Tech Plan

The following list identifies the variety of stakeholders that participated in our district's tech planning process.

District Curriculum Personnel – The Superintendent (who handles curriculum, assessment, and categorical programs), Executive Assistant, Administrative Assistant, Director of Special Education and Student Services, the District Curriculum Steering Committee, DataWise Coordinators, and the Leadership Team.

Development and Support Roles: The District's Leadership team and curriculum personnel collaborate on the development of goals and objectives to help all students meet grade level proficiency. Our Leadership team integrates 21st century skills to help prepare students for the future in a digital and global economy. The Team sets clear learning outcomes, vigorous grade level standards, and creates interim and benchmark assessments to ensure student learning. The administrators, Curriculum Steering Committee, DataWise Coordinators, and the site's collaborative groups utilize a data management system to measure student growth, which informs teachers and principals how they can improve instruction. The curriculum and leadership teams focus on researched-based strategies and best instructional practices, integrated with technology, to instruct, assess, monitor, and evaluate student performance.

District Technology Personnel – Information Technology Administrator, Computer Technician, Webmaster, AERIES, and E-rate Coordinator, and District Office Support staff.

Development & Support Roles: Representatives on our Tech Plan team oversees coordination of technology within the district, monitoring equipment and needed upgrades, tracking funding resources, and the implementation of the goals and objectives as developed in the technology plan.

District Financial Personnel –Assistant Superintendent of Business & Facilities, Accountant and E-rate Coordinator:

Development & Support Roles: The financial personnel coordinates and monitors expenditures of technology, categorical, and site funds, along with local donations and grants to maximize the use of financial resources to support all areas of technology.

Site Administration – Site Administrators:

Development & Support Roles: Site administrators provide the Tech Committee information on the integration of goals and objectives in the Technology plan. Site administrators monitor and evaluate student progress and learning and evaluate teacher performance and effectiveness. Principals adjust school goals as needed to ensure student improvement; ensure that all adopted curriculum and programs, which included embedded technology, is consistently used; ensure teachers are using best practices to engage students in learning; provide the district with updated information on the site’s needs with equipment to ensure students have engaging and effective learning opportunities.

Site Teachers – 1-2 teachers from each school site: Teachers from each school site, our EL District Coordinator, and a school site DataWise Coordinator (data management system).

Development & Support Roles: Representatives from the school site provides the Technology Committee with student data and progress on the implementation of the goals and objectives of the Tech Plan as it relates to student learning. Staff ensures the use of best technology practices to ensure students meet essential grade level outcomes. District Coordinators share expertise in their field to support teachers in improve strategies in their instructional program.

Classified Staff: Site Office Administrative Assistant, Computer Technician

Development & Support Roles: Site Office Administrative Assistant completes required paperwork for purchase of technology equipment and materials and monitors the site budget. The Office Administrative Assistant monitors the site expenditures and budget. The Computer Technician works at the school sites maintaining computer equipment, software, and supplemental programs, such as Accelerated Reading & Math and Rossetta Stone.

Parents / Students –A parent representative from each school site serves on the District’s Technology Committee; a middle school student, who is the Chair of the school’s Site Council, also serves on the Technology Committee.

Development & Support Roles: Parents and our student representative give input on the integration of technology in the site’s instructional program, and the use of technology to provide communication. Parents provided the needed information to ensure equity in access to technology and are advocates for needed updates in technology to engage students and promote student learning. Parent representatives serve as a valuable resource as a liaison to the business community to help identify the 21st century skills needed in the workforce.

Government Agencies – The California Technology Assistance Project (CTAP) Region 3.

Development & Support Roles: The CTAP representative on our Tech Plan team offered technical assistance with: the data analyses and revision of our goals and objectives; professional development planning and implementation; EETT Formula Funding; E-rate; K12 Vouchers; compliance issues; hardware, software, and infrastructure.

Community Groups & Businesses – A community representative from the District’s Budget Committee, a representative from the Auburn Boys & Girl’s Club and the Auburn Education Foundation, a non-profit organization.

Development & Support Roles: The Boys & Girl’s Club works in collaboration with the District to provide homework support in after school programs at three sites within District boundaries. Computers are available for student use to support their academic program. Feedback on after school programs, technology equity, access, along with enrichment opportunities is provided. The Auburn Education Foundation provides grants to individual teachers and sites to enhance the instructional program. Community groups and businesses provide donations of grants, funding, and equipment for technology.

The Auburn Union School District continues to build a partnership with all stakeholders to fund, expand, and integrate technology in our instructional programs. Our District and each individual school continues to solicit grants and funding to keep pace with the rapidly changing technology. As is many districts in California, Auburn Union School District is experiencing severe budget issues with the impact of the State budget crisis. The District will continue to look for community, corporate, and state resources and expertise to support the growing needs of our District’s technology.

Section 3: Curriculum & Data Driven Technology Goals

3a. Current Technology Access

All of our school computer labs have computers, which have been updated within the last 4 years. Current records show that our student to computer ratio for computers purchased within four years varies between school sites. All teachers in our District have access to at least one computer with internet access in classrooms, offices, library, and or computer labs, before, during, and after school. Most of our classrooms have internet-ready computers older than 5 years old. Each school site has access to a projector connected to computer for presentations and classroom instructional activities. The middle school has projectors or document scanners in 95% of the classroom, to enhance instructional activities.

Auburn Union School District Education Technology Plan

The following charts outline the technology access available in classrooms, libraries, or labs for all students, including special education, GATE, English Language Learners, and socially economic disadvantaged students both during and after school hours. The summary of access to appropriate site-based technology is as follows:

Elementary Schools

Auburn Elementary	
Enrollment (Unofficial CBEDS 2009)	515
Total # of Computers for Instructional Use	150
Total # of Computers in Classrooms	115
Total # of Internet Connected Computers in Classrooms	115
Total # of Computers in Classrooms older than 48 months	115
Total # of Computers in Classrooms 48 months old or newer	0 except 30 in lab
Student to Computer Ratio – Computers 48 months old or newer only	17:1
Total # of Computers in Computer Labs	30
Total # of Computers in Library/Media Center	5
Internet Access Connection Speed (DSL, T-1, >T-1)	Opteman connection at 10MBPS
Before & After School Student Access to Computers – Days & Time	0

Elementary Schools

Rock Creek School	
Enrollment (Unofficial CBEDS 2009)	319
Total # of Computers for Instructional Use	118
Total # of Computers in Classrooms	80
Total # of Internet Connected Computers in Classrooms	80
Total # of Computers in Classrooms older than 48 months	3
Total # of Computers in Classrooms 48 months old or newer	113
Student to Computer Ratio – Computers 48 months old or newer only	3:1
Total # of Computers in Computer Labs	36
Total # of Computers in Library/Media Center	2
Internet Access Connection Speed (DSL, T-1, >T-1)	Opteman connection at 10MPS
Before & After School Student Access to Computers – Days & Time	0

Elementary Schools

Skyridge	
Enrollment (Unofficial CBEDS 2009)	582
Total # of Computers for Instructional Use	124
Total # of Computers in Classrooms	83
Total # of Internet Connected Computers in Classrooms	83
Total # of Computers in Classrooms older than 48 months	80
Total # of Computers in Classrooms 48 months old or newer	3
Student to Computer Ratio – Computers 48 months old or newer only	15:1
Total # of Computers in Computer Labs	35
Total # of Computers in Library/Media Center	6
Internet Access Connection Speed (DSL, T-1, >T-1)	Opteman connection 10MPS
Before & After School Student Access to Computers – Days & Time	0

Preschool

Alta Vista Special Ed Preschool	
Enrollment (Unofficial CBEDS 2009)	NA
Total # of Computers for Instructional Use	1
Total # of Computers in Classrooms	2
Total # of Internet Connected Computers in Classrooms	2
Total # of Computers in Classrooms older than 48 months	0
Total # of Computers in Classrooms 48 months old or newer	2
Student to Computer Ratio – Computers 48 months old or newer only	12:1
Total # of Computers in Computer Labs	NA
Total # of Computers in Library/Media Center	NA
Internet Access Connection Speed (DSL, T-1, >T-1)	T-1 (1.5 MPS) connection
Before & After School Student Access to Computers – Days & Time	NA

Middle Schools

EV Cain Middle School	
Enrollment (Unofficial CBEDS 2009)	716
Total # of Computers for Instructional Use	180
Total # of Computers in Classrooms	116
Total # of Internet Connected Computers in Classrooms	180
Total # of Computers in Classrooms older than 48 months	170
Total # of Computers in Classrooms 48 months old or newer	10
Student to Computer Ratio – Computers 48 months old or newer only	71:1
Total # of Computers in Computer Labs	60
Total # of Computers in Library/Media Center	4
Internet Access Connection Speed (DSL, T-1, >T-1)	Opteman Connection 10MPS
Before & After School Student Access to Computers – Days & Time	After school 2:30-3:30

3b. Current Technology Integration in Curriculum

The following data offers a snapshot of the technology skills integrated in our district curriculum by subject area and typical frequency of use by grade level bands.

Grade Levels K-1:

Teachers in grades K-1 use computers for education games to reinforce basic skills in core subject areas: language arts, math, science, history, social science. Software and games reinforce basic skills such as, phonemic awareness, letters, spelling, reading, comprehension, and basic math skills. Programs and games are used for both remediation and enrichment. Keyboarding programs are used. Web-based games, and resources are used for tutorial, calendar, and enhancement of the curriculum. Sites such as Enchanted Learning.com, Starfall.com, aaamath.com, spellingcity.com, and eduplace.com enhance and supplement the classroom curriculum. Web-based resources are shared with parents for additional academic support at home. Publisher CDs are used to support instructional programs. Lesson plans and blackline masters are downloaded to supplement classroom curriculum. Teachers assess students in ELA using Star Early Literacy and Accelerated Reading and Math to identify grade level comprehension and proficiency. Approximately 20% of K-1 teachers use Accelerated Reading/Math for their higher achieving students. Desktop publishing is used for beginning writing. Websites are created to post spelling, weekly sight words, and math facts for parents to use to support their child at home.

Frequency of use greatly depends on the number of computers in the classroom. Teachers have 1-4 internet ready computers in their classroom with the majority of classes only having one. Teachers have between 30-60 minutes weekly in the computer lab, depending on availability in the computer lab.

Grade Levels 2-3:

Teachers in grades 2-3 use computers across all core academic areas. Instructional classroom time is spent using Accelerated Reading and Math to differentiate instruction. Computers are used to play the mp3s for social studies and science audio textbooks. Computer lab time is used for research for reports and specific academic topics in social studies and science. Typing programs, such as Type to Learn, is used to teach keyboarding skills. Computer art, short stories with computer graphics, review of basic math and reading skills, enrichment, extension of learning for high achieving students, and desktop publishing are all part of technology used in these grade levels. Teachers use websites for lesson plans and supplemental materials. Websites are resources for enrichment of stories read in reading groups providing pictures, maps, additional information, and for vocabulary checks. Book Weaver is used for creative writing. Websites provide students awareness of sites such as NASA and geographical places and events, such as the Mt. St. Helen's volcano. Technology support through the Houghton Mifflin reading, science, and social studies series are used.

Frequency of use again depends on the number of classroom computers and the teacher's daily schedule. Many teachers do Accelerated Reading and Math daily. However, some teachers use these supplemental programs 2-3 times weekly. Classes have 1-2 hours in the computer lab weekly. Over 50% of the classrooms only have one or two computers, which limits access.

Grade Levels 4-5:

Teachers in grades 4-5 use technology integrated through all core academic areas. Accelerated Reading and Math help teachers differentiate the instructional levels. Specific software and website programs are used for practice of specific skills such as phonics and synonyms. Computers and the internet is used for research, word processing, publishing student magazines, as a resource for solving math problems, map puzzles, internet searches, and electronic textbook programs, such as Saxon math and science. Students use Type to Learn to learn keyboarding skills.

Teachers in grades 4-5 also use technology as tools, online grade book programs, writing lesson plans, research topics for lesson instruction, finding supplemental enrichment or remediation activities, assessments and evaluations, social studies text generator, and finding educational articles.

Frequency of use again depends on the number of computers in the classroom and the availability of the computer lab. Most classrooms have 1-4 computers at their workstations. Accelerate Math and Reading is done 2-5 times weekly, depending on the teacher. Students have access to the computer labs 1-2 hours weekly.

Grade Levels 6-8:

The teachers in grades 6-8 use technology in a myriad of ways. Frequency of use depends on the number of computers in the classroom, other technology equipment, and availability of the computer lab. Approximately 95% of our 6-8 grade teachers use technology daily in their classrooms.

Sixth Grade- Technology is integrated throughout core academic subject areas. Digital projectors are used to present lessons from adopted curriculum in language arts, math, science, and social studies. Digital projectors are also used to model to students how to set up/create papers using word and how to make charts, graphs, and brochures. Technology is embedded in adopted curricular programs. A grant has funded access to a digital library, Discovery Education, to present images and videos that support grade level standards. Research for reports and assignments is used. Discovery Streaming is used to give students visuals about topics being studied. Word processing is used for writing assignments. Internet resources are used to remediate and/or extend a lesson. Videos for grammar, science, and social studies, along with the videos supplied by publishers to enhance instruction are used.

Teachers use tools for communication to parents and students. Email is used to communicate to parents and students. Schoolnotes.com provides weekly notes and grades to parents, besides posting assignments, and class announcements. Technology is used for online assessments, sharing results on benchmark assessments, and running reports to provide information on student progress toward grade level proficiencies.

7th-8th Grade-

Language Arts-(CORE) - Teachers in 7-8th Core use educational online sites. Internet is a resource for research and web quests. United-streaming, projectors, and camcorders help to engage students. Textbook aligned CDs are used. Projectors and computers are instructional tools for showing writing samples, PowerPoint presentations, and writing websites. The computer lab is used for desktop publishing and word processing.

Students use class websites for help, to get copies of assignments, instruction, and extra credit. Email allows teachers to be available to students after hours.

Science- Science teachers in 7-8th use the curriculum-embedded technology component. Technology tools are used to engage students. PowerPoint presentations, a document camera used to project science demonstrations and images through the projector to a screen, video streaming, and web links to science related sites, all connect students to scientific learning. Information sites are used for quick access of information

Students and parents use the website to check academic progress, check daily class activities, homework, upcoming tests and projects, and vocabulary flashcards. Both parents and students are able to stay current with information.

8th grade- Computers in 8th grade are used for areas of physical science, states of matter, elements, periodic table, atoms & molecules, chemistry and chemical reactions, motion & forces, and astronomy. Students use computers for graphics/art/photo, on line access of the

physical science book, using graphing and text in word, excel-math formula & graphing, PowerPoint presentations, and internet research and referencing.

Math- Math teachers for pre-algebra, algebra A & B, algebra, and geometry use technology embedded in their curriculum. Technology helps students' access diverse math problems for remediation and challenge. Interactive technology is used in lessons. A variety of websites is used for tutoring and for extension of learning.

Homework, grades, schedule, and assignments are posted on the website.

History/Social Science- Teachers in 7th - 8th grade use strategies with technology embedded within their instructional program. Computers are used for research and access to information. Short-curriculum video clips are used through United-streaming to enhance instruction. PowerPoint presentations are used to enhance content areas of instruction. Word processing and desktop publishing are used. Historically based videos add to the information of the textbook. Short clips from websites, such as Discovery Education, are used to extend learning. Digital editing and movie making are also used.

Teachers put lesson plans on line, create and store lessons, history research, benchmark tests, and peripheral lessons, which supplement history lessons.

P.E.- PE teachers use computers and projectors for Hop Sports and other computer testing. Students use computers to log in hours spent for the Guinness Challenge, and to document their activity log.

Electives-

Music-The music teacher uses the internet to select and download music.

Computers:

6th grade- Computer projects involve 6th grade earth science, students using online access to earth science book, graphics/art, photo editing with a green screen, typing practice, adding graphics and text to word to create diagrams including use of callouts, adding text and graphics to excel, internet research, earth science PowerPoint presentation, and accessing vocabulary and biomes.

7th grade- Computers are used for graphics/art/photo editing with green screen, typing practice, projects involving 7th grade life science, access to life science textbook, using graphics & text in word, Excel-math formulas & graphing, PowerPoint presentations based on life science textbook, ex: mitosis, geologic time, classification, internet research & referencing, animation, effects with photo editor, using a green screen, cell paint & parts, and animating mitosis cycle.

Art- Using classroom computers and projector, PowerPoint presentations are used on lessons on the principals and elements of art, examples of work in the media that is being introduced, and for art history lectures on Greek and Roman art/architecture, the Renaissance, and the Impressionists. Video presentations of art history and art techniques are used. Internet for research of information is used. Downloadable images for still life subjects (taken by the teacher with a digital camera and developed in Photoshop) are used. Descriptions of art projects and links to museums and art technique sites are used.

Yearbook- Yearbooks aides create the yearbook using Adobe InDesign, Illustrator, and Photoshop. Images are captured using digital photography and edited on Photoshop.

Rocketry- Students use computers in the lab to design model rockets on a model rocket CAD program and run simulations to check design and stability. Students create templates of model rocket fins on the computer for rocket construction. PowerPoint presentations are used for lectures on Newton's Laws of Motion, aerodynamics, and rocket stability. The class website is used to provide information on the calendar, data on rocket launches, and for links to sites about rocketry and space flight.

Special Education-Special education teachers use all assistive technology listed in the student's IEPs, including software and equipment. Students are taught keyboarding skills. Lessons are downloaded from the internet to remediate specific skills, which are aligned with adopted curriculum. Online textbooks, researching, web-based education sites are used for skill practice and remediation.

Frequency of use depends on the number of computers in the classroom, length of time the student is assigned to the classroom, and the goals listed in the IEP, in addition to the grade level content standards and the student's need for remediation.

EL Immersion Class/ELD Classes- Rosetta Stone is used to help EL students master vocabulary. For K-2 grades, the Avenues website is used to reinforce concepts being studied. Students work on vocabulary, decoding, grammar (prepositions, correct usage). For grades 3-5 the Milestone website is used in two ways. The website is used when re-teaching needs to occur because a student has scored below 80% on classroom work. It is also used for vocabulary development through the Milestone Tracker program. Additional activities are being developed for fluency practice using technology.

All certificated staff has networked computers with access to the Internet. All district staff has e-mail accounts on the District's server. Each school uses AERIES, a student information system. DataWise is implemented as a student assessment management system, and the Follett System is used for library management and card server. Administrative functions such as communication, data collection, and budgeting (Escape) are technological tools. Special education staff may uses a database program (SEIS) to manage files for our special education population, to track Individual Education Plans (IEP), and assessment due dates. The District maintains a web-server and each school has an up-to-date web page. Some teachers have created a teacher/classroom web page. Content-specific software is available and used by teachers in the classroom or lab setting. Software supports student learning by offering instruction, challenge or remediation

as needed. Staff uses Internet to access supplemental activities in Saxon Math, Houghton Mifflin (K-5) and with the Holt (grades 6-8) Language Arts programs to support student learning.

The District's K-8 curriculum is fully aligned to California State Standards in all content areas. The District has benchmark assessment for assessing student progress in meeting standards three times a year. Students in grades K-5 and EV Cain's 6th grade and at risk students have the opportunity to participate in the Accelerated Reading and Math programs, which provides a clear connection between standards and learning. In addition to the typical uses of technology described above, teachers at all grade levels use our student information system Aeries daily for attendance. Starting in October 2009 K-5 teachers have joined 6-8 teachers in using AERIES' standards-based online report card. Middle school teachers use Making the Grade and Schoolnotes.com to expand parent communication. Teachers in grades 2-5 will receive training on the AERIES Gradebook program, which is aligned with online report cards. Our district-wide data assessment system, DataWise, is used by all applicable teachers during common district interim grade level assessments in ELA and Math. DataWise Coordinators work with school staff to review and evaluate student progress. Approximately 20% of our district teachers use DataWise for creating common benchmark assessment which students will be able to take online. Teachers also use publisher and program-based assessments through the DataWise system. Approximately 60% of our teachers use assessments through Accelerated Reading and Math to evaluate student progress. Rosetta Stone is used with English Learner students. Some teachers are using Rosetta Stone to learn Spanish to increase communication with parents of English Learners. Staff uses email for communication with personnel across the district and with parents. Email has allowed teachers to be available after hours or over vacations. Teachers may use Word Monkey Translator for written correspondence to parents of English Learners. The District uses Axiom to translate all publications. The online ASEOP substitute calling system is used for certificated and special education aides. The Alert Now parent notification system is both a community outreach and emergency notification. Parents are referred to websites for District information and for publisher's math and reading websites, which support student learning.

3c. Summary of District's Curricular Planning Documents

The Auburn Union School District has rigorous curricular goals, tied to established grade level content standards. Grade levels are developing essential outcomes in language arts and math. Grade level multiple measures of assessments have been developed for each grade level. Grade level pacing guides are in place. The common foundation of established goals and objectives is that all students will exit each grade level as proficient.

The Auburn Union School District offers standards-based curriculum in all content areas, aligned with California State Standards. The Technology Plan focuses on the content areas of language arts, math, social studies and science. Technology starts in kindergarten and flows through eighth grade. As staff and students become more proficient with the use of technology, there will be more integration in the regular standards-based curriculum.

The students in Auburn Union School District use technology for a variety of reasons. Students use technology as a tool for enrichment, remediation, exposure to curriculum, publishing, research, and multi-media related projects. All students have access to technology as a

tool for learning. Students with Disabilities, English Learners, Social Economically Disadvantaged, and GATE have access to technology in the classroom, in the library, and in the computer labs. Currently students can access technology within their school day. However, some schools extend use of technology during before and after school tutoring, extended library time, and activities with the Boys & Girl's Club.

The EdTech Profile and CDE Web Surveys help to measure the gains in teacher and administrative proficiencies as well as the increase use of technology used in the classroom. The surveys will also assist the District in assessing available technology and its usage by students, teachers, and administrators. This information used to guide future professional development and action plans supports District's goals and objectives.

Auburn Union School District Curricular Goals

The Auburn Union School District provides all students with a rich and rigorous academic environment aligned to both the content and cognition level of the California State Standards. The District and individual school has established clear goals, which are standards-based and measured by various District-wide multiple measures of assessment along with state testing. Auburn Union School District has made significant gains in mathematics as revealed in the California Standards Testing data, including API and AYP reports. Students showed a gain in the number of students proficient or above in Math since 2006. The gains in reading/language (including written language) showed a gain in the number of students reaching proficient or above. However, under No Child Left Behind, the District did not make its Annual Yearly Progress (AYP) in the areas of Students with Disabilities, Social Economic Disadvantaged, or English Learners. Annual review of student progress showed similar findings with recommendations to continue current goals and objectives to increase student achievement.

Our school board annually adopts key district goals through approval of our District's Strategic Plan and our Local Education Agency Plan (LEAP). All of our site Single Plans, site based curricular goals, and our District's English Learner Master Plan are based on our LEA Plan goals to improve student achievement. All goals are aligned with accountability mandates and NCLB targets. Goals written in this plan focus, not only on maintaining and enhancing current programs, but also on increasing student achievement. Effectively integrating technological advancements into existing curriculum is necessary in order to increase student achievement. Therefore there must be an integration of the District's curriculum goals and technology goals and objectives.

One priority area in the Auburn Union School District Strategic Plan is **Student Achievement**. Based on our student data, federal and state mandates, and research-based best practices, our District's current key curricular goals are:

All students will exit each grade level as proficient.

- All schools in the district will meet or exceed proficiency levels mandated by the NCLB Annual Measurable Objectives (AMO's) by June 30, 2014 in the areas of English/Language Arts, Math, Science, and History/Social Science.

Each school (with subgroups including English Learners, Gifted and Talented, Special Education, Socio economically Disadvantaged, Hispanic) will meet Academic Performance Index (API) growth targets and Annual Yearly Progress (AYP) goals as determined by NCLB.

- The District will meet all of its AYP criteria annually including requirements for numerically significant subgroups, including students with disabilities, English Learners, numerically significant ethnic/racial, socio-economically disadvantaged and students with disabilities subgroups at the school.
- The District will work with site administration and DataWise Coordinators to collect and analyze school and student data and develop continuous cycles and plans for school improvement including: improving curriculum, improving instruction, improving student support & intervention, improving the monitoring of student achievement, and improving home/ school/ community partnerships.

Provide quality alternative programs (PIIP, SDC Preschool, Home School/Independent Study, Learning Centers, Special Day Classes, tutoring, summer school) to better meet the needs of all students.

- All students will be educated in learning environments that are safe, drug-free, and conducive to learning, designed to meet the needs of the individual student.

These District goals and corresponding specific measurable objectives that support them, are integrated in the following district and site comprehensive planning documents.

- District academic content standards
- California State frameworks
- District and textbook curriculum guides aligned with CA and District academic content standards.
- District evaluation criteria for textbook adoption
- District LEA Plan
- The Master Plan for English Learners (EL)
- The District's Strategic Plan
- The District's current Educational Technology Plan
- The District's current GATE Plan (Gifted and Talented Education)
- Site-based Single Plan for Student Achievement
- Site-based SARCs

3d-3k Curricular Driven Technology Goals, Implementation Plans, Benchmarks, Timelines, Monitoring and Evaluation

All of the Curriculum Component Criteria 3d-3k elements are included in the curricular driven action plan charts in the Section 3: Action plan pages below. Our curricular driven Technology plan includes specific, realistic goals, and measurable objectives that will support our District's curriculum goal to increase student achievement and proficiency of state content standards.

The following goals will strategically meet our students' need to acquire and refine 21st century information, communication, and technology skills in order to improve the effectiveness, efficiency, and ideally, the enjoyment of their learning experiences.

Below is a summary of our curricular driven Education Technology goals. Goal 1 is aligned with Curriculum Goals 1-3.

Goal 1: Students will exit each grade level as proficient.

- 1. Improving student achievement and closing the student achievement gaps between subgroups is a priority.**
- 2. Each school (with subgroups including English Learners, Gifted and Talented, Special Education, Socio economically Disadvantaged, Hispanic) will meet Academic Performance Index (API) growth targets and Annual Yearly Progress (AYP) goals as determined by NCLB.**
- 3. Students will show increased academic achievement due to quality alternative programs provided: Home School/Independent Study, Home and Hospital, LIPS (PPPIP), Preschool, Developmental Kindergarten, Special Day Classes, Tutoring, and Summer School, to better meet the needs of the individual student.**

Teachers will integrate technology throughout the District's curriculum to support the district curricular goal that *students will exit each grade level* as proficient or higher in ELA, Math, Science, and History/Social Science. All students will be proficient in grade level content standards by end of the 2013-14 school year.

Goal 2: Student Acquisition of Technology and Information Literacy Skills.

All students will acquire the six National Education Technology grade level profile standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital and global society. The six NETS standards are: Creativity and Innovation, Communication and Collaboration, Research and

Information Fluency, Critical Thinking, Problem Solving, and Decision Making, Digital Citizenship, Technology Operations and Concepts.

Goal 4: Ethical Use of Technology (Copyright) and Internet Safety

All students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

Goal 4: Improve Student Data Collection, Analysis & Decision Making

Teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and State and District student achievement data.

Goal 5: Improve Communication Among Home, School, and Community

District administrators and teachers will use technology to improve communication among home, school, and community.

Goal 6: Accessibility for Online Learning and Digital Integration at Each School Site

There will be opportunities for students, including home school students, to participate in online classes, and or view class presentations through podcasting to extend learning.

AUBURN UNION DISTRICT TECHNOLOGY ACTION PLAN

July 1, 2010– June 30, 2013

(Appendix C Sections: 3d-3k)

Section 3d

Goal 1: Students will exit each grade level as proficient.

- 1. Improving student achievement and closing the student achievement gaps between subgroups is a priority.**
- 2. Each school (with subgroups including English Learners, Gifted and Talented, Special Education, Socio economically Disadvantaged, Hispanic) will meet Academic Performance Index (API) growth targets and Annual Yearly Progress (AYP) goals as determined by NCLB.**
- 3. Students will show increased academic achievement due to quality alternative programs provided: Home School/Independent Study, Home and Hospital, LIPS (PPPIP), Preschool, Developmental kindergarten, Special Day Classes, Tutoring, and Summer School, to better meet the needs of the individual student.**

Teachers will integrate technology in the District's curriculum to support the District's curricular goal that all students will exit each grade level as proficient on ELA & math grade level content standards by end of the 2013-14 school year and maintain 100% proficiency annually.

Target Group: All students including, Students with Disabilities, English Learners, Hispanic, Social Economically Disadvantaged and GATE students.

Goal 1: Specific Measurable Objective by June 2013

Objective 1: Students will increase their proficiency each year. By June 2013, 100% of all district students will be proficient or better with state grade level standards in math and English Language Arts supported by state and district approved instructional resources, technology-based supplemental resources, professional development, student achievement data-driven decision making, and collaboration time (Professional Learning Community).

Goal 1: Annual Benchmarks for Objective 1

Year 1: minimum of 50 % by June 2011 **Year 2:** minimum of 75 % by June 2012 **Year 3:** minimum of 100% by June 2013

Goal 1: Evaluation Instrument(s) & Data

Instruments: Benchmark assessments, Trimester grade level assessments; Annual CST test results in English/Language Arts, Math, Science, History Social Science.

Data: Percentage scoring proficient or above on CST Assessment; scoring 5 (Advanced) or 4 (Proficient) on classroom rubrics and multiples measures of assessment; scoring 80% or higher on classroom assignments and curriculum-based assessments.

Instrument: Grade/subject level district and site professional development and collaboration meeting times / agendas / participation records and outcomes.

Data: 98% of teachers participating: Calibrated and articulated standards-aligned Grade/subject level objectives and assessments across the district and standardized list of District supported research based programs and practices.

Instrument: Ongoing Classroom Observations by site administrators aligned to teachers' evaluation schedule

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, best practices, and strategies.

Instrument: Annual Site Software and Equipment Survey:

Data: Curriculum-based state and district approved software and productivity software in use at each site.

Instrument: Annual CDE EdTech Profile online tech proficiency survey (www.edtechprofile.org)

Data: Teacher's and administrative self-assessed technology and integration skills

Data reviewers

Administrators, Director of Special Education and Student Services, Information Technology Administrator, Site Councils, Curriculum Steering Committee, and DataWise Coordinators will analyze end of school year results, and the Superintendent will annually report to stakeholders at September's Board meeting.

Goal 1: Enhancing Student Achievement with Technology Implementation Strategies / Timelines

- In the 2010-11 school year and continuing through the duration of the Technology Plan, the LEA will continue weekly professional learning community meetings to discuss student achievement, assessment results, interventions, develop and refine the District's common essential grade level content standards, grade level essential outcomes, relevant information & communication technology skills and aligned assessments, assignments, and strategies.
- Annually, the District and the schools will invest the necessary time to identify and/ or review grade level essential standards, essential outcomes and assessments based on CDE's latest CST Blueprints and released test questions.

Auburn Union School District Education Technology Plan

- Annually, purchase as needed, and funding allows, state adopted instructional materials (K-8), supplemental curriculum-based technology resources [adopted and/or California Learning Resource Network (CLRN) approved] and ensure they are being used with fidelity in the classroom as observed during monthly classroom visits by school administration.
- Ongoing, the District, principal, and teachers will research, learn, and integrate research-based best practices and technology that support specific ELA and Math student achievement needs identified during data reviews of significant subgroup populations at the school.
- Annually, the District and the schools will effectively allocate funding, time, training and human resources to overcome the school's identified barriers to student academic achievement.
- As funding allows, support site-based selective class size reduction in key curricular areas identified as needing attention.
- Annually, increase-learning time in key curricular areas identified as needing attention.
- During the 2010-11 school year, develop a reading and math intervention programs for students in grades 2 to 8, inclusive, whose reading scores are Far below Basic and Below Basic in the CST performance level. The tiered immediate intervention program will be implemented to meet the needs of all students who are at least two years below grade level.
- Annually, provide direct instruction in reading at grade level.
- Every school year, assess students periodically throughout the year with common grade level standards-aligned assessments to monitor student progress and provide immediate intervention support.
- Annually, provide students with adequate learning support including, but not limited to, a standards-aligned curriculum, quality instructional materials, technology access and resources, support services, and supplies for every pupil.
- Annually, provide professional development on adopted curriculum and technology resources for teachers and training for site administrators.
- Beginning in fall 2010 and every year thereafter, provide systematic professional development and learning community collaboration time for site administration and teachers to align standards-based instruction and trimester assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology.
- By fall 2010, design and distribute an annual site academic software usage survey.
- By fall 2010, create and distribute a matrix of CLRN approved E/LA curriculum and intervention software that is supported by the District, as funding allows.
- Beginning in the fall 2010 and annually thereafter, provide professional development on district/ CLRN approved curriculum software and online resources as needed.
- Annually, continue to leverage grant, district, school, site council, and community resources to increase access to technology resources, hardware, and peripherals for students and teachers.
- Annually, continue to provide technology productivity and integration training as needed.

- Ongoing district support and professional development opportunities on the integration of E/LA skills and standards across the curriculum will be provided, as funding allows.

Goal 1: Digital Resources to be Integrated

- Utilize adopted Text Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning, Rossetta Stone, Accelerated Reader, Accelerated Math, Reading Counts, MovieMaker, Dreamweaver, United Streaming
- Diagnostic reading, writing, and math proficiency software.
- Microsoft Office and other productivity software.
- Internet Access and Resources, NetTrekker
- Peripherals such as LCD projectors, digital cameras, video cameras, interactive whiteboards, airliner wireless slates, netbooks, and printers.
- Online Professional Development.

Section 3e

Goal 2: Student Acquisition of Technology and Information Literacy Skills

All students will be proficient or better with the National Education Technology (NETS) grade level profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital and global society.

Target Group: All students including, Students with Disabilities, Hispanic, English Learner, Social Economically Disadvantaged, and GATE students.

Goal 2: Specific Measurable Objective by June 2013

Objective 1: By June 2013, 100 % of students in grades K-8 students in grades will be proficient or better with grade level NETS standards (or district equivalent). Students will learn the NETS skills during relevant curricular assignments and develop a portfolio of NETS integrated assignments during the year. The 6 NETS standards are:

1. *Creativity and Innovation*
2. *Communication & Collaboration*

3. *Research and Information Fluency – (information literacy)*
4. *Critical Thinking, Problem Solving, and Decision-making*
5. *Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).*
6. *Technology Operations and Concepts*

Goal 2: Annual Benchmarks for Objective 1

Year 1: minimum of 50 % by June 2011 **Year 2:** minimum of 75 % by June 2012 **Year 3:** minimum of 100 % by June 2013

Goal 2: Evaluation Instrument(s) & Data

Instrument: Teacher review of end of year NETS integrated assignments

Data: Percentage achieving grade level NETS standards

Instrument: Annual CDE Ed Tech Profile (www.edtechprofile.org)

Data: Teachers' and administrators' self assessed technology integration proficiency skills.

Data reviewers

Administrator's, Director of Special Education, Information Technology Administrator, Tech Committee, Site Councils, Curriculum Steering Committee, District Advisory Committee, Parent Leaders, and teaching staff will analyze end of school year results annually and report to stakeholders annually at the December Board meeting

Goal 2: Student Acquisition of Technology & Information Literacy Skills Implementation Strategies / Timelines

- During the 2010-11 school year, a focus group of teachers, administrators, and parents in the district will research NETS resources and design scaffold K-8 NETS curriculum.
- Beginning in the summer/fall 2011 and annually thereafter, provide Professional Development opportunities (from the District, and CTAP Region 2) to K-8 teachers on integrating the student NETS grade level skills and standards in their curriculum.
- By fall 2010, Students will begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
- By spring 2011, begin administering annually the standards-aligned grade span NETS based exit assessments for grades 3-8.

- By spring 2012, begin administrating annually the standards-aligned grade span NETS based exit assessment for grade K-2.

Goal 2: Digital Resources to be Integrated

- Adopted Text Tech resources including publisher software and websites.
- CLRN and district approved curriculum software such as: Renaissance Learning, Accelerated Reader, Accelerated Math, Rossetta Stone, Reading Counts, MovieMaker, Dreamweaver, United Streaming
- A variety of grading programs such as Making the Grade, AERIES Gradebook, Web-based student assessment platform such as DataWise, and web based student information and reporting platforms such as AERIES,
- Microsoft Office and other productivity software.
- No Cost / Low Cost - Internet Resources
- Peripherals such as LCD projectors, digital cameras, video cameras, interactive whiteboards, airliner wireless slates, netbooks, and printers.

Sections 3f & 3G

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety

All students will be proficient or better with grade level ethical use of technology and internet safety standards (NETS #5- Digital Citizenship).

Target Group: All students including Students with Disabilities, English Learner, Hispanic, Social Economically Disadvantaged, and GATE students.

Goal 3: Specific Measurable Objective by June 2013

Objective 1: By June 2013, 100 % of students in grades K-8 will be proficient or better with grade level NETS standard # 5- Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues).

Goal 3: Annual Benchmarks for Objective 1

Show growth from 2009-2010 baseline proficiency data.

Year 1: minimum of 75% by June 2011 **Year 2:** minimum of 90% by June 2012 **Year 3:** minimum of 100% by June 2013

Goal 3: Evaluation Instrument(s) & Data

Instrument: Lesson plans integrating ethical use of technology including copyright and plagiarism

Data: 100 % of teachers participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

Instrument: Lesson plans integrating technology on internet safety and cyber-bullying.

Data: 100 % of teachers participating in the integration of lesson plans on internet safety and cyber-bullying.

Instrument Rubric for Grade level student assignments, presentations, and/or classroom work, which will demonstrate technical skills and information literacy.

Data: Percentage meeting grade-level NET standards

Instrument: Annual Ed Tech Profile Survey

Data: Administrators', Teachers', and students' self -assessed technology and integration skills

Data reviewers

Administrators, including the Director of Special Education and Student Services, District Technology Information Administrator, District Tech Committee, Curriculum Steering Committee, District Advisory Committee, Site Council, Parent Leaders Committee, and staff will analyze end of school year results annually report to stakeholders annually at the December Board meeting.

Goal 3: Ethical Use of Technology (Copyright) and Internet Safety Implementation Strategies / Timelines

- By fall 2010, all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student standard # 5: Digital Citizenship, offered through CTAP Region 2 or the equivalent.
- During the 2010-2011 school year, district teachers will develop a scaffolded, articulated K- 8th grade technology integration curriculum aligned to NETS standard # 5: Digital Citizenship. Curriculum results will be reviewed annually in spring and modified as necessary.
- By fall 2011, a revised acceptable use policy for students addressing internet safety, cyberbullying, and plagiarism.
- Beginning in the fall 2011 and then annually thereafter, all K-8grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during curricular assignments.
- Grade level technology assessments and reviews will be conducted at the end of each school year.

Goal 3: Digital Resources to be Integrated

- Adopted Text Tech resources including publisher software and websites.
- CLRN and district approved curriculum software and/ or free Digital Citizenship internet resources
- Microsoft Office Professional Suite and other productivity software.
- Peripherals such as LCD projectors, digital cameras, video cameras, printers, netbooks, wireless airline slates, interactive whiteboard, and document cameras.

Section 3h

District Office Policy on Equitable Access

It is district policy to provide all students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same NETS integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students' IEP goals. EL students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards.

Section 3i

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

District administrators and teachers will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and district and state student achievement data.

Target Group: All district schools.

Goal 4: Specific Measurable Objectives by June 2013

Objective 1: By June 2013, 100% of teachers will use the district's electronic learning assessment tools to analyze student data and make data-driven decisions to meet individual student academic needs.

Goal 4: Annual Benchmarks for Objective 1

Year 1: minimum of 50% by June 2011 **Year 2:** minimum of 75% by June 2012 **Year 3:** minimum of 100% by June 2013

Goal 4: Evaluation Instrument(s) & Data

Instrument: DataWise electronic learning assessment tools

Data: 100 % of teachers using electronic learning assessment tools to inform instruction.

Instrument: SEIS usage records

Data: 100% of the Special Education will utilize all components of SEIS

Instruments: AERIES Student Information System

Data: 85% of teachers / administrators will be trained and will utilize all components in the AERIES program

Instruments: CALPADS Student Tracking Program

Data: 100% of identified staff will be trained and will utilize CALPADS

Data reviewers

Administrators, Director of Special Education, Staff Secretary to Special Education, Information Technology Administrator, Categorical Staff Secretary (District's CALPADS coordinator), PCOE's CALPADS Administrator, the District's AERIES Coordinator, and the Special Education staff will analyze end of school year results annually and report to stakeholders annually at the December Board meeting.

Goal 4: Efficient & Effective Student Data Collection, Analysis & Decision Making

Implementation Strategies / Timelines

Use of Technology

- During the 2010 - 2011 school year and every year thereafter until we meet our June 2013 objective, we will continue the rollout of AERIES integrated student assessment components.
- During the 2010 – 2011 school year and every year thereafter as needed, participating teachers will get necessary training in using multi-data profile analysis reports in AERIES Browser Interface (ABI).
- Annually, provide systematic professional development and collaboration time (PLC) for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision-making.
- Identified staff will annually assess CALPADS' effectiveness.

Goal 4: Digital Resources to be Integrated

- Diagnostic reading, writing, and math software
- Web-based student learning diagnostic assessment platform such as DATAWise
- Excel Spreadsheets as appropriate
- AERIES Gradebook aligned with K-5 online report cards.
- Accelerated Reader and Accelerated Assessments 2-5

Goal 5: Improve Communication Among Home, School, and Community

Districts administrators and teachers will use technology to improve communication among home, school, and community.

Target Group: Administrators, teachers, key clerical staff, parents, and the community.

Goal 5: Specific Measurable Objective by June 2013

Objective 1: By June 2013, 85% % teachers will have pertinent, timely, up-to-date classroom information posted on school (and / or district) web sites.

Annual Benchmarks for Objective 1

Year 1: minimum of 35 % by June 2011 **Year 2:** minimum of 55 % by June 2012 **Year 3:** minimum of 85 % by June 2013

Objective 2: By June 2013, 85% % of teachers will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district’s web-based student information system.

Goal 5: Annual Benchmarks for Objective 1

Year 1: minimum of 50 % by June 2011 **Year 2:** minimum of 60 % by June 2013 **Year 3:** minimum of 85 % by June 2012

Goal 5: Evaluation Instrument(s) & Data

Instrument: Ongoing “how to access” district AERIES communications and/ or trainings, parent password requests, and parent usage records, and the use of cellular and land-line phones (telecommunications)

Data: % of parents trained; % of parents requesting passwords; % of parents using parent component of AERIES.

Instrument: Ed Tech Survey data.

Data: % of teachers/administrations/ parents who self report in technology survey (Survey Monkey) an increase in the use of e-mail to improve two-way communication

Instrument: District, school, and teacher websites and communication artifacts

Data: evidence of efforts to improve two-way communication

Data reviewers

Administrator, including Director of Special Education, the Information Technology Administrator, Curriculum Steering Committee, District Advisory Committee, District Tech Committee, Parent Leaders, and staff will analyze and report to stakeholders at December meeting..

Goal 5: Improve Communication Among Home, School, and Community

Implementation Strategies / Timelines

- By fall 2010, the district will update and distribute a standardized district Student at Risk notification template assessment collection form, letter and policy for use to all teachers.
- By fall 2011, ensure all district schools have the hardware, infrastructure, and training needed to implement the parent component of the district’s online student information system.
- By fall 2012, all district schools will be providing all district parents with access and training on using the parent component of the district’s online student information system.
- Annually the LEA and schools will solicit community, business, and/or university partnerships.
- Annually the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters).
- Annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information, events, etc. are communicated with students and parents.
- Annually, provide web-publishing software training opportunities for teachers/administrators to learn to publish / communicate on their school web site.

- Annually, provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional documents to improve communication between home, school, and community.
- Provide training for interested teachers in using Angel and Google Docs.
- Provide certificated staff telephones in order to connect with parents and students. Classified staff are also provided phones in order to conduct business (i.e. contact vendors, other agency organizations, staff, etc...) Our maintenance and custodial crew are provided cellular phones in order for site staff to quickly contact them when needed.

Goal 5: Digital Resources to be Integrated

- AERIES
- SEIS
- Web publishing software.
- Word, desktop publishing, and Outlook e-mail.
- District IT work order management system and equipment inventory database
- Telecommunications (cellular and land-line phone connections)

Goal 6: Accessibility for Online Learning and Digital Integration at Each School Site

There will opportunities for students, including home school students, to participate in online classes, and or view classes presentations through podcasting to extend learning.

Target Group: All students at sites, students with attendance issues, students needing differentiated instruction, home school and independent school students, home and hospital students, students looking for alternative learning environments.

Goal 6: Specific Measurable Objective by June 2013

Objective 1: By June 2013, 50% % teachers will have pertinent, timely, up-to-date classroom lesson through podcasting

Annual Benchmarks for Objective 1

Year 1: minimum of 10 % by June 2011 **Year 2:** minimum of 35 % by June 2012 **Year 3:** minimum of 50 % by June 2013

Objective 2: By June 2013, 50% % of teachers will offer students online access to online lessons, and feedback on assignments through on line presentations

Goal 6: Annual Benchmarks for Objective 1

Year 1: minimum of 10 % by June 2011 **Year 2:** minimum of 35 % by June 2012 **Year 3:** minimum of 50 % by June 2013

Goal 6: Evaluation Instrument(s) & Data

Instrument: Ongoing “how to access” district trainings on podcasting and online presentations.

Data: % of teachers trained and % of teachers participating in online learning

Instrument: Ed Tech Survey data.

Data: % of teachers/administrations/ parents who self report in technology survey (Survey Monkey) an interest in online lessons and presentations.

Instrument: Ongoing student participation with online learning

Data: % of students utilizing online learning and presentations

Data reviewers

Administrators, including Director of Special Education, the Information Technology Administrator, Curriculum Steering Committee, District Advisory Committee, District Tech Committee, Parent Leaders, and staff will analyze and report to stakeholders at December meeting.

**Goal 6: Accessibility for Online Learning and Digital Integration at Each School Site
Implementation Strategies / Timelines**

- By fall 2010, the District will begin awareness training with administrators on online classes and podcasting.
- By fall 2011, train teachers in grades 6-8 on online classes and podcasting
- By fall 2012, train interested teachers in grades 3-5 on online classes and podcasting.
- Annually the LEA and schools will solicit community, business, and/or university partnerships for training and funding.
- Beginning in fall 2012 and then annually, the LEA will communicate to all stakeholders (teachers, paraprofessionals, parents, and students) via a variety of media (web sites, class and school booklets, classroom posters, newsletters) on online opportunities.
- Beginning in fall 2012 and then annually, continue to fund and maintain, district and school websites where news, announcement, staff contact information, teacher class information on online classes will be communicated staff, students, and parents.
- Beginning in fall 2012 and then annually, provide web publishing software training opportunities for teachers/administrators to learn to publish / present online class or podcast presentations on their school/class web site.

- Provide training for interested teachers in using Angel and Google Docs to share and distribute information.

Goal 6: Digital Resources to be Integrated

- Cameras for podcasting
- Web publishing software.
- Word, desktop publishing, and equipments needed for online learning

Section 3K: Ongoing Monitoring for Continuous Improvement

The District's Leadership team, including Director of Special Education and Student Services, the Tech Committee, the District's Curriculum Steering Committee, The District Advisory Committee, the District's DELAC and GATE Advisory Committee, Site Councils, and the Parent Leader's Committee will conduct ongoing formative data reviews. The team will meet bi-annually to track the development and implementation of all Tech Plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2013, as funding allows. District Office Administrators and the Information Technology Administrator responsible for a mid-year Tech Plan implementation status report to stakeholders in January-February as the District's Strategic Plan is reviewed. Annual summative data analysis and needs assessments are conducted in late September after the state releases all relevant district data and schools complete early assessments of incoming students. The Superintendent is responsible for an annual summative performance report to stakeholders at the September Board meeting. Site Plans will be revised with the new goals and brought to the Board for approval in October. The Superintendent will do an annual review of categorical programs and report to the Board and Stakeholders at the November Board meeting.

Section 4: Professional Development

4a. Summary of District Teachers' & Administrators' Technology Skills

Our Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills from the CDE's Ed Tech Profile. Our survey findings are summarized by skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Technology Plan.

Our district reviews the Ed Tech Profile survey data and beginning in spring 2010, will annually use Survey Monkey to receive teacher input in order to plan for district sponsored professional development activities for the next school year. Schools will use their

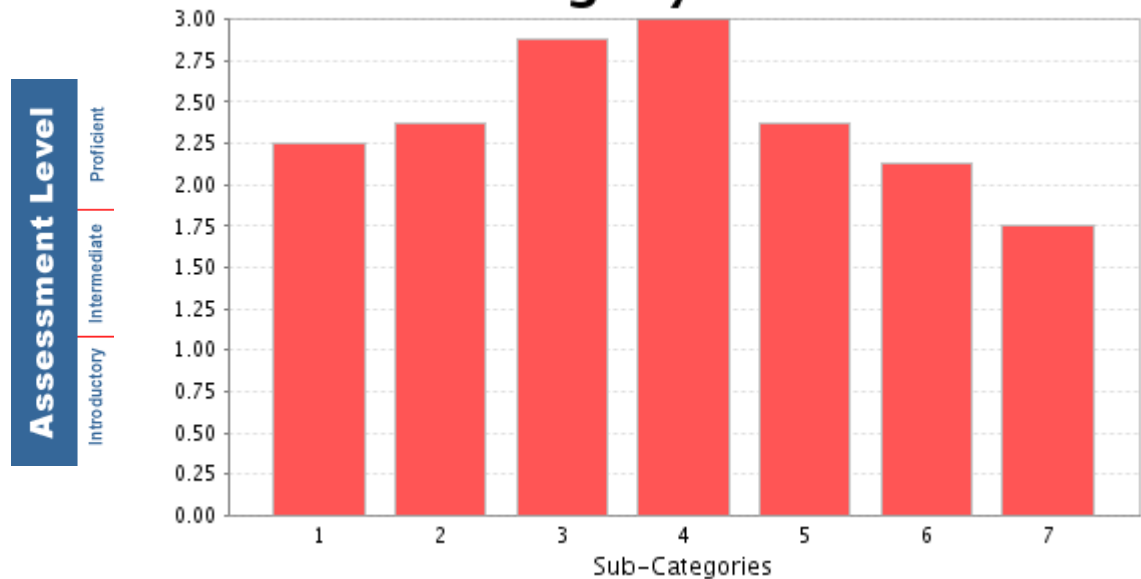
site’s Ed Tech Profile survey data and teacher input annually to plan for site-based professional development needs, and to insert goals in their school’s Single Plans.

Site Administrators’ Survey Data

The CDE’s Ed Tech Profile survey data of district school site administrator’s as of November 2009, indicates that most administrators are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Administrators need professional development opportunities in basic Personal Technology proficiencies in areas of # 5,6, and 7 assessment level.

Category Chart



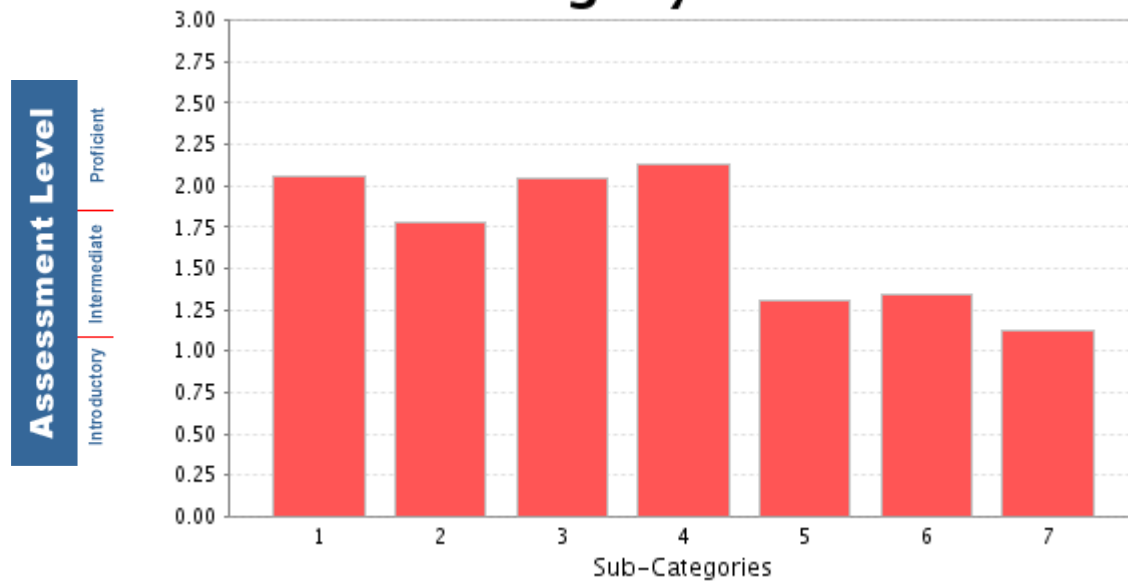
- 1 General computer knowledge and skills
- 2 Internet skills
- 3 Email skills
- 4 Word processing skills
- 5 Presentation software skills
- 6 Spreadsheet software skills
- 7 Database software skills

District Teachers' Survey Data

The CDE's Ed Tech Profile survey data of district teachers as of December 2009, indicates that most teachers are at similar intermediate levels as administrators with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Teachers need professional development opportunities in basic Personal Technology proficiencies in the areas of presentation, spreadsheets, and database skills.

Category Chart



- 1 General computer knowledge and skills
- 2 Internet skills
- 3 Email skills
- 4 Word processing skills
- 5 Presentation software skills
- 6 Spreadsheet software skills
- 7 Database software skills

In addition, the following district technology training preferences came from December 2009 Ed Tech Profile survey data for the district and were factored into our professional development plans. Planned for winter and spring are two 15 hour technology classes that will cover the 7 skills listed above, along with training on Angel and Google Docs.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	30%	70%	0%

Implication: Although Placer County Office of Education continues to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the needs of our staff.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	16%	61%	23%

Implication: With support from Placer County Office of Education, we will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	56%	27%	1%	1%	15%

Implication: With the support of Placer County Office of Education, we will offer technology training at a variety of times, with most offerings after school and evenings. Some professional development will occur during the school day with subs and during summer workshops and conferences.

4b. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

The Professional Development Criteria 4b elements are included in the teachers’ and administrators’ professional development action plan charts on the following pages. Our professional development action plans are based on a thorough needs analysis and include clear needs-based goals and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component (Section 3) of our education Technology Plan.

Goal 1: District teachers and administrators will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrators electronic learning and productivity tools.

Goal 2: District administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Goal 3: District administrators and teachers will be proficient use technology to improve two-way communication between home, school, and community.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers’ individual technology training needs.

As needed, we will offer personal proficiency training on NETs skills including general computer knowledge and skills; internet skills; email skills; word processing skills; presentation software skills; job specific productivity and assessment tools; and spreadsheet/database software skills.

Auburn Union School District Education Technology Plan

As needed, we will offer professional proficiency training on integrating; NETs student standards in math and ELA curriculum (including information literacy, copyright, and cybersafety); curriculum-based software; adopted textbook supplemental electronic resources; online resources such as AERIES Gradebook.

As needed, we will provide technology integration mentor training for a lead tech teacher, DataWise Coordinator, to mentor staff at their school site in the creation of assessments and reports to analyze student work.

With the support of Placer County Office of Education, the district will offer a variety of training options such as online training, collaboration time, and one-on-one coaching. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Annually provide NETS technology skill and technology integration professional development opportunities provided by the district, the county office, and CTAP Region 2 based on student, teacher, and administrator technology proficiency data and District curricular goals.
- Provide information on content and grade-band specific technology integration face-to-face professional development offered by the district, the county office, and CTAP Region 2, and free online resources.
- Annually complete the Ed Tech Profile survey and professional development data analysis to track improvements and training needs.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- National, State and local online research-based strategies and resources will be leveraged and integrated during staff meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site What Works Clearinghouse. We will regularly examine and use relevant data from the What Works Clearinghouse (WWC), which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.
- We will also rely on the district, the county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- <http://www.clrn.org/>)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL- <http://www.portical.org/>) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS- <http://www.techsets.com/>) - which provides technical professionals in California schools improved access to training, support and other resources.

The professional development criteria 4b. is addressed in the teachers' and administrators' professional development action plan charts in the Section 4 pages that follow.

AUBURN UNION SCHOOL DISTRICT ED. TECH PROFESSIONAL DEVELOPMENT
July 1, 2010 – June 30, 2013

Section 4b

Goal 1 –Technology Literacy & Integration

District teachers and administrators will be proficient with the same general grade level NETS technology skills required of their students as well as be proficient with technology integration skills and teacher/ administrators electronic learning and productivity tools.

Target Group: Certificated teachers and District and site administrators

Goal 1: Specific Measurable Objectives by June 30, 2013

Objective 1: By June 2013 85% teachers and administrators, who participate in district sponsored educational technology professional development, will become proficient with general technology knowledge and skills, classroom productivity tools, and information literacy skills aligned to the NETs for teachers and NETs for students. All district ELD, Special Education and GATE teachers will become proficient in technology skills and assistive tools for their subgroup populations.

Annual Benchmarks for Objective 1

Year 1: minimum of 25% by June 2011 **Year 2:** minimum of 50% by June 2012 **Year 3:** minimum of 85% by June 2013

Goal 1: Evaluation Instrument(s) & Data

Instrument: Baseline data and current Ed Tech Profile, along with the spring version of Survey Monkey will help identify the needs of all district sponsored Education Technology professional development programs

Data: Administrators' and teachers' self -assessed technology surveys and integration skills

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Data reviewers

District and site administration, Information Technology Administration, TALT committee, Curriculum Steering Committee, and staff will analyze end of school year results and report to stakeholders annually in January with the approval of the Strategic Plan..

Goal 1: Technology Literacy & Integration
Implementation Strategies / Timelines

- Beginning in the spring 2010, we will require administrators and teachers to complete the Ed Tech Profile survey by all who participate in district sponsored technology training programs.
- Annually the Leadership team will analyze administrator and teacher Ed Tech Profile survey data to plan for professional development offerings during the following school year.
- Annually in the fall, schedule and promote district and/or Placer County Office of Education (PCOE) sponsored technology workshops for administrators and for teachers during the school year aligned to district curricular goals, the content standards, to the NETs, assistive technology, and to identified Ed Tech Profile professional development needs. Encourage all paraprofessionals to participate in training as well.
- Annually in the fall analyze the needs and then schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops for Math and ELA teachers by grade bands (K-2, 3-5, 6-8, 9-12) during the school year aligned to the content standards and to identified Ed Tech Profile tech integration needs.
- Annually, the district will train and support site-based DataWise Coordinators to support teachers and administrators at the site level on using DATAWise to monitor student achievement.
- Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop periodic benchmark assessments horizontally and vertically through grade levels in the district.

Goal 1: Digital Resources to be Integrated

- Microsoft Office, e-mail, Internet.
- Diagnostic reading, and math proficiency programs (Accelerated Reading and Math).
- Peripherals such as LCD projectors, digital cameras, video cameras, and printers, when funding is available.
- CLRN approved curriculum-based software
- Online resources including using CDE's Ed Tech Profile

Goal 2 - Using Technology to Support Data Driven Instruction

District administrators and teachers will be proficient with using technology to improve student achievement data collection, analysis, reporting, and decision-making.

Specific Measurable Objectives by June 30, 2013

Objective 1: By June 2013, 100 % of teachers and administrators will be proficient with using technology to collect and analyze assessment data and with making data-driven decisions to meet individual student academic needs and targeted student interventions.

Annual Benchmarks for Objective 1

Year 1: minimum of 40 % by June 2011 **Year 2:** minimum of 75 % by June 2012 **Year 3:** minimum of 100 % by June 2013

Goal 2: Evaluation Instrument(s) & Data.

Instrument: Annual teacher and admin Ed Tech Profile completions for all district sponsored Education Technology professional development programs.

Data: Administrators' and teachers' self assessed use of electronic learning assessment systems and data analysis skills.

Instrument: District and site-based training agendas and records

Data: Professional development participation correlated with proficiency in Ed Tech Profile survey

Instrument: District electronic learning assessments system training participation records and usage records

Data: % of teachers and administrators trained and using electronic learning assessments system to inform instruction.

Data reviewers

District Leadership team, Information Technology Administrator, Tech Committee, Curriculum Steering Committee, and staff will analyze end of school year results annually and report to stakeholders at the January Board meeting with the approval of the District's Strategic Plan.

Goal 2: Using Technology to Support Data Driven Instruction

Implementation Strategies / Timelines

- Annually, require administrator and teacher completion of Ed Tech Profile survey. Make a comparison of staff who participate in district sponsored technology training programs and those who do not participate.
- Annually, in June, analyze administrator and teacher Ed Tech Profile survey data to plan for technology integration and electronic productivity tool professional development offerings during the following school year.

- Annually by September work with the Leadership team to plan professional development opportunities for the year focused on standards-aligned classroom assessments and data-driven decisions that meet individual student academic needs and target student intervention needs. Promote opportunities to teachers through all available communication conduits, such as Curriculum Steering Committee and an annual survey through Survey Monkey.
- Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on needed technology components.
- Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's web-based student reporting system.
- Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's integrated electronic learning assessment system.
- Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.

Goal 2: Digital Resources to be Integrated

- Microsoft Office, e-mail, Internet.
- Electronic learning assessment and diagnostic applications
- Peripherals such as LCD projectors, digital cameras, video cameras, interactive white boards, airliner slates, netbooks, and printers, as funding is available
- Online resources including, CDE's Ed Tech Profile

Goal 3 – Improve Communication between Home, School, and Community

District site administrators and teachers will learn to use technology to improve two-way communication between home, school, and community.

Target Group: Certificated teachers, administrators, and clerical staff

Goal 3: Specific Measurable Objectives by June 30, 2013

Objective 1: By June 2013, 85 % teachers will be proficient with the district's web publishing application.

Annual Benchmarks for Objective 1

Year 1: minimum of 40 % by June 2011 **Year 2:** minimum of 65 % by June 2012 **Year 3:** minimum of 85 % by June 2013

Objective 2: By June 2013 100 % of teachers will be proficient with using technology to disseminate pertinent and timely district, school, and student information via monthly district and site newsletters, web sites, auto phone system, e-mail, standards-based progress reports, and report cards.

Annual Benchmarks for Objective 2

Year 1: minimum of 40 % by June 2011 **Year 2:** minimum of 75 % by June 2012 **Year 3:** minimum of 100 % by June 2013

Objective 3: By June 2013, 90 % of teachers will offer parents password protected, online access to up to date student attendance, assignments, and grades on the district's web-based student information system.

Year 1: minimum of 40 % by June 2011 **Year 2:** minimum of 75 % by June 2012 **Year 3:** minimum of 90 % by June 2013

Goal 3: Evaluation Instrument(s) & Data

Instruments: District records of the number of teachers trained to use the district's applications for communicating timely student attendance and achievement information to parents.

Data: % of teachers trained; % of parents requesting passwords and instructions; % of parents accessing the parent connect portion of district SIS.

Instrument: Communication records and artifacts from district, schools, and teachers.

Data: Evidence of efforts to improve two-way communication.

Data reviewers

District Leadership team, Information Technology Administrator, Site Council, and the Parent Leader's group, will analyze end of school year to plan for any changes in the following school year. Information will be reported to stakeholders at the October Board meeting.

Goal 3 – Improve Communication between Home, School, and Community

Implementation Strategies / Timelines

- Annually, require administrator and teacher completion of Ed Tech Profile survey by all who participate in district sponsored technology training programs.
- Annually, in June, analyze Ed Tech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.
- Annually in the fall, schedule and promote district sponsored technology workshops for administrators, clerical, and for teachers on using Microsoft Word and other desktop publishing software, as needed.
- Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on the district's web-based student information (i.e. AERIES) and reporting system and client e-mail software (i.e. Outlook).
- Beginning in 2011, annually in the fall, schedule and promote district sponsored technology workshops for parents.
- By spring 2011, schedule and promote district-sponsored workshops for administrators, clerical, and teachers on district / school web site development using district applications. Continue training annually as needed.

Goal 3: Digital Resources to be Integrated:

- District's Web publishing application
- Email client software and online, remote access.
- Low cost , no cost online resources
- CDE's Ed Tech Profile

4C: Ongoing Monitoring for Continuous Improvement

The District's Information Technology Administrator and Leadership team will track Tech Plan implementation monthly and report progress at our monthly district Leadership/Cabinet meetings. The Leadership team, Curriculum Steering Committee, District Advisory Committee, Technology Committee, and DataWise Coordinators will conduct ongoing formative data reviews. The team will meet bi-annually to track the development and implementation of all Tech Plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2013. The Superintendent is responsible for a mid-year Tech Plan implementation status report to stakeholders in February. Annual summative data analysis and professional development needs assessments will be conducted between June and September, after the state releases all relevant district data and schools complete early assessments of incoming students. The annual professional development needs assessments will drive district professional development offerings during the school year. The Superintendent is responsible for an annual

summative performance report to stakeholders at a Board meeting in January in conjunction of the approval of the District's Strategic Plan.

Section 5: Infrastructure, Hardware, Software, & Technical Support

5a: Current Status

The Auburn Union School District utilizes a multifaceted approach to infrastructure, hardware, technology equipment, and software within the District. The resources required to implement, maintain, and support the system comes from many sources including but not limited to federal & state categorical funds, site block grants, and private grants / foundations. However, due to tight budget constraints and limited personnel, wide timelines have been created. Auburn Union School District continues to focus on implementing and improving technology, which supports staff and students. Technology support is provided at both the site or District levels utilizing their respective resources. The overall implementation is aligned with the District and site goals as outlined in the District's Technology Plan, the District's Local Plan for Student Achievement, the school's Single Plan for Student Achievement, and within our fiscal resources. Technology decision-making and planning is made in a variety ways including, Leadership teams, Site Councils, PTC Leadership, Curriculum Steering Committee, the District Advisory Committee (DAC), and the District's Technology Committee. Teachers, administrators, parents, and community members help to set the District's goals and standards. Site level committees generate the school needs and desires through staff and parent input. These needs are brought to the District Technology Committee by their site representatives. The current WAN connection between E.V. Cain Middle School and PCOE is a 10MBPS Optical connection. All remote sites including the district office also have 10MBPS optical connections converging in the AT&T network into a 50MBPS connection to E.V. Cain Middle School. Alta Vista Pre-School is the sole remaining T1 connection in the district. The current hardware consists of a Cisco 2800 Series Router for the connection between Alta Vista Pre-School and E.V. Cain via the PTP T1. It also acts as the core router for all traffic between the district and PCOE. All core and edge switches are HP Procurve 2626 24 port 10/100Base T switches. The firewall is Microsoft ISA Server version 2004, Pentium 3 933mHz, Windows 2003 SP2 with 768 megs of RAM. The domain controllers consist of five Windows 2003 Servers with hardware ranging from Pentium 3 933mHz 256 megs of RAM to Xeon 2gHz with 2 gigs of RAM. The same specifications illustrated above are the same for remaining nine servers. As illustrated above, there are 572 computers available for instructional use. Approximately 425 of the computers available for instructional use (60 of which are located in computer labs) are greater than four years old. Classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Please refer to section 3B, which illustrates the programs used. The Technology Administrator responds work orders on an as needed basis. On average, the Technology Administrator spends approximately 15 hours per week dealing with district office and district wide issues, and approximately 25 hours per week assisting sites with their educational and administrative technology needs.

At the District Office

Current Infrastructure

The current WAN connection between E.V. Cain Middle School and PCOE is a 10MBPS Optical connection. All remote sites including the district office also have 10MBPS optical connections converging in the AT&T network into a 50MBPS connection to E.V. Cain Middle School. Alta Vista Pre-School is the sole remaining T1 connection in the district. The District also has a Shoretel IP Phone system, current version is 6.0. The latest version is 9.1, which the District plans procure. This system includes five switches and over 200 individual telephones. We have expansion room for approx 30 more phones and own 300 DID phone numbers. The District receives E-Rate funding for all of our voice, data and internet connections. The LAN's at each site are 100MBPS cat-5E and for runs longer than 100m, an optical connection is supported.

Current Hardware

The current hardware consists of a Cisco 2800 Series Router for the connection between Alta Vista Pre-School and E.V. Cain via the PTP T1. It also acts as the core router for all traffic between the district and PCOE. All core and edge switches are HP Procurve 2626 24 port 10/100Base T switches. The firewall is Microsoft ISA Server version 2004, Pentium 3 933mHz, Windows 2003 SP2 with 768 megs of RAM. The domain controllers consist of five Windows 2003 Servers with hardware ranging from Pentium 3 933mHz 256 megs of RAM to Xeon 2gHz with 2 gigs of RAM. The same specifications illustrated above are the same for remaining nine servers. These servers function as print, file, and anti virus servers. There are also three NAS devices. Two are 1TB in size and the remaining is 2TB in size. These are used for storage and backup storage. Employees at the District Office have either a desktop or a laptop computer for their use while at work. There are two high volume printers and numerous models of smaller printers and fax machines. All locations have at least one and as many as seven Netgear WG102 WAP's.

Current Electronic Learning Resources/Software

The district office utilizes the following software: Windows XP and Microsoft Office 2003 is used for all operations. The District also uses ESCAPE, which is used as their financial and personnel software. The Districts Student Information System is AERIES, which encompass all student enrollment, attendance, disciplinary, and reporting needs. The District also uses E-Copy to scan various documents and to prepare Board of Trustee meeting packets, and uses Dreamweaver to manage the District's website. Additional software relating to learning resources is comprised CS3, and Datawise.

Current Technical Support

The Technology Administrator is the sole responsible person for technology support in any form to the District Office. The Technology Administrator responds work orders daily; however the amount of time spent varies significantly depending on the task needed. On average, the Technology Administrator spends approximately 15 hours per week dealing directly with District Office issues.

At Alta Vista Pre-School

Current Infrastructure

The WAN is a PTP T1 connection to E.V. Cain Middle School, and the LAN is 100MBPS. There are four IP phones, two land lines, one of which is used for a fax number.

Current Hardware

There is one Cisco 1841 router and a Netgear FS726TP 24-port 10/100 Smart Switch with PoE, which powers the IP phone system. There are four computers and two local printers.

Current Electronic Learning Resources/Software

Classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Please refer to section 3B, which illustrates the programs used.

Current Technical Support

The Technology Administrator responds to work orders on an as needed basis. On average, the Technology Administrator spends approximately 5 hours per week dealing directly with issues and concerns relating to the Alta Vista Pre-School.

At Auburn Elementary School

Current Infrastructure

The WAN has a single 10MBPS optical connection to E.V. Cain Middle School. The LAN consists of various 10/100Base T unmanaged switches connecting the entire campus. Each room has one IP phone.

Current Hardware

The edge switch is an HP Procurve 2626 24 port 10/100Base T. There is one domain controller running Windows Server 2003, one file server, and one high volume printer. Approximately 150 computers are used for instruction. Except for the 30 computers located

in the lab, all of the computers are greater than 48 months old. They are primarily Celeron 900mHz processors with 256 megs of RAM or less. The computer lab has 30 AMD dual core 2.1GHz with 1 gig of RAM that are 36 months old. Classrooms at Auburn Elementary are each equipped with computers using CD-ROM programs mainly associated with science, reading and math. In addition, computers have access to Internet and E-mail. The two office secretaries and the principal each have WindowsXP workstations, and share two networked laser printers, to produce documents, letters, memos, and tables. One secretary uses her computer primarily for attendance accounting. The librarian uses a WindowsXP server running Follett for library maintenance.

Current Electronic Learning Resources/Software

In general, classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Computer technology is utilized in a laboratory center setting, in individual classrooms, and in administrative offices. In the lab students are introduced to keyboarding and word processing on 30 networked computers. Please refer to section 3B, which further illustrates the programs used.

Current Technical Support

The Technology Administrator responds to work orders on an as needed basis. On average, the Technology Administrator spends approximately 5 hours per week dealing directly with issues and concerns relating to Auburn Elementary.

At Rock Creek Elementary School

Current Infrastructure

The WAN has a single 10MBPS optical connection to E.V. Cain. The LAN consists of various 10/100Base T unmanaged switches connecting the entire campus. Each room has one IP phone.

Current Hardware

The edge switch is an HP Procurve 2626 24 port 10/100Base T. There is one domain controller running Windows Server 2003, one file server, and one high volume printer. Approximately 118 computers are used for instruction, with only three that are greater than 48 months old. The ones greater than 48 months old are Celeron 900mHz processors and 256 megs of RAM or less. The computer lab has nine AMD dual core 2.1GHz computers with 1 gig of RAM, which are less than 36 months old. Attached to the nine host computers in the lab are nComputing X300s devices that act as additional independent terminals, which enable three terminals to be connected to one host. This configuration allows the school sites to have four independent workstations at a significantly reduced cost. Classrooms at Rock Creek are each equipped with computers using CD-ROM programs mainly associated with science, reading and math. Lab and classroom computers have Microsoft Office for student and staff use. In addition, computers have access to

Internet and E-mail. The two office secretaries and the principal each have WindowsXP workstations, and share two networked laser printers, to produce documents, letters, memos, and tables. One secretary uses her computer primarily for attendance accounting.

Current Electronic Learning Resources/Software

In general, classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Computer technology is utilized in a laboratory center setting, in individual classrooms, and in administrative offices. In the lab students are introduced to keyboarding and word processing on 36 networked computers. A variety of basic skills oriented software programs in math and reading are also available. Please refer to section 3B, which further illustrates the programs used.

Current Technical Support

The Technology Administrator responds to work orders on an as needed basis. On average, the Technology Administrator spends approximately five hours per week dealing directly with issues and concerns relating to Rock Creek School.

At Skyridge Elementary School

Current Infrastructure

The WAN has a single 10MBPS optical connection to E.V. Cain. The LAN consists of various 10/100Base T unmanaged switches connecting the entire campus. Each room has one IP phone.

Current Hardware

The edge switch is an HP Procurve 2626 24 port 10/100Base T. There is one domain controller running Windows Server 2003, one file server, and one high volume printer. Approximately 124 computers are used for instruction, all of which are greater than 48 months old. These are Celeron 900mHz processors and 256 megs of RAM or less. The computer lab has 35 AMD dual core 2.1GHz computers with 1 gig of RAM, which are less than 36 months old. IBM-compatible Pentium computers are located in the classrooms. In addition, computers have access to Internet and E-mail. Computer technology is utilized in a laboratory center setting, in individual classrooms, and in administrative offices. In the lab students are introduced to keyboarding and word processing on 35 networked computers. The two office secretaries and the principal each have Windows XP workstations, and share two networked laser printers, to produce documents, letters, memos, and tables. One secretary uses her computer primarily for attendance accounting.

Current Electronic Learning Resources/Software

Classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Please refer to section 3B, which further illustrates the programs used.

Current Technical Support

The Technology Administrator responds to work orders on an as needed basis. On average, the Technology Administrator spends approximately 5 hours per week dealing directly with issues and concerns relating to Skyridge Elementary. In addition, Skyridge has a computer support technician funded by the Parent Teacher Committee who works four hours a day at the site.

At E.V. Cain Middle School

Current Infrastructure

The WAN has a single 10MBPS optical connection to PCOE. The LAN consists of various 10/100Base T unmanaged switches and optical connections connecting the entire campus. Each room has one IP phone.

Current Hardware

The core router is a Cisco 2800 Series with two dual WIC's for T1 connections. The core switch is an HP Procurve 2626 24 port 10/100Base T. There is one domain controller running Windows Server 2003, one file server, and one high volume printer. The Firewall, spam filter, anti virus, email, voicemail, web and app server are also at this location. All these servers are greater than 48 months old. Classrooms are each equipped with computers using CD-ROM programs mainly associated with science, reading, social studies and math. Approximately 180 (116 classroom computers and 64 lab/media computers) computers are used for instruction, all of which are greater than 48 months old. Lab and classroom computers have Microsoft Office for student and staff use. In addition, computers have access to Internet and E-mail. The office secretary, office clerk, Principal, Vice Principal and counselor each have WindowsXP workstations, and share networked laser printers, to produce documents, letters, memos, and tables. The clerk uses her computer primarily for attendance accounting.

Current Electronic Learning Resources/Software

In general, classroom teachers use a variety of educational web-based programs and other software to both remediate and extend student learning. Computer technology is utilized in two laboratory center settings, in individual classrooms, and in administrative offices. In the lab students work on keyboarding and word processing, research, desk top publishing and project completion on networked computers. The librarian uses a WIN2000 server running Follett for library maintenance. Please refer to section 3B, which further illustrates the programs used.

Current Technical Support

The Technology Administrator responds to work orders on an as needed basis. On average, the Technology Administrator spends approximately 5 hours per week dealing directly with issues and concerns relating to E.V. Cain Middle School.

5b: District Needs Over the Next Three Years

Administration realizes the importance of increasing and updated current equipment, including computers and hardware. However, Auburn Union School District is a district with declining enrollment. The District is currently on a tight fiscal budget. Staff will continue to search and utilize outside funding sources to meet the benchmarks. Specifically the needs between the school sites vary.

All five schools have a computer lab but currently three elementary and one middle school have functional labs. These labs are to be populated with IBM compatibles that meet or exceed the district minimum standards. All computers in the labs are Ethernet connected to the rest of the LAN facilities in that school. They have their own print and file servers and run individual software applications as well as server based. All labs will have quality printers as well as scanner and other appropriate peripherals (video cards, etc.). The lab at the Alta Vista preschool will be housed with new equipment within the next three years.

Currently, the WAN has a single 10MBPS optical connection to E.V. Cain. Due to estimated increased demands the District and school sites will need to upgrade the available bandwidth to 20MBPS.

Computers are Ethernet connected with access to local and district wide print and file servers. All computers will meet or exceed the district minimum standards. The District and school sites will need to replace outdated and aging switches, as well as, domain controllers to take full advantage of the 10MPBS optical connection to E.V. Cain Middle School. In addition, the District, as well as the sites, will need to upgrade its IP phone system to the current version in order to be compatible with Windows 7. Over the next three years, dependent on available school site resources, the District plans to replace approximately 60% of the computers that amount to 255 that are greater than 48 months.

In addition to updating out-dated computers, school sites will need to upgrade sound-systems, update & standardize software, purchase laser printers and scanners for Renaissance Math, purchase the nComputing devices to extend learning, and purchase class sets of flash drives. In order to increase equity, book-readers will need to be purchased. In addition, the District will need to increase wireless connections at each site, and implement the CISCO hot-spot radio server at each site. Also implement a mobile network lab at E.V. Cain middle school, and K-1 classrooms will need updated listening centers.

The district office currently utilizes Windows XP and Microsoft Office 2003. In order to stay compatible with Vendor software upgrades (i.e. ESCAPE, Shortel, etc...), the District will need to upgrade to Windows 7 and Microsoft Office 2007. To extend learning including all subgroups, the District will need to host Renaissance Reader & Math, as well as, Rossetta Stone to increase access to programs.

Currently, we have a Technology Administrator, which is sufficient. However, except for Skyridge School, the Technology Administrator is the sole responsible person for technology support in any form to the remote site. Due to increased demands, each site will need a computer support technician for a minimum of four hours per day to support the sites instructional technology demands.

District Office Needs

Infrastructure Needs

Currently, the WAN has a single 10MBPS optical connection to E.V. Cain. Due to estimated increased demands the District will need to upgrade the available bandwidth to 20MBPS

Hardware Needs

Computers in administration areas are Ethernet connected with access to local and district wide print and file servers. All computers will meet or exceed the district minimum standards. The District will need to replace outdated and aging switches, as well as, domain controllers to take full advantage of the 10MPBS optical connection to E.V. Cain Middle School. In addition, the District will need to upgrade its IP phone system to the current version in order to be compatible with Windows 7. The District currently maintains servers providing the following services to all computers in the district: Web page hosting, e-mail, web proxy, anti-virus server, and firewall. Each District server should be replaced every 4 years to maintain reliability and performance. In addition, the District will need to increase wireless connections at each site, and implement the CISCO hot-spot radio server at each site.

Electronic Learning Resources/Application Needs

The district office currently utilizes Windows XP and Microsoft Office 2003. In order to stay compatible with Vendor software upgrades (i.e. ESCAPE, Shortel, etc...), the District will need to upgrade to Windows 7 and Microsoft Office 2007. AERIES, the District's student information system, and ESCAPE that is used as their financial and personnel software is maintained by PCOE. Administrators will be trained in using PDA's as a tool in the teacher evaluation process to support each teacher's mastery of the California Standards for the Teaching Profession. To extend learning including all subgroups, the District will need to host Renaissance Reader & Math, as well as, Rossetta Stone to increase access to programs. In order to provide the public a more convenient way to donate, the District will need to implement a Pay Pal system. Lastly, the District will want to install photo imaging software which will allow the District to enhance and maintain the District's website.

Technical Support Needs

Technical support is provided by the Information Technology Administrator as needed.

All School Sites

Infrastructure Needs

Currently, the WAN has a single 10MBPS optical connection. The LAN consists of various 10/100Base T unmanaged switches and optical connections for runs longer than 100m connecting the entire campus. Each site will need to upgrade the available bandwidth to 20MBPS.

Hardware Needs

Computers in classrooms are Ethernet connected with access to local print and file servers. All computers will meet or exceed the district minimum standards. The Sites will need to replace outdated and aging switches, as well as, domain controllers to take full advantage of the 10MPBS optical connection to E.V. Cain Middle School. In addition, each site will need to upgrade its IP phone system to the current version in order to be compatible with Windows 7. Over the next three years, dependent on available school site resources, the District plans to replace approximately 60% of the computers that amount to 255 that are greater than 48 months. The 255 computers will be comprised of 69 computers at Auburn Elementary, 75 computers at Skyridge Elementary, and 108 computers at E.V. Cain. Each site plans to have the same configuration as Rock Creek school by installing nComputing X300s devices that act as additional independent terminals, which enable three terminals to be connected to one host. This configuration allows the school sites to have four independent workstations at a significantly reduced cost. Printing, scanning, etc. resources will be added to appropriate classrooms as well. Each school has a library server and a student server. Student network servers provide web proxy services, file and printer services and academic testing programs. The library server provides circulation, card catalog services and serves as a backup for the student server. Each school server should be replaced every 3 years to maintain reliability and performance. Upgrades to site servers will begin at Rock Creek with the purchase of two quad core servers with a Terabyte of storage and four Gigabytes of RAM. Projectors in each of the school's computer labs also need to be replaced to maintain reliability and performance.

In addition to updating out-dated computers, school sites will need to upgrade sound-systems, update & standardize software, purchase laser printers and scanners for Renaissance Math, and purchase class sets of flash drives. In order to increase equity, book-readers will need to be purchased. In addition, the District will need to increase wireless connections at each site, and implement the CISCO hot-spot radio server at each site. Also implement a mobile network lab at E.V. Cain middle school, and K-1 classrooms will need updated listening centers.

Electronic Learning Resources/Application Needs

An assortment of educational software will be obtained to use in the classroom as appropriate for age and teacher expertise. As familiarity increases with technology with the faculty and students, more software will be obtained during the second and third year of this plan for classroom use. The individual teacher, guided by their individual expertise and the Technology Committee, will be the

decision makers on what software is needed. Grades K-6 have access to Accelerated Reader. There will be continual support to keep this program current so that all capabilities are utilized. Elementary schools are using Accelerated Math as a program for differentiated the instructional level for students in mathematics. In addition, each site will have Rosetta Stone with access though the web. As Placer County moves to the digital IEP process there will be an immediate need for special education teachers at the elementary schools to have available laptops and wireless capabilities. Specialists need the capabilities of tracking and monitoring student achievement and reporting this information to teachers during grading periods and to parents during IEP meetings. Computer connected, portable projectors are also necessary so technology can be used as part of the IEP process.

Technical Support Needs

Currently, except for Skyridge school, the Technology Administrator is the sole responsible person for technology support in any form to the remote site. Due to increased demands, each site will need a computer support technician similar to Skyridge.

5c: Annual Benchmarks, Action Steps, Timelines, and Monitoring

Annual Benchmarks:

- Year 1: By June 2011, replace 65 of existing instructional computers greater than 48 months old.
- Year 2: By June 2012, replace 85 of existing instructional computers greater than 48 months old.
- Year 3: By June 2013, replace 105 of existing instructional computers greater than 48 months old.

Action Steps & Timeline:

1. Annually in the spring, dependent on available site funding, all district school site administrators will include a budget line item for replacing existing instructional computers greater than 48 months old.
2. Annually in the summer, the district will replace and ghost instructional computers older than 48 months old at school site, as funding allows. Private grants, local foundations, and the site PTC could be additional resources for replacing new equipment.
3. In addition, school sites will implement the use of terminal emulator cards (nComputing X300s devices), which enable four students to work independently off of one computer.
4. School sites will have access to district approved electronic learning and productivity resources to support math and ELA curriculum and intervention programs.
5. The District will have fully implemented a standardized Information Technology Services (ITS) work order process and tracking system in place.
6. The District will provide staff development on using the new online helpdesk system, Track-IT, to submit IT work orders for timely Technical Support.

Section 5d: Benchmark Monitoring and Evaluation Process

The Network Administration and District Administration will monitor the acquisition of hardware, software, infrastructure and technical support and report to the District Technology Committee. The District Technology Committee will analyze data and make recommendations as needed for modification to the timeline on an annual basis. The District's Curriculum Steering Committee will make recommendations to the Superintendent on software and programs needed for integration into the core curriculum. Teachers piloting new textbook adoptions, will give feedback to the Superintendent and the Curriculum Steering Committee on technology tools embedded in the programs. The Network Administrator and District Administration will maintain a record of District and site infrastructure, equipment, and plans. Annually a report of progress toward sustaining all existing infrastructure, hardware, technical support, and software components, along with acquisition and installation of needed components, will be reported to the District Technology Committee. The District Technology Committee will also review needs from individual sites and recommendations from the Curriculum Steering Committee. The Committee will then make recommendations to the Superintendent and the Board of Trustees.

The District's Technology Administrator and school site administrators will track the accomplishment of benchmarks and the implementation of necessary action steps and inventories. Modifications to our district activities will be made as needed in order to insure that we meet or exceed annual benchmarks. District Technology Administrator, school site administrators., and school site tech coordinators will analyze progress annually in September and report to district stakeholders in October.

Section 6: Education Technology Funding & Budget

6a. Established and Potential Funding Sources

Established Funding Sources

The Auburn Union School District receives varied federal, state, and local sources of funding for the purposes of education technology for instructing our students. Federal funds include E-rate discounts, Title I Part A, Title II Part A&D. As a result of severe cuts to state categorical program funds, state funding for technology encompass CA DAS discounts, and ABX3 4 Categorical Block Grant Funds. In addition, school sites receive donations from the community members and non-profit organizations, as well as, locally restricted grants, which contribute towards funding the District's technology needs. Since, economic conditions in California and the nation is expected to continue to impact K-12 education budgets and grants through the duration of our three year Tech Plan, our established and potential funding sources to implement our Education Technology Plan may be impacted as well.

The District's General Fund generally covers the costs for:

- Salary and benefits for the Information Technology Administrator
- The student information system (SIS), including implementation & training costs
- Financial Software System
- District web-page design
- The student learning assessment system, including implementation & training costs (DataWise costs are shared with categorical funds)
- Internet Connectivity costs that are not covered by E-rate
- Equipment, resources, and tools used by the Information Technology Services department.
- Standards-based report card system

The District Education Technology and categorical budgets pays for:

- Teacher technology staff development to meet Education Technology curricular goals (basic and integration proficiencies)
- Teacher & school webpage design and publishing resources and training
- Advanced training for our Information Technology Administrator
- Extra technical help for special project deployment
- Security and productivity applications

The continued need for up-to-date student and teacher computers (4 years old or newer) and for site technical help are the biggest budget challenges for technology in our district. District and site Education Technology budgets from various sources help pay for needed hardware. School sites often choose to pay for additional site-based Educational Technological support, educational software, additional computers & peripherals, etc. as their budgets allow.

Potential Funding Sources

Over the years the District has targeted Education Technology as a priority using both categorical and unrestricted general funds when purchasing technology. However, with the tight budget constraints, as discussed above, the District and school sites have searched for new federal and state categorical funds, as well as, new private grants, additional donations and fundraisers to supplement their technology program.

Principals at each site stay current with categorical programs and special grants. They communicate with the Superintendent and the Assistant Superintendent Business and Facilities about their priorities. All stakeholders research and apply for technology grants for which the district qualifies. The Superintendent and the Assistant Superintendent also attend workshops to stay current on categorical programs. The Superintendent and Assistant Superintendent are responsible for budget development and allocation of funds to implement the goals set by the Board. Both the Superintendent and the Assistant Superintendent of Business and Facilities will work with the Technology Committee and the site principals to monitor the budget and the benchmarks. The District will continue to look to CTAP and PCOE to provide cost effective staff development, advice on hardware and software purchases and to help train our computer technology coordinators. CSMART will also continue to be used to help find funding sources.

Given the uncertainty of our Education Technology sources of funding, we have established the following priorities list to guide budget allocation:

1. Improve technical support at school sites and reduce response time
2. Increase up to date student and teacher computers and productivity software
3. Provide education technology staff development for teachers administrators
4. Provide education technology staff development for teachers and paraprofessionals
5. Purchase curricular software & associated internet subscriptions
6. Upgrade infrastructure

6b. Estimate of Annual Implementation Costs

Category	Item Description 2010-11 Expenditures	Estimated TCO Year One	ERATE+ Eligible Amount ?	Year One Funding Source(s) for Non ERATE Eligible items
1000-1999 Certificated Salaries	<i>Substitutes and stipends for staff development</i>	\$ 4,000	N/ A	\$ 4,000
2000-2999 Classified Salaries	<i>Tech Support Salaries</i>	\$ 57,485	N/ A	\$ 57,485
3000-3999 Employee Benefits	<i>Benefits for certificated and classified related to Education Technology Plan</i>	\$ 27,755	N/ A	\$ 27,755
4000-4999 Books and Supplies	<i>Misc. Supplies</i>	\$ 5,000	N/A	\$ 5,000
	<i>Computers and Monitors</i>	\$ 42,250	N/ A	\$ 42,250
	<i>Printers</i>	\$ 7,600	N/ A	\$ 7,600
	<i>LCD Projectors</i>	\$ 7,500	N/ A	\$ 7,500
	<i>Misc. Other Peripherals</i>	\$ 6,600	N/ A	\$ 6,600
	<i>Productivity Software</i>	\$ 2,500	N/ A	\$ 2,500
	<i>ELRs –(Electronic Learning Resources)</i>	\$ 27,000	N/ A	\$ 27,000
	<i>ELARs – (Electronic Learning Assessment Resources)</i>	\$ 18,000	N/ A	\$ 18,000
5000 -5999 Services, operating expenses, travel	<i>Staff Development Prof. Dev</i>	\$ 1,000	N/ A	\$ 1,000
	<i>High-Speed Internet Access (10 Mbps)</i>	\$ 86,425	\$52,720	\$ 33,705
	<i>Outside Implementation Consultants</i>	\$ 2,000	N/ A	\$ 2,000
	<i>Printer / Copier Operating Lease</i>	\$ 49,500	N/ A	\$ 49,500
	<i>Telecommunications</i>	\$ 22,100	\$13,840	\$ 8,260
6000-6999	<i>Capitol Outlay</i>	\$ 10,625	5,060	\$ 5,565
TOTALS		\$377,340	\$71,620	\$305,720

(*see annual ERATE supplement for details)

Auburn Union School District Education Technology Plan

While the charts, illustrated above and below, follow projected realistic total costs of implementing our District’s Technology Plan, actual amounts the district office will expend in each year of our Tech Plan will be contingent on fiscal realities, as well as, the District’s priority of each academic school year. During the spring/summer of each school year for the duration of our Tech Plan, we will review, revise, and update our Tech Plan to align with our annual Education Technology budget realities.

Our District has estimated the Total Cost of Ownership (TCO) of our Education Technology Plan accounting for all the major cost factors over the duration of the plan. Please note that all of the budget figures in the chart that follows are TCO estimates and will only be expended if funding is available.

Total Cost of Ownership for three year Tech Plan	Year 1	Year 2	Year 3	Total
Education Technology Professional Development Stipends and Supplies	\$ 9,000	\$ 9,000	\$ 9,000	\$ 27,000
TCO Technical Support	\$ 85,240	\$ 85,240	\$ 85,240	\$ 255,720
TCO Hardware and Peripherals	\$ 69,515	\$ 84,415	\$ 99,415	\$ 253,345
TCO Productivity Applications, Electronic Learning Resources, Online Subscription Services, and Upgrades	\$ 47,500	\$ 47,500	\$ 47,500	\$ 142,500
TCO Networking and Telecommunications Infrastructure*	\$ 5,060			\$ 5,060
TCO Contracted Services <i>Prof. Development, Internet Access, Tech Support, and/or Retrofitting</i>	\$ 161,025	\$ 161,025	\$ 161,025	\$ 483,075
Total Estimated Cost Per Year	\$ 377,340	\$ 387,180	\$ 402,180	\$ 1,166,700
Three Year Total Cost of Ownership Cost Estimate* (Based on goals, objectives, and action steps in Tech Plan sections 3, 4, & 5.)	\$1,166,700			

*Potential Erate discounts are not included in TCO in this chart. See annual ERATE Budget supplement for potential discount details.

6c. District’s Replacement Policy for Obsolete Equipment

The District’s replacement policy is an informal Replacement Plan currently in effect within the District. A formal plan of policies and procedures needs to be developed. Our goal is to replace all computer technology that is more than five years old. “Front-line” technology that is more than four years old will be taken off line and placed in a position to be supplemental to the regular program or it is surplus. Ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. Site administrators work with the district technology staff to determine whether the obsolete computers can be repurposed for less demanding applications or upgraded, or whether they are no longer able to support any of the current programs and processes that are required to implement the curricular goals of the school.

Budget and Funding Monitoring Process

The District is committed to a dependable and sustainable Technology Plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district school sites.

The District is also committed to integrating technology tools such as podcasting, interactive white board, airliner slates and netbooks into the instructional program. Donations and grants will be solicited for purchase of equipment and training of staff to integrate equipment into their classroom program. Since the tools illustrated above would only be funded by donations and grants, these costs are not included in the above charts on pages 59 & 60.

The Board of Trustees, Superintendent, and Assistant Superintendent (CBO) have the primary responsibility for funding goals and objectives specified in this plan. In addition, the District Technology Committee, reviews the Education Technology budget and purchases during regularly scheduled quarterly meetings and provides input on any budget adjustments that are deemed necessary by the Superintendent. The Assistant Superintendent takes budget recommendations and revision requests to leadership (cabinet-level) meetings and the School Board as needed. The Assistant Superintendent monitors the Education Technology implementation costs as part of the district's regular budget and purchase order processing. The Information Technology Administrator, and parent organizations routinely research new funding opportunities for district education technology. School site technology budgets are the domain of site principals and school site councils.

Section 7: Monitoring & Evaluation of Technology Plan

7a. Evaluation Process

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making and continuous improvement is embedded in our Tech Plan components under the monitoring and evaluation components in sections 3, 4, & 5. These sections of the Tech Plan include specific evaluation instruments and data that will be collected on an ongoing basis and analyzed annually to assess the Technology Plan's impact on teaching and learning.

Each identified objective in our Technology Plan will be reviewed and evaluated monthly by the Information Technology Administrator, who with the Superintendent, has the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and ultimately achieved. In addition, the District's Leadership team will track the development and implementation of all activities and accomplishments during monthly meetings as well as review the latest data and any needed revisions to the plan. Between meetings, the Information Technology Administrators communicates on tech planning issues and

setbacks to the District's Technology Committee and solicits feedback via e-mail and voice-mail on an ongoing basis. In addition, the Superintendent is responsible for providing stakeholders with a formative assessment of Tech Plan implementation every February, after the Strategic Plan is approved in January, and an annual summative evaluation report in October.

7b. & 7c.: Annual Monitoring, Evaluation and Communication of the Technology Plan

The District Technology Committee has established needs for technology development. The goals and benchmarks in this plan are based on the needs of the school sites and District as generated from the Technology Committee, with input from staff at individual sites. The Board of Trustees' approval of this plan makes those goals and benchmarks district priorities for technology. The Assistant Superintendent of Business and Facilities will monitor expenditures for the district. The Superintendent, Assistant Superintendent, and Site Principals are responsible for implementing the Goals and monitoring the benchmarks and site budgets. Information Technology Administrator, DataWise Coordinators, and teachers work at the sites and report directly to the Principal. Teachers and coordinators are responsible for most of the implementation of the technology goals and benchmarks. The principals oversee the day-to-day budgets and plan for the expenditure of the various funds and programs. They make monthly reports of categorical budget expenditures to Site Councils. The Superintendent with the Assistant Superintendent prepare the monthly budget reports as well as the state required Interim Reports for the Board, develops the budget annually, and in the process advises the Board about state and grant funds available. The Superintendent has ultimate responsibility and over-sees full implementation of this plan for the Board.

Section 8: Adult Literacy and Technology

The District does not provide adult literacy education since Placer Union High School District oversees the Adult Education programs within our boundary. In addition, PCOE does run a Regional Occupational Program (ROP) that offers a variety of technology and adult training opportunities. These ROP classes are open to all residents of the county, who are at least 16 years old. Classes are offered mornings, afternoons and evenings, at district offices and high school campuses in the region. This flexible training program provides adults with career guidance, hands-on training, and job placement assistance. The District will schedule a parent training for use on the parent portal of accessing assignments, grades, and student achievement from the AERIES website.

Section 9: Effective, Research-Based Strategies

9a. Summary of Relevant Research

Our Technology Plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts and Math. The learning objectives are based on the California State Academic Content Standards. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, Total Cost of Ownership, and important factors that contribute to successful staff development.

Our revised education Technology Plan 2010-2013 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind. <http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **CoSN, Total Cost of Ownership (TCO)Tool**
The TCO Tool offers schools a formalized process for assessing the costs of technology investments.
<https://k12tco.gartner.com/home/default.aspx>

Curriculum Component Research

"21st Century Skills Assessment." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_assessment.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on assessment. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction.

"21st Century Skills Standards." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_skills.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on standards.

"21st Century Skills Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on skills.

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <<http://www.copyright.gov/>>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008

<<http://fairuse.stanford.edu/>>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

McKenzie, J. (1999). How teachers learn technology best. Bellingham, WA: FNO Press

Jamie McKenzie looks at how educators learn technology effectively, outlining the myths and realities of professional learning and clearly spelling out the necessary steps to engage teachers with technology. He discusses issues of adult learning (“androgogy”) and explains that adult learning should involve the learners in activities that match their individual interests, needs, and developmental readiness. For readers wanting more depth in particular aspects, McKenzie includes many website addresses.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). Teaching with technology: Creating student-centered classrooms. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist that the authors believe takes place as teachers become expert technology users, leading to new levels of confidence and willingness to experiment with instruction.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-based Education Technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-based Education Technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sep 2008

<<http://www.cyberbully.org/documents/>>.

Director Nancy Willard provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

Professional Learning Component Research

"21st Century Curriculum and Instruction." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_curriculum_and_instruction.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on curriculum and instruction. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's student.

"21st Century Professional Development." (2007). Partnership for 21st Century Skills. 4 Sep 2008

<http://www.21stcenturyskills.org/documents/21st_century_skills_professional_development.pdf>. (21st Century Skills Assessment, 2007)

This white paper (epaper) explains the elements that are the critical systems necessary to ensure student mastery of 21st century skills, with a focus on professional development.

"Copyright." Copyright and Fair Use. (2008). US Copyright Office. 4 Sep 2008 <<http://www.copyright.gov/>>.

Site introduces copyright basics, copyright laws, fact sheets and FAQs, along with a link to Taking the Mystery out of Copyright – a tour for students and teachers. Site also provides guidelines for Fair Use.

"Copyright & Fair Use." Stanford Copyright & Fair Use Center. (2008). Stanford Copyright & Fair Use Center. 4 Sep 2008 <<http://fairuse.stanford.edu/>>.

Site provides primary materials, guide books, articles, and even videos on copyright laws and fair use issues.

Geisert, P., Futrell, M., (2000). Teachers, computers, and curriculum: Microcomputers in the Classroom. Needham Heights, MA., Allyn and Bacon.

Geisert and Futrell's emphasis is on classroom and curricular integration, not on computer technology. Its curriculum-based approach to using microcomputers addresses the needs and concerns of preservice and in-service teachers of different experiential backgrounds, from computer novice through long-time proficient users. The authors examine how schools are putting technology to use with K-12 youngsters — "toward genuine fusion of instructional processes and computer use in diverse content areas and grade levels." The book opens with a focus on teachers and curriculum, and then presents six Primers (A-F) on understanding computers(e.g., Classroom Computer Connections, Bossing a CPU).

McKenzie, J., (2000). Beyond technology: Questioning, research and the information literate school. Bellingham, WA: FNO Press.

Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

WestEd (2003). The learning return on our educational technology investment. San Francisco: WestEd.

Co-authors Loretta Kelley and Cathy Ringstaff report that "As schools invest heavily in computer-basEducation Technology, they can benefit from the experiences and research of others focusing on the impact of this technology on student learning." This paper, produced by WestEd's Regional Technology in Education Consortium, summarizes major research findings related to technology use and, based on these findings, attempts to draw out implications for educators, policymakers, and the public. It provides guidance, intended primarily for people developing school or district technology plans, on the conditions that need to be in place for computer-basEducation Technology to have the most impact on student learning.

Willard, Nancy. "Recent Reports and Articles." Center for Responsible Internet Use. 4 Sept 2008 <<http://www.cyberbully.org/documents/>>.

Director Nancy Willard provides research and outreach services to address issues of the safe and responsible use of the Internet. Articles are pertinent to parents, educators, librarians, policy-makers, and others regarding effective strategies to assist

young people in gaining the knowledge, skills, motivation, and self-control to use the Internet and other information technologies in a safe and responsible manner.

Infrastructure, Hardware, Technical support, and Software Component Research

Geisert, P., Futrell, M., (2000). *Teachers, computers, and curriculum: Microcomputers in the Classroom*. Needham Heights, MA., Allyn and Bacon.

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McKenzie, J., (2000). *Beyond technology: Questioning, research and the information literate school*. Bellingham, WA: FNO Press. Jamie McKenzie voices his concerns that once they install networks, many schools discover they've paid too little attention to learning goals and a purpose that might mobilize teachers to embrace the new technologies with enthusiasm. McKenzie describes how questioning, research and information literacy can become driving forces so that even skeptics and late adopters acknowledge the value of the venture.

Sandholtz, J., Ringstaff, C., & Dwyer, D. (1997). *Teaching with technology: Creating student-centered classrooms*. New York, N.Y., Teachers College Press.

The authors have analyzed a 10-year research study of the Apple Classroom of Tomorrow (ACOT) school sites. The centerpiece of the study is the five-phase model of instructional evolution in technology-rich classrooms: entry, adoption, adaptation, appropriation, and invention. The model describes a shift in instructional style, from traditional to constructivist that the authors believe takes place as teachers become expert technology users leading to new levels of confidence and willingness to experiment with instruction.

Tomei, L. (2002). *The technology façade*. Boston: Allyn and Bacon.

The author looks at human factors, financial investment, commitment of resources, and instructional strategy as essential components to effective technology planning. He emphasizes importance of technology tools connecting to classroom curriculum.

Auburn Union School District Education Technology Plan

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading & Writing Technology Skills	Marzano, <u>What Works in Schools</u> , 2003.	“The defining characteristics of schools producing unprecedented gains in student achievement is that they rely on data to identify probable successful interventions.”
Information Literacy Skills History/Social Studies	<i>Critical Issue: Using technology to improve student's achievement</i> , 1999 NCREL web site.	“Using technology within the curriculum framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Core Content, including Math and Science	Sivin-Kachala and Bialo, <i>2000 research report on the effectiveness of technology in schools</i> , 2000.	“Computer-assisted instruction and drill-and-practice software can significantly improve students’ scores on standardized achievement tests in all major subject areas.”
Reading	Results! California Professional Development Institute. Research includes: Moats, <i>Educational Leadership</i> , March 2001; Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve, Chapter 4; Fielding and Person, <i>Educational Leadership</i> , February 1994.	“Researched-based reading strategies can build a foundation for reading success in students of all ages. These include: Phonological awareness and decoding; reading fluency and word recognition; vocabulary and phrase meanings; teaching comprehension; and including writing response to reading. Administer measures of assessment and assign students materials and programs that will enable them to read with 90-95 percent accuracy. Teach individually or in small groups as much as possible. Schedule at least two hours a day for reading instruction for struggling readers. Monitor progress and adjust instruction and time allocations accordingly.”
Learning as a Process	Glasgow & Hicks, <u>What Successful Teachers Do</u> , 2003.	“Strategy 68: Balance the rigors of new technology with content goals. When helping students acquire computer and technology skills, teach them to set goals that focus on the process of learning instead of on the outcome of learning.” “Strategy 69: Use the Internet as a classroom....significant gains in content knowledge and a high level of motivation with the project.”

Auburn Union School District Education Technology Plan

Integration Strategies to Improve Teaching and Learning	DuFour & DuFour, <u>Whatever It Takes</u> , 2004.	“Eight Step Improvement Process.....Step 1- Disaggregate Data, Including Test Results....”
Staff Development: Adult Learning Models	Schacter, <u>The impact of education technology on student achievement: What the most current research has to say.</u> Milken Family Foundation web site, 1999	“The most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on active learning.”
Internet Safety	www.wiredsafety.org – “Helping to Make You Cyber Safe and Information Literate”, 2006; www.techlearning.com “Cyberbullying – Responsibilities & Solutions”, 2008.	“Video resources, lessons and activities to keep children safe from cyberbullying, cyber-predators and other dangers.” “What differentiates cyber bullying from physical and verbal bullying is that perpetrators can exploit the secrecy of the Internet to conceal their identity while abusing their victims.”
Ethical Issues/ Copyright	www.techlearning.com - “Educators Guide to Copyright and Fair Use”, 2003. “Net Wise Teens: Safety, Ethics and Innovation”, by Poftak, 2002.	“Write an AUP from a "positive versus negative" perspective. For example, in addition to telling kids not to copy another's work, words, or images without permission, Bloomfield's AUP states: "Always correctly quote your sources for reports, projects, or Web pages. Use free clip art sites or create your own graphics for projects.”

9b. Extending District Curriculum

Our district is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our Technology Plan integrates the development of innovative strategies for using technology including the use of free or low cost Open Source and Web 2.0 tools and resources for students, teachers, and administrators such as those offered on edZone (<http://www.k12hsn.org/edzone/>) via the California High Speed Network. We will continue to work with CTAP Region 2 and our County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students.

APPENDIX

Appendix C – Criteria for EETT Technology Plans

1. PLAN DURATION CRITERION	Page in District office Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>The plan should guide the county office's use of education technology for the next three to five years</i>		The technology plan describes the county offices 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 2009-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in district office Plan	Example of Adequately Addressed	Not Adequately Addressed
<i>Description of how a variety of stakeholders from within the school county office and the community-at-large participated in the planning process.</i>		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 county office actively sought participation from a variety of stakeholders.

Auburn Union School District Education Technology Plan

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. <i>Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.</i>	8-11	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. <i>Description of the district's current use of hardware and software to support teaching and learning.</i>	11-16	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. <i>Summary of the district's curricular goals that are supported by this tech plan.</i>	16-20	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. <i>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.</i>	21-24	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.

Auburn Union School District Education Technology Plan

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>e. <i>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.</i></p>	<p>24-26</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</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. <i>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</i></p>	<p>28</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>

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3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
g. <i>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.</i>	28	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.
h. <i>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</i>	28	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.	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.

Auburn Union School District Education Technology Plan

3. CURRICULUM COMPONENT CRITERIA (continued)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
i. <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.</i>	30	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	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.
j. <i>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</i>	32	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. <i>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.</i>	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

Auburn Union School District Education Technology Plan

<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><i>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</i></p>	<p>35-39</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include 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><i>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 through 3j) of the plan.</i></p>	<p>40-45</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 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><i>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.</i></p>	<p>46</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>

Auburn Union School District Education Technology Plan

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12.	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. <i>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.</i>	46	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. <i>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.</i>	47-54	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

5 INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA (Cont) Corresponding EETT Requirement(s): 6 and 12.	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>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.</i>	55	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
<i>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</i>	56	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

Auburn Union School District Education Technology Plan

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. <i>List established and potential funding sources.</i>	57-58	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. <i>Estimate annual implementation costs for the term of the plan.</i>	59-60	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. <i>Describe the district's replacement policy for obsolete equipment.</i>	60	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. <i>Describe the process that will be used to monitor Education Technology funding, implementation costs and new funding opportunities and to adjust budgets as necessary.</i>	61-62	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.

Auburn Union School District Education Technology Plan

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(: 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<i>a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</i>	61	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
<i>b. Schedule for evaluating the effect of plan implementation.</i>	62	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
<i>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</i>	62	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

<p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS Corresponding EETT Requirement: 11 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. <i>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.)</i></p>	<p>62</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>

Auburn Union School District Education Technology Plan

<p>9. RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Not Adequately Addressed</p>
<p><i>a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.</i></p>	<p>63-69</p>	<p>The plan describes the relevant research behind the plan's design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.</p>
<p><i>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.</i></p>	<p>69</p>	<p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p>

E-rate Supplemental Budget Analysis

Guidance and Sample for Completing an E-rate Supplemental Budget Analysis (Addendum) to EETT Technology Plan

This E-rate Supplement is to be **completed annually**
and **retained locally** for E-rate audit purposes.

Use this form:

- to provide the required supplemental analysis when using an EETT technology plan as an E-rate acceptable plan; or
- when adding a new technology not currently addressed in an existing EETT technology plan.

Paragraph 59 of the Schools and Libraries Fifth Order, states that the Universal Service Administrative Company (USAC) has:

“been treating technology plans approved under the [United States] Department of Education’s Enhancing Education Through Technology (EETT) as acceptable technology plans subject to one qualification. Consistent with the [Federal Communications] Commission requirement that program applicants demonstrate that they have the necessary resources required to utilize e-rate discounts, USAC has required that the EETT technology plans be supplemented by an analysis that indicates that the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of the Commission’s support program.”

PART 1: Identification, Certification, and Signatures

E-rate Year:	July 1, <u>2009</u> - June 30, <u>2010</u> Year <u>12</u>	
School District or Local Educational Agency (LEA):	Auburn Union School District	
CDS Code Number:	3166787	
Authorized E-rate Contact:	Susan Kane	
Authorized E-rate Contact’s Signature:		Date:
Certification:	I acknowledge that the school district or LEA named above is <u>aware of</u> and will <u>work to secure</u> the <u>financial resources</u> listed on the following pages in addition to E-rate discounts. These resources are needed to achieve the technology aims stated in our EETT technology plan including technology training, software, and other elements outside the coverage of E-rate discounts.	
District Superintendent’s Name:	Michele Schuetz	
District Superintendent’s Signature:		Date:

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

<p>PART 2: E-rate Eligible Services Requested and Identified in EETT Technology Plan: Description of Specific E-Rate Service(s): Opt-E-MAN Fiber Internet Access, construction, and replace two servers. In addition, the District uses E-Rate funds for cellular and land line phones.</p>
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PART 3: EETT Technology Plan Goal(s) That Will Be Addressed by the E-rate Service(s) Described in Part 2:	
EETT Technology Plan Goal(s) addressed by E-Rate:	Page in Plan
The OptEMAN project will assist in completing all Technology Plan Goals 1-6	19-34
Replacement of servers at Rock Creek School: Goals 1-6	19-34
Voice Communications: Goal 5	32

PART 4: Description of Level/Amount of Service Change			
Describe current level/amount of service:	Describe new level of service after E-Rate request is granted:	Budget amount for district's share (for each charge involved in the service):	Planned budget source or line item for each budget amount:
Wireless and T1 Connections	New fiber internet access OptEMAN Project	\$102,420	Unrestricted Funds
Telecommunications	Telecommunications	\$ 25,500	Unrestricted Funds

(Continued next page)

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

PART 5: Analysis of Non E-rate Eligible Resources			
Required to Meet EETT Technology Plan Goals			
This budget-analysis indicates that the E-rate applicant is aware of and will work to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support. The EETT technology plan is supported with documents that describe how the applicant will be able to secure these financial resources, including resources pertaining to: (a) infrastructure; (b) hardware; (c) software; (d) professional development; (e) retrofitting; and (f) maintenance, needed to achieve the applicant's technology plan. <u>This supplemental budget-analysis must be kept with the E-rate documentation at the applicant's site.</u>			
Check the current SLD/USAC Eligible Services List at: http://www.sl.universalservice.org/reference/eligible.asp			
Part 5 a Infrastructure required to achieve EETT Technology Plan:			
E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$52,716 61%	\$33,705 39%	Unrestricted	OptEMAN project with AT&T page 46

Part 5 b Hardware required to achieve EETT Technology Plan:				
Total Budgeted \$:	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description of Major Items to be purchased, and/or refer to page number in tech plan.
\$5,622	\$:5,060 (90%)	\$:562 (10%)	Unrestricted	Two servers to be housed at Rock Creek page 54

(Continued next page)

Auburn Union School District Education Technology Plan

Part 5 c Software required to achieve EETT Technology Plan:				
Total Budgeted	E-rate eligible amount	Non-E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items to be purchased, and/or refer to page number in tech plan.
\$ 47,500	\$:0 0%:	\$: 47,500 100%:	Unrestricted & Locally Restricted	Renaissance, Accelerated Math & Reading, Data Wise, and Rosetta Stone. Please refer to 19-34 (specifically 24)

Part 5 d Professional development required to achieve EETT Technology Plan:				
Total Budgeted Cost of Training:	Source of funds:	Number of Staff:	Description of Training: Reference page in technology plan.	Services or Contracts to be purchased, and/or refer to page number in tech plan.
\$: 9,000	Unrestricted and Title II D	114	Instruct Staff on instructional technology use	Refer to page 38

Part 5 e Retrofitting required to achieve EETT Technology Plan:				
Total Budgeted	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Items and/or Services/Contracts to be purchased, and/or refer to page number in tech plan.
None	\$: %:	\$: %:	In-kind Contribution of \$160,000 for installing fiber optic	Construction and Inside wiring for fiber optic OptEman Project: See Page 46

(Continued next page)

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

This E-rate Supplement is to be **completed annually**
and **retained locally** for Erate audit purposes.

Part 5 f Maintenance required to achieve EETT Technology Plan:				
Total Budgeted	E-rate eligible amount	Non E-rate eligible amount	Source of funds: (Non E-rate Eligible Portion)	Description Major Services/Contracts to be purchased, and/or refer to page number in tech plan.
None	\$. %:	\$. %:		

Instructions for Completing the Sample E-rate Supplemental Analysis for a State-approved EETT Technology Plan:

The sheet is in Microsoft Word format. Cells will increase in size to contain the necessary information.

SLD/USAC requires that an E-rate applicant’s EETT technology plan be supplemented by a budget-analysis that indicates the applicant is aware of and will be able to secure the financial resources it will need to achieve its technology aims, including technology training, software, and other elements outside the coverage of E-rate support.

For each logical grouping of E-rate requested services/products, fill out the corresponding supplemental budget-analysis sheet. Since substantial amounts of the required supplemental budget-analysis may appear in some EETT technology plans, refer to budget sections in the applicant’s EETT technology plan for clarity and to avoid redundancy.

For any item in a part, if you have no information to provide, enter “NONE.”

PART 1: Fill in the identifying information, certification, and signatures.

PART 2: List the service for which you are requesting E-rate support. For example, “cell phone service” and “interactive video service” are each logical groupings of E-rate requested services.

Cell phone service is distinct, while interactive video service includes multiple components such as bandwidth, interior wiring and leased equipment. You must be sure to combine all the costs and other requirements when analyzing a complex service. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART 3: List the educational technology plan goals that will be addressed using the service(s) from Part 2. Goals may be identified either by listing their page and section number in the EETT technology plan or by a very brief narrative statement. There may be several goals involving a single service request. Please reference the page number(s) and section(s) within the EETT technology plan that describe the applicant's E-rate eligible services.

PART4: Briefly describe the current level/amount of service. Then indicate the level/amount of service that will be available after the E-rate discount is approved. Note the budget amount for the district's share for each charge involved in the service. In the final column enter the budget source or line item for each amount.

PART 5: Instructions for Part 5 d follow immediately below. In the Analysis of Non E-rate Eligible Resources, for each of the following categories: (a) infrastructure; (b) hardware; (c) software; e) retrofitting; (f) maintenance; indicate:

- the total amount of funds the applicant will need to achieve its technology aims;
- the E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the Non E-rate eligible portion of the total amount of funds that the applicant will need to achieve its technology aims; and show the Non E-rate eligible portion of the total amount of funds as a dollar amount and percentage;
- the specific funding source(s) the applicant will be able to secure to pay for the Non E-rate eligible portion of the total amount of funds budgeted; and
- a description of the major items or services covered under categories a through f above.

5.d: For Professional Development, indicate the estimated cost of the professional development and the source of the funds needed. Report the number of staff and their level of proficiency in that skill. Indicate the additional professional development required to make use of the requested service.

(Provide a brief description and/or refer to the page number in the technology plan. Remember, a minimum of 25% of Title II, Part D (Formula and Competitive) funds must be used for technological professional development.)

5.e: For Retrofitting, indicate any construction, electrical work, or rewiring that would be required to use the E-rate requested service along with an estimated cost and a budget source. If none is required, indicate “None” in the block for that part.

**Guidance and Sample for Completing an
E-rate Supplemental Analysis (Addendum) to EETT Technology Plan (continued)**

5.f: For Maintenance, indicate any SEPARATE maintenance contracts with the type and location of equipment to be maintained along with estimated cost and a budget source. This amount may be eligible for discount IF the equipment involved is eligible equipment. For maintenance contracts that are part of an eligible E-rate contract, indicate that maintenance is limited to the service and equipment listed in the E-rate request.

A copy of the applicant’s EETT technology plan, including an E-rate Supplemental Analysis (Addendum) for a State-approved EETT Technology Plan and supporting documentation, should be kept with the applicant’s E-rate documentation at the applicant’s site for audit purposes.

This E-rate Supplement is to be completed annually and retained locally for audit purposes.