El Tejon Unified School District
Technology Plan
July 1, 2013 – June 30, 2016

DISTRICT OVERVIEW

The El Tejon Unified School District is a rural district located on the southern edge of Kern County consisting of 4 schools K-12 (one K-6 elementary school, one 7-8 middle school, one 9-12 high school, and one 9-12 continuation high school) with a total district student population of approximately 900 as well as teachers, support staff and administrators. The plan describes the current status of technology in the District and action plans to improve and move forward with technology implementation as required. We will update and revise our plan as technology changes and the needs of our District's uses of technology evolve.

TECHNOLOGY PLAN OVERVIEW

The El Tejon Unified School District's Technology Plan will guide technology use in implementing strategies for improvement of student learning and professional development for teachers, administrators, and support personnel. It will also serve as our E-RATE plan for the next 3 years.

1. **PLAN DURATION.**

   This technology plan is intended to guide technology use and implementation in the El Tejon Unified School District for a period of 3 years. It is recognized that technology is a key component of a 21st century student's education. Effectively implementing technology to support the curricular goals of the District is the challenge that this plan will address. It will be in effect from July 1, 2013 through June 30, 2016 and will be reviewed and updated annually as technology needs change. It will also serve as our E-RATE plan for the next three years.

2. **STAKEHOLDERS.**

   The stakeholders involved in the technology plan development include district personnel; including the Superintendent, District Technology Coordinator, Site Technology Coordinators, principals, and teachers from all schools; School Site Councils; Site and Technology Guidance Teams; and local businesses. Meetings were held monthly at Frazier Mountain High School. The Technology Guidance Team was made up of seven people including Site Technology Coordinators, a teacher representing each of the school sites, and the District Technology Coordinator. This group represented the wider population of stakeholders and solicited input when needed for the development of this technology plan. This arrangement has worked well and will continue to be used to keep the plan current through annual reviews.

Technology Guidance Team/Stakeholders	
Superintendent	Katherine Kleier
Principal, Frazier Mountain High School	Sara Haflich
Principal, El Tejon and Frazier Park Schools	Gretchen Skrotzki
District Technology Coordinator	Thomas Hurst
FMHS Technology Coordinator	William Shillig
Frazier Park School Technology Coordinator	Monica Darling
El Tejon School Technology Coordinator	Tery Schantzen
Teacher, Frazier Mountain High School	Yvette Heasley
Teacher, El Tejon School	Chuck Mullen
Teacher, Frazier Park School	Andria Bloom
Parent Volunteer, PMLC	Holly Mathews
Mentor, FMHS, JoeMedia Company	Russell Heasley
Mentor, FMHS, Rothenburg/Sowasi Architects	Maxwell Williams
Mentor, FMHS, Lightstone Animation	Robyn Conover
Mentor, FMHS, Consultant	Gil Carson

3. **CURRICULUM.**

   a) **Teachers' and students' current access to technology.**

   Technology is currently available to all students at Frazier Park Elementary School (K-3) during school hours (7:45 to 2:05). All of the classrooms and computer lab are networked and are connected to the Internet. Software is used to reinforce concepts previously taught and to encourage creativity in students. All classrooms have regular computer time in the computer lab and some classrooms have technology centers that students use daily. The school library has computers available for students and the teacher's lounge has a computer available for teachers and administrators. The computer lab is available for students in after school programs such as ELL (2:05 till 3:10). Other technologies include interactive whiteboards, DVD players, video cameras, digital cameras, and projection devices. Frazier Park School has two to three computers in each of sixteen classrooms, twenty-seven computers in one computer lab, and one computer for teachers located in the teacher's lounge. The district uses Windows XP Professional and Windows 7 Enterprise for operating systems and Open Office and Libre Office Suites. Some examples of software in place include Kidpix, Math Blaster, Sammy's Science House, Bailey's Bookhouse, Amy's Suite, Animated Typing, Oregon Trail, Kidworks 2, Accelerated and Star Reading and Essential Skills Suite which includes Grammar, Spelling, First words for ELL, Phonics, Sight words, and Reading Comprehension. The school purchases additional software based

on the needs of Frazier Park School as monies become available. Some assistive technologies are available to students with special needs. English Language Learners get extra language practice through grammar and vocabulary programs (Essential Skills First Words for ELL) that focus on the repetition of words and phrases. Internet web sites are also used to meet the special needs of some children. Administrators use PowerSchool to access student information. Third grade teachers and administrators use Edusoft as an assessment tool to monitor student progress. Star reading is used by students for teachers and administrators to determine the reading level and growth of students. PowerGrade is used by teachers for grading purposes.

At El Tejon School (4-8 middle school) technology is available to teachers and students in classrooms and the computer lab at El Tejon School. One hundred percent of the classrooms have at least one computer with Internet access; many of the classrooms have two to three computers for daily student and teacher use. Students use the computer lab weekly or bi-weekly depending on their schedule. All students have regular, on-going, flexible access to computers, the Internet, and other technologies such as DVD players, video cameras, digital cameras, and scanners in some classrooms. All teachers at this school have access to a classroom computer with Internet access. In the middle grades examples of software currently in place includes: Accelerated Reader, Scott Foresman's Science CDs, Math for the Real World, Type to Learn, and Encarta. Study Island, an Internet program, was recently purchased to reinforce language arts and math standards.

Currently, students at Frazier Mountain HS have access to computers in our technology lab, two banks of computers in the school's library, and ComTec Academy students have access to laptops that are stored in a rolling cabinet to maneuver from class to class. Academy students may check these computers out for home use when working on projects such as thematics. For the 2012-2013 school year, our student to computer ratio was 1.7:1. In addition, courses that can use computers during class time, such as RSP, SDC, and yearbook, have anywhere from 3-5 computers dedicated to that room. The library and technology lab are frequently scheduled to be open during after school hours for student access and for tutoring of our technology students. Each administrator, instructor, and the clerical staff at FMHS has a computer in his/her classroom for personal use in curriculum development.

b) **District's current use of hardware and software.**

The District uses PowerSchool for attendance, state reporting, and grading purposes. This system allows teachers to take attendance daily, produce weekly attendance reports, manage grading, and create student progress reports. All campuses have access to the OpenOffice package which includes programs for word processing, calculation software, and presentation software. OpenOffice is utilized for presentation purposes by staff and students. Staff utilizes Impress to prepare lectures for the class and for staff meetings and students use the software for research presentations and thematics.

All kindergarten through sixth grade students use technology to monitor and reinforce reading comprehension and math skills. Students expand basic computer and information

literacy skills. Students use word processing and electronic reference materials as well as the Internet to create reports and research projects.

Seventh and eighth grade students take computer classes to meet the requirements of the District's high school basic computer class, which includes word processing, desktop publishing, and Internet research.

At Frazier Mountain High School, Froguts, a computerized dissection program, has become an integral part in preparing students for dissections in the biology classroom. Adobe Creative Suite has been licensed for the school, and is available in the technology lab. This suite of programs has added professional software aspects to the five pathways utilized by the Academy that include Architecture, Animation, Desktop Publishing, Video Technology, and Web Development. All students have access to the Adobe suite of programs in the technology lab. Internet access, both wired and wireless, is available campus-wide. All classrooms have Internet access. This access is integral to students in research and for obtaining information regarding current events, as well as to create college and career plans. Additionally, every student and instructor is given an email account for communication with one another. Students are able to access this account from any computer that has Internet access.

c) **Summary of the District's curricular goals that are supported by this tech plan.**

Technology is viewed as a requirement for successful communication in today's world, and the use of technology in the learning process is an essential element in all school plans at each school site in the El Tejon Unified School District. These plans link technology to implementation of curricular goals as well as school improvement efforts. Strategies are intended to coordinate all aspects of planning, including School Site Plans, actions plans, and a District Strategic Plan that focuses on meeting all state and federal testing growth targets. The District Strategic Plan focuses on curricular goals that include English Language Development Programs, ROP/Adult Education, Continuation High School, and staff training and development—all of which include a strong technology component.

The vision of El Tejon Unified School District is to develop clear goals and a specific implementation plan for using technology to improve teaching and learning. The District curricular goals are aligned with the California State Standards in all subject areas, at all grade levels K-12 in order to improve student achievement in English language arts, mathematics, history, science, and the arts. The District's goals are aligned with the federal "No Child Left Behind" legislation, adopted by the Governing Board, and incorporated into the School Site Plans.

The following goals will support El Tejon Unified School District's curricular objectives:

Goal 1 -- The use of technology will be integrated across the curriculum to enrich and expand the study of core curriculum.

Goal 2 -- Students will demonstrate mastery of grade level technology competencies as well as information literacy.

Goal 3 -- Students will be educated on the ethical behavior in regards to the use of information technology, the concept, purpose, and significance of a copyright, and the implications of illegal network file sharing. (AB307).

Goal 4 -- Students will learn how to use the Internet safely and benefit from all the good it has to offer.

Goal 5 -- District policy and practice will provide a specific implementation plan for programs and methods of utilizing technology that ensure appropriate and equitable access by all students.

Goal 6 -- El Tejon Unified School District will develop clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.

Goal 7 -- Technology will be used in a specific implementation plan so that teachers and administrators can be more accessible to parents.

d) **Goal 1** -- **The use of technology will be integrated across the curriculum to enrich and expand the study of core curriculum.**

Technology will foster and support the curriculum. The use of technology will promote higher level thinking skills, support real-life learning, promote communication skills and help students become lifelong learners. The core curriculum is aligned with the California State standards and includes the areas of English language arts, mathematics, history, social science, and science. The creation of technology infused lessons in each content area will support technology integration. The District Technology Plan will reflect and support the latest ISTE/NETS standards. ISTE provides leadership and service to promote the effective use of technology in education. Utilizing the practices set forth in ISTE will help to support the use of technology in improving teaching and learning. The following charts outline the objectives and implementation plan to achieve Goal 1.

Objective 1	Teachers will utilize lesson plans that integrate technology to support District curricular goals and California Standards.
Year	**Annual Benchmarks**
2013-2014	20% of teachers implement at least 5 lessons
2014-2015	30% of teachers implement at least 5 lessons
2015-2016	40% of teachers implement at least 5 lessons

Objective 2	The use of technology will support student improvement in proficiency in content standards measured by District Assessment in Language Arts & Math
Year	**Annual Benchmarks**
2013-2014	Students will increase their proficiency in Language Arts by 1%

| 2014-2015 | Students will increase their proficiency in Language Arts by 2% |
| 2015-2016 | Students will increase their proficiency in Language Arts by 3% |

Implementation Plan

		TIMELINE		
		Yr 1	Yr2	Yr3
1. Teachers will be given all assessment data for the students in their classroom at the beginning of each year.	Site Administrator	X	X	X
2. Teachers will develop and implement technology integration lessons on an ongoing basis.	Site Administrator	X	X	X
3. Lessons will be reviewed and shared with other teachers.	Site Administrators/Technology Coordinator	X	X	X
4. Teachers will review district assessments three times a year to inform future teaching	Site Administrators	X	X	X
5. STAR results will be analyzed to ensure that students meet the goals in Language Arts and Mathematics each year.	Assistant Superintendent Site Administrators Teachers	X	X	X

e) **Goal 2 -- Students will demonstrate mastery of grade level technology competencies as well as information literacy.**

Students at Frazier Park School and El Tejon School are introduced to computer use beginning in kindergarten and this use continues throughout their term at each school. Students have access to various CD and server based learning programs that are aligned with current ISTE and NETS standards.

At Frazier Mountain High School and El Tejon High School all students in grade 9 are required to take a computer applications course. In this course, students learn keyboarding skills utilizing the Ainsworth Typing Program, are introduced to basic word processing skills, basic calculation program equations, and presentation skills via the StarOffice package. Students are also introduced to netiquette and how to communicate via email. Students are instructed in the use of the Internet and how to determine bias and/or the validity of web pages. Communication and business skills are practiced through the process of letter, memo, and resume writing. Students also engage in collaborative and cooperative learning through the completion of various technological projects.

Students enrolled in ComTec Academy during grade 10 must take Technology II. In Tech. II, students continue to advance skills they learned in Computer Applications. In addition, they complete units in career/college research, Intro. to InDesign, Internet use, Introduction to Web Development, Introduction to Photoshop, and an Introduction to Hardware unit.

In grades 11 and 12, students enrolled in the ComTec Academy choose a pathway from one of the five offered: Architecture, Animation, Web Development, Desktop Publishing, or Video Technology. Utilizing software from the Adobe Creative Suite and Lightwave Animation Software, students work with mentors from the community who work within each pathway industry. Students complete advanced projects in their pathway.

Students in the El Tejon Unified School District will acquire technological and information literacy skills in order to succeed in the classroom and the workplace. Articulation between teachers at all grade levels shows a need to ensure that students acquire and retain skills in an incremental and sequential manner where new skills are built upon prior learning. District Technology Standards Assessment will be developed. This assessment will follow the student through their career with the El Tejon Unified School District. This will facilitate communication among staff members concerning individual student progress in acquiring technological and information literacy skills.

El Tejon Unified School District recognizes that information literacy is not a subject unto itself. It crosses all disciplines, learning environments, and levels of education. Information literacy skills are embedded in Content Standards adopted by the State Board of Education. Those skills will be integrated into all subject areas. Information literacy skills are often defined by the following processes (Big 6):

- **Task Definition** – What needs to be done?
- **Information Seeking Strategies** – What resources can I use?
- **Location and Access** – Where can I find these resources?
- **Use of Information** – What can I use from these resources?
- **Synthesis** – What can I make to finish the job?
- **Evaluation** – How will I know I did my job well?

The following charts outline the objectives and implementation plan that will be executed in order to achieve this ideal:

OBJECTIVE 1:	**Students will acquire the technology skills and Big 6 information literacy skills needed to succeed in the classroom and the workplace.**
Year	**Annual Benchmarks**
2013 - 2014	70% of students will achieve proficiency of information literacy skills as demonstrated on classroom assignments, and District Technology Performance Assessment
2014 - 2015	80% of students will achieve proficiency of information literacy skills as demonstrated on classroom assignments, and District Technology Performance Assessment
2015 - 2016	90% of students will achieve proficiency of information literacy skills as demonstrated on classroom assignments, and District Technology Performance Assessment

Implementation Plan				
Activity	**Responsibility**	**Time Line**		
		Yr1	Yr2	**Yr3**
1. Review and update District Technology Standards (Appendix A) to align with current ISTE NETS	Technology Guidance Team	X		
2. Present and distribute updated Technology Standards to Site Administrators and teaching staff	Technology Guidance Team	X		
3. Teachers will use the District Technology Standards to guide instruction and ensure students acquire the technology and information literacy skills required at each grade level	Site Administrators	X	X	X
4. Teachers will integrate technology skills and information literacy skills daily into their lesson plans and student objectives	Site Administrators	X	X	X
5. Update District Technology Performance Assessment	Technology Guidance Team, Site Administrators, and District Curriculum Committee	X		
6. Teachers will assess student proficiency in information literacy skills	Site Administrators	X	X	X

f) **Goal 3 -- Students will be educated on the ethical behavior in regards to the use of information technology, the concept, purpose, and significance of a copyright, and the implications of illegal network file sharing. (AB307).**

TurnItIn.com is a program that will expose our students to the dangers and unlawful aspects of plagiarism. Students will use the program to determine if their own papers reflect plagiarism and be able to remedy any issues that reflect plagiarism prior to submission of their work. Units in Tech. II and Computer Applications teach students how to determine the validity and bias of web pages. In these units, we examine ethical use of the Internet and teach safe usage. Students will be exposed to various articles regarding the consequences for illegal file sharing and downloads. Lectures will include information about the consequences of plagiarism and fair use policies as they pertain to our school district policy and to post-secondary institutions. Units that reflect online safety in regards to social networks as well as online bullying will be implemented in all technology courses. Students and parents district-wide are required to sign an Internet user agreement that outlines district policies for Internet use. Appropriate safeguards such as Untangle will be implemented by the IT staff in order to block inappropriate web content from student use. Teachers are inserviced on fair use policies, copyright, and netiquette as part of the CTAP Level 1 certification.

Objective 1	Students will demonstrate understanding appropriate to their grade level of the fair use policy, plagiarism, and following copyright laws		
Year	**Annual Benchmarks**		
2013-2014	80% of students will demonstrate ethical use of information technologies. Assessment of student understanding will take place within each individual computer course via tests, projects, and presentations.		
2014-2015	90% of students will demonstrate ethical use of information technologies. Assessment of student understanding will take place within each individual computer course via tests, projects, and presentations.		
2015-2016	95% of students will demonstrate ethical use of information technologies. Assessment of student understanding will take place within each individual computer course via tests, projects, and presentations.		

Implementation Plan				
Activity	**Responsibility**	**Time Line**		
		Yr1	Yr2	Yr3
1. Teachers will teach ethical use and copyright laws as part of research skills	Technology Guidance Team	X	x	x
2. Students will write a research paper including proper citations and lawful use of copyrighted work.	Technology Guidance Team	X	x	x
3. Teachers will use the District Technology Standards to guide instruction and ensure students acquire the technology and information copyright and ethical use of information required at each grade level	Site Administrators	X	X	X

Goal 4 -- Students will learn how to use the Internet safely and including how to protect online privacy and avoid online predators.

g)

The Internet can be a valuable educational tool as it brings many resources for our students. The El Tejon Unified School District will place high priority on the safe use of this resource. The El Tejon Unified School District realizes that it is important to balance protecting students with the need to utilize the technology to its full potential. The El Tejon Unified School District wants students, parents, and teachers to be aware of the risks and take steps to minimize them. Informational brochures and will be provided for student, teachers, and parents. Each school home page will address Internet safety through the introduction of websites whose mission is to educate and empower youth to make their Internet experiences safe and responsible. Lesson plans will be developed on this topic for teacher use. The El Tejon Unified School District will update the Acceptable Use Policy and Employee Use of the Technology. The web filtering software will be carefully monitored and updated. Through these procedures, students will learn how to use the Internet safely. The El Tejon Unified School District will be in compliance with AB 307.

Objective 1	Students will demonstrate awareness of good practices for Internet safety (on how to avoid dangerous, inappropriate, or unlawful online behavior) appropriate to their grade level.
Year	**Annual Benchmarks**
2013-2014	Students will receive annual training in Internet safety

2014-2015	Students will receive annual training in Internet safety
2015-2016	Students will receive annual training in Internet safety

Implementation Plan

ACTIVITY	RESPONSIBILITY	TIMELINE		
		2013-2014	2014-2015	2015-2016
1. Update lesson plans for teacher use in teaching Internet safety in the classroom.	Special Ed Director and Site Administrators	X	x	x
2. Update information brochures for parents, teachers and students to be handed out annually	Technology Director	X	x	x
3. Update district acceptable use policies to reflect Internet safety	Site Administrator	X	X	X
4. Update and monitor web filtering software.	Technology Director and Site Administrators	X	X	X

h) **Goal 5 – District policy and practice will provide a specific implementation plan for programs and methods of utilizing technology that ensure appropriate and equitable access by all students.**

El Tejon Unified School District believes that all students shall have equitable access to educational and informational resources, including ELL, GATE, Special Ed, "At Risk," and Title I students. Administering the California Technology Survey and placing equipment based on these results will accomplish implementation of equitable access to informational resources. The District will also progress towards lowering the student-to-computer ratio to 4:1 as suggested by the California Department of Education.

The following charts outline the objectives and implementation plan that will be executed in order to achieve this goal.

Objective 1:	**Provide equitable access to educational and informational resources for all students including ELL, GATE, Special Ed, "At Risk" and Title I in classrooms, libraries, and computer/media labs.**
Year	**Annual Benchmarks**
2013-2014	Lower student-to-computer ratio at El Tejon School (Grades 4-8) by 5%.
2014-2015	Lower student-to-computer ratio at Frazier Mountain High School (Grades 9-12) by 5%.
2015-2016	Lower Student to computer ratio at Frazier Park Elementary School (Grades K-3) by 5%.

Implementation Plan

		TIMELINE		
		Yr1	Yr2	Yr3
1. Administer the annual California Technology Survey to assess the technology available to students	Technology Director	X	X	X
2. Assess the use of technology in the instructional process based on the CST survey	Site Administrator	X	X	X
3. Place and purchase equipment based on the results of the CST survey and available funds	Technology Director and Site Administrators	X	X	X
4. Review IEPs annually to ensure IEP goals and objects are met and aligned with student needs for assistive technology – make purchases as needed	Special Ed Director and Site Administrators	X	X	X
5. Review District Acceptable Use Policy annually for necessary updates and alignment with federal and state regulations	Technology Director	X	X	X
6. Ensure that 100% of students have address in compliance with Williams Settlement	Site Administrator	X	X	X
7. Examine the possibility of student check-out of technology equipment (Alpha-smarts, laptops, camera)	Site Administrator	X	X	X

i) **Goal 6 – El Tejon Unified School District will develop clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.**

The El Tejon Unified School District understands the need to keep student and assessment systems current and efficient so that teachers may be supported in their challenge to meet individual academic needs. The Edusoft online assessment tools are available to all schools for student record keeping. The District will evaluate current systems on an ongoing basis and upgrade or replace them as needed to support this plan.

The District's staff has many ways to record and assess student progress. Essential Skills for Grammar, Essential Skills for Spelling, Essential Skills for ESL, Edusoft, Accele-rated Reader, and STAR are electronic assessments used to view and record data efficiently and to track individual progress and meet individual needs. This program provides teachers, curriculum directors, and administrator's access to student data away from school.

Objective 1	Evaluate and Unify Student Information System
Year	Annual Benchmarks
2013-2014	Evaluate alternative SISs and implement with training as needed
2014-2015	Unify student data into a limited number of databases, and train in their use.
2015-2016	Maintain and continue to train as needed.

Implementation Plan

		TIMELINE		
		Yr1	Yr2	Yr3
1. Assess alternate SIS systems and present to technology team	Technology Director	X		
2. Pilot system if available	Site Administrator	x	X	
3. Place and purchase equipment based on the results of the information	Technology Director and Site Administrators		X	X
4. Train staff and implement system	Site Administrators	X	X	
5. Review system for effectiveness and additional training	Technology Director		X	

J.   Goal 7 –Technology will be used in a specific implementation plan so that teachers and administrators can be more accessible to parents and improve two-way communication

Broadening access to the curriculum and student progress through the use of technology to link home and school will improve students' educational achievement. Our District will improve communication between home and school by enhancing the District Website, each School's website, and classroom web pages. Teachers will be trained in creating and maintaining classroom websites. The District will continue to provide email accounts to all teaching staff. The District currently utilizes PowerSchool and will be implementing PowerAnnouncement, which will improve communication by providing up-to-date notifications of any type.

Objective 1	Administrators and teachers will use technology tools to improve communication and be more accessible to parents.
Year	**Annual Benchmarks**
2013-2014	Teachers will be trained in creation and updating of classroom websites
2014-2015	30% of teachers will create a classroom website
2015-2016	60% of teachers will create a classroom website

Implementation Plan

		TIMELINE		
		Yr1	Yr2	Yr3
1. Teachers trained to create classroom websites	Technology Director	X		
2. Assist and retrain as needed	Technology Director		X	x
3. Review school website for classroom use	Site Administrators	X	X	X

K.   The process that will be used to monitor the Curricular Component.

The seven goals of the curriculum section of our technology plan have included objectives, benchmarks, implementation activities, timelines and roles and responsibilities for implementing the plan. The purpose of the following is to describe the monitoring and evaluation of the plan's implementation in the curricular components:

3D. Goal 1 -- The use of technology will be integrated across the curriculum to enrich and

expand the study of core curriculum.

The school site administrators will be accountable for the achievement of this goal through use of formal and informal classroom visitations and through evaluation of lesson plans. The site administrator will refer teachers that need improvement to site technology mentors or to those teachers who are proficient in the use of integrating technology into the curriculum.

Measurement of the successful implementation of the plan can be determined by the following annual assessments:

- Star Testing will report the number of students meeting grade level standards.
- Edusoft student assessment software will track student performance.
- The California English Language Development Test reports proficiency levels for English Language Learners.
- School sites will assess the District's grade level technology standards (NETS based) and measure progress.
- Essential Skills comes with a tracking, recording, and reporting tool that shares information and gives an overview of how well a student is progressing and allows teachers to identify educational strengths and weaknesses.

3G. Goal 4 –Students will learn how to use the Internet safely and benefit from all the good it has to offer.

- The District and site administrators will update Board Policy to reflect the legislation on Internet safety (AB307)
- Site administrators will evaluate teacher proficiency and instruction on Internet safety.
- The safe use of the Internet will be evaluated on a yearly basis.
- The District Technology Director will supervise the status of the filtering system

3I. Goal 6 – El Tejon Unified School District will develop clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.

- District administrators will ensure that AERIES software is purchased and implemented.
- Site administrators will provide training for AERIES software and the Scantron System.
- IT staff will provide support to administrators and teachers for all student record keeping and assessment systems.

3J. Goal 7 –Technology will be used in a specific implementation plan so that teachers and

administrator can be more accessible to parents.

- School site administrators will examine the use of email and classroom homepages that are created by teachers.
- School site administrators will be responsible for ensuring that school websites are current and accurate.
- IT staff will continue to support email, school websites, PowerSchool, Edusoft and recommend improvements.
- IT staff and site administrators will monitor AERIES parent portal when it is implemented.

4. PROFESSIONAL DEVELOPMENT.

a) Needs and Resource Assessment.

By utilizing the CTAP Technology Proficiency Levels, a baseline for organizing and promoting training can be determined. Teachers and administrators need to work towards utilizing technology in a standards-based curriculum. Teachers learn classroom management skills in order to work with technology actually available in the classrooms. The District will require teachers to complete the online assessment every 18 months. Information from the results of the survey will aid in determining our professional development needs at each site.

Current research shows that the primary reason teachers do not use technology in their classrooms is that they lack experience and competence with technology. Research shows that teachers who receive professional development with computers are more likely to use computers in effective ways. Teacher induction programs have recently improved their technology training. The use of technology is woven into induction programs.

While teachers must be offered training in technology, their training must go beyond instructional strategies that infuse technological skills into the learning process. Teachers must be provided with ongoing professional development on practical applications of technology. Teachers need ongoing, in-depth assistance in the use of technology and its integration into the curriculum. They benefit from becoming members of a network of shared expertise. They also need opportunities and time to collaborate with colleagues to conduct research through the use of professional learning communities. Professional learning communities encourage teachers to assess and address their own needs in professional development, thus increasing teacher buy-in and commitment to professional improvement. Alternative forms of support must address a range of issues including teachers' changing practices and curricula, new technologies and other new resources, and assessment practices. Time is needed for teachers to become familiar with available resources, hardware, and software products.

CTAP Region 8 provides opportunities for training at The Learning Center in Bakersfield. These training sessions are offered regularly and are focused on personal proficiency and classroom applications. Training is also offered as a part of the FACT (Formative Assessment for California Teachers) Induction program. This training is available to

veteran teachers as well. CTAP Region 8 also offers specialized classes based upon interest and input from the region's teachers and districts.

Numerous online resources are available to teachers and administrators alike to improve their skills and awareness. A few examples are:

- TechSETS (http://techSETS.org)
- SCOR (http://www.score.k12.ca.us)
- CLRN (http://www.clrn.org)
- TICAL (http://www.portical.org)
- TEAMS Teaching Circles (http://teachingcircles.lacoe.edu)

Web 2.0 training is available through California School Librarian's Association, with self-paced tutorials, (http://classroomlearning2.blogspot.com). Connected University and Virtual University offer online courses. Additionally, training is available through California State University, Bakersfield, University of California Merced, University of LaVerne, and Fresno Pacific University through extension classes in Bakersfield. Teachers can access courses on their own time and in the location of their choosing. Software products such as DiscoverWare, free Microsoft Office Videos, allow a teacher to get timely assistance on the program they are using at that time. For leading-edge learners, the access to information comes from Twitter as an informal learning tool. Quick answers and sharing postings about key topics can be found at http://twitter.com/education. As administrators and staff discover additional standards-based online resources, they bring these resources to the attention of their colleagues. Administrators build in staff development opportunities through extended minimum days and staff meetings to do further training in grading programs, tutorial and remediation support and other applications. These opportunities further the District goal to improve student learning and increase teacher and administrative effectiveness.

Since our district is small and the administrators and technology coordinators are familiar with the abilities of the employees, it is estimated that the distribution of skill levels is as indicated in the following chart. It was also determined that the area of greatest need was effectively integrating technology into the curriculum. The lower end of the Level I teachers will need training in basic computer and technology skills.

Current Administrator and Teacher Skill Levels			
	Level I	**Level II**	**Level III**
Administrators		5	
Teachers, Frazier Park School	9	5	2
Teachers, El Tejon School	11	5	2
Teachers, Frazier Mountain HS	9	11	3
Teachers, El Tejon Continuation HS		1	

b) Professional Development Goals.

The site administrators, curriculum coordinator, and site technology coordinators will share responsibility for integrating school improvements and technology initiatives. The use of technology will be modeled throughout the District. There will be encouragement and recognition of accomplishments. Professional development is accessible to those who need to participate. Optional paid professional development days will be offered and technology is addressed during these in-service days. Online courses are available and courses can be taken at the county office or through colleges and universities. Publishers of technologies, such as Edusoft and Scantron, provide staff development trainings as a part of their contracts. For the most part, those who participate in professional development have access to the technology tools they need to apply new skills following the training. School Site Council will coordinate with site personnel to determine what technologies need to be purchased. Teachers and administrators, as a part of their annual professional goal setting, will review the established priorities and align their own personal goals with those of the District Technology Plan. Over the life of this technology plan, teachers will show progress in their individual proficiency in technology and their classroom activities will evidence increasing technology integration. Since one of the tenets of *High Quality Professional Development* recognizes "…that educators learn in a variety of ways," and since our staff has teachers ranging from Level I to Level III in technology applications, our training will often have to be individualized and flexible. Information on ethical use of technology will be included in professional development. In order to work as an efficient, cohesive support unit, all staff needs to become fluent users of technology and practice the following goals:

o **Productivity**: Increase teaching time by using management programs.
o **Communication**: Use email to communicate with other educators on specified topics and increase communication with parents.
o **Information**: Access current information to supplement teaching resources and utilize software applications which allow teachers to evaluate and present information aligned with the standards.
o **Assessment**: Evaluate individual and class progress for reports to parents, administrators, and self-evaluation.
o **Instructional resources**: Use a variety of multi-media materials to reach students with diverse learning styles and to increase student motivation. Facilitate opportunities for active and collaborative tasks and to teach the standards-based curriculum.

Timeline of District-Wide Action Steps
Professional Development

Goal	Benchmark and Timeline	Monitoring
Coordinate training with curriculum implementation and state standards	**Year 1**: By August 2014, 60% of Level I teachers will be trained in technology implementation in the classroom as pertains to state standards. Continued training for Level II and III teachers will be ongoing. **Year 2**: By August, 2015, 70% of Level I teachers will be trained in technology implementation in the classroom as pertains to state standards. Continued training for Level II and III teachers will be ongoing. **Year 3**: By August 2016, 90% of Level I teachers will be trained in technology implementation in the classroom as pertains to state standards. Continued training for Level II and III teachers will be ongoing.	Principals, District Curriculum Coordinator, and site technology coordinators will monitor and review progress on a quarterly basis.
Goal #2: Support existing on-site positions to serve as role models in the use of emerging technologies and provide online immediate support.	**Year 1**: Provide ongoing professional development opportunities for designated technology support position staff from each school site. Provide time for technology support staff to present technology training to staff at their individual school sites and to work with individual teachers. **Year 2:** Train the three support staff in PLC's and allow them to collaborate, develop, and present staff training. Provide time for technology support staff team to present technology training to staff district-wide, as they continue to work with individual teachers to increase their technology competence. **Years 3:** Technology support staff will continue to participate in outside professional development, train individual site staff in technology, continue to meet as a PLC, and develop district-wide training, and work with individual teachers based upon individual needs and interests.	The Superintendent and site principals will ensure that funds are available and included in the district budget each year. Site administrators will develop a job description and include it in annual evaluations of the teachers in these positions.
Goal #3: Develop and present ongoing comprehensive training programs for all staff in Word Processing Application Skills, Student Information Systems, Electronic	**Year 1**: By August, 2014, 60% of a teachers will be trained. **Year 2**: By August, 2015, 70% of all teachers will be trained. **Year 3**: By August 2016, 80% of all teachers will be trained	School principals and technology coordinators will monitor individual teacher's use of training provided and will meet quarterly to assess overall success. Technology coordinators will include Edtech Profile assessment in their evaluation of

Grading Systems, and Basic Computer Troubleshooting.		staff needs.
Goal #4 Teachers will work to achieve CTAP Tech Level II Proficiency including training in Cybersafety, technology and information literacy skills and creation/maintenance of classroom websites	**Year 1**: By August 2014, 60% of all teachers will attain CTAP Tech Level II Proficiency **Year 2:** By August 2015, 70% of all teachers will attain CTAP Tech Level II Proficiency. **Year 3:** By August 2016, 80% of all teachers will attain CTAP Tech Level II Proficiency. Cybersaftey training reviewed yearly	Site administrators and Technology coordinators will monitor individual teacher's progress towards completion of CTAP II.

c) **Monitoring and Evaluation.**

The school site administrator will monitor progress annually with the assistance of the site and district technology coordinators. Annual teacher evaluations will reflect progress toward personal technology proficiency and technology integration into existing classroom practice as it is described in the CSTP (California Standards for the Teaching Profession): 3.5 Using materials, resources, and technologies to make subject matter accessible to students, 6.1 Reflecting on teaching practice and planning professional development, and 6.2 Establishing professional goals and pursuing opportunities to grow professionally.

Support for teacher and administrator efforts will be addressed in a systematic method that will be inclusive of teachers. A review of various test scores and the results of personal progress charts in Accele-rated Reader, Accele-rated Math, and Study Island will be monitored by charting student improvement. An annual report will be made to the District Superintendent and the local Governing Board, reviewing the progress made toward the goals of the technology plan. If parts of the plan are not being implemented, we will revise, refocus, and increase budget allotment, as funding becomes available.

5. **Infrastructure, Hardware, Technical Support, and Software.**

    a) **Existing hardware, Internet access, electronic learning resources, and technical support in the District that will be used to support Curriculum and Professional Development.**

    Hardware
    Currently there is an average of three computers per classroom at the elementary school (Frazier Park School) and middle school (El Tejon School). The high school (Frazier Mountain High School) and continuation high school (El Tejon High School) average two computers per classroom. The elementary school, middle school and high school each has a computer lab to facilitate whole-class instruction. The Frazier Mountain High School library also contains enough computers for whole-class instruction. At present there are 418 computers available district wide to serve 900 students. (This figure does not include administrative computers and servers.) Of the 418 computers, 390 are more than 4 years old and need replacement.

    Electronic Learning Resources
    Software is adopted and purchased at each school site for use at the appropriate grade level after District approval. Accele-rated Reader, Star Reading, Animated Typing, Bailey's Book House, Essential Grammar and Spelling, Kidpix Studio, Math Blaster, Sammy's Science House, Oregon Trail, and Living Books can be accessed throughout Frazier Park School. Math for the Real World, MS Publisher, MS Encarta, Type to Learn, Language Works 1 and 2, Open Office, Accele-rated Reader, and Star Reading are all available at El Tejon School. Software available to students at Frazier Mountain High School and El Tejon High School include Open Office Suite, Adobe Suite, Ainsworth Keyboard Trainer, Lightwave Animation Software, Google SketchUp, and Autodesk Revit Building Design Software.   Student information is managed using PowerSchool software at all school sites.

    Networking and Telecommunications Infrastructure
    El Tejon Unified School District currently has a wide area network in place connecting all schools to each other and the Internet. The network is comprised of fiber backbones within the schools running at 100 Mb/sec. Frazier Mountain High School and Frazier Park Elementary School are connected to each other and the Internet by a 6Mb/sec wireless link. El Tejon School is connected to the District WAN via a T1 line. These network speeds are not sufficient to support future growth in network traffic. E-RATE funds are sought on an annual basis to offset the cost of telecommunications.

    All schools have their own website provided by Google Sites for Education so that timely information can be provided to parents and students. Administrative and student email is also provided on Google Mail for Education. Internet filtering is provided by the District.

    Physical Plant
    Electrical capacity to implement this plan has been evaluated, and it was found that some classrooms have insufficient resources to accommodate additional computers. District maintenance personnel will upgrade those classrooms that do not have sufficient capacity on an as needed basis. All storage rooms and classrooms where infrastructure and

hardware reside are secure.

Technical Support
Technology is viewed as a requirement for successful communication in today's world, and the use of technology in the learning process is an essential element in all school plans at each school site in the El Tejon Unified School District. Technical support is currently provided at all school sites by the District Technology Coordinator and teachers working part time as Site Technology Coordinators. The District Technology Coordinator also provides support for the network infrastructure, and administrative systems including the student information system (PowerSchool), Internet access, email systems, website maintenance and support, and all hardware maintenance.

5A. Summary of Current Technology by School Site

School Site	El Tejon Continuation High School	Frazier Mountain High School	El Tejon School	Frazier Park School
Grade Levels	9-12	9-12	5-8	K-4
Infrastructure				
School LAN	100 Mb/s	100 Mb/s	100 Mb/s	100 Mb/s
LAN Operating System	Linux	Linux	Linux	Linux
District WAN Connection	T-1	T-1	T-1	T-1
Internet Access	Yes	Yes	Yes	Yes
Computers (Total)	10	205	91	86
Computer Lab Hardware				
No. of computers		86	34	27
Computers > 4 Yrs Old		86	34	0
Network Laser Printer		2	1	1
Network Inkjet Printer				
Classroom Hardware				
No. of computers	10	65	26	54
Computers > 4 Yrs Old	10	37	26	54
Library hardware				
No. of computers		20	3	3
Computers > 4 Yrs Old		20	3	3
Software				
Accele-rated Reader			X	X
Accele-rated Math			X	X
Star Reading			X	X
Star Math				
Math for the Real World			X	
Language Works 1 and 2			X	
Open Office Suite	X	X	X	X
MS Office Suite		X		
Essential Grammar and Spelling				X
Kidpix Studio				X
Math Blaster				X
Oregon Trail			X	X
MS Publisher and MS Encarta			X	X
Ainsworth Keyboard Trainer		X		
Animated Typing				X
Type to Learn			X	
Technical Support				
1 Full-time District Tech Coordinator	Shared	Shared	Shared	Shared
School Site Tech Coordinator		X	X	X

b) **Hardware, electronic learning resources, infrastructure, physical plant modifications, and technical support needed to support curriculum and professional development.**

The technology needed to implement this plan requires upgrades in the classrooms, labs, and to the infrastructure. With a target of one computer per four students, each classroom would need a total of five computers to reach that goal. A total of 375 computers are needed

to support our target ratio.

Infrastructure
Many of our classrooms are portables and do not have sufficient power to support the target number of computers. This plan will require that the wiring in these classrooms be upgraded or replaced. A bond measure has been passed that will replace some of these rooms but, not all. In addition, the speed of our Internet connection is too slow for some of the Internet applications required by county level services. Tasks to be accomplished are as follows:

- Upgrade classrooms to have sufficient power to support needed computers.
- Upgrade all network locations (district and school site) with faster routers, switches, and servers.
- Increase the Internet access speed through our ISP to be equivalent to DS3.
- Increase bandwidth between school sites to support Internet applications and Video Conferencing.

Hardware
The minimum specifications for computer systems are currently an Intel Core 2 Duo 1.6Ghz processor, 1GB of RAM, a 80Gb hard drive, a 100 Mb/Sec Ethernet network interface, and a 17 inch flat screen monitor. Over the life of this plan, the minimum requirements will increase to an Intel Core i3 2Ghz processor, 2GB of RAM, a 120GB solid state drive, a 1Gb/Sec Ethernet network interface or 802.11n wireless network adapter, and a 17 inch monitor. It is planned that 1/4 of the existing computers will be replaced each year with new or donated computers.

Total cost of ownership is being addressed by pursuing businesses willing to partner with the District by donating hardware and software, by seeking qualified volunteers to help with projects and maintenance of computers, and by training end users in minor troubleshooting procedures.

Technical Support
The District will develop and maintain a comprehensive support structure including diagnosis and problem resolution for instructional technology, the network, and all applications in a timely and cost effective manner as follows:

- Implement a tiered support system with one full time employee for network support, two full time employees for school site support, and existing staff members trained for end user support, if funds become available.
- Train teachers in basic computer problem diagnosis.
- Develop maintenance and trouble shooting manuals for end users.
- Develop a system for replacement of obsolete equipment on a continuing basis.
- The District and schools will implement technology standards and procedures to facilitate the deployment of technology and cost-effective management practices at all levels.
- Establish a consistent, district-wide inventory system and procedures that can be

maintained at the site level.

- The District will pursue ongoing, stable funding to support the implementation of the Technology Plan.
- Develop a four year budget that includes hardware, software, infrastructure, professional development, technical support, and management.
- Apply for E-Rate on an annual basis.
- Set aside a small portion of ADA revenue to support the technology plan.
- Continue applying for grants, in order to obtain funds to support technology.
- Seek out computer and software donations.
- Seek out partnerships with businesses, military installations, and other agencies.
- Utilize the state buying program for hardware, software, and other technology resources.

Software

- Develop standards for curriculum software used on District computers and a system of review through the Curriculum Committee to maintain the standards.
- Develop a research and testing function to identify emerging technologies and products and test prototypes prior to acquisition.
- Continue to upgrade and maintain all business and financial systems.
- Upgrade Windows systems to Windows 7 in order to maintain supported software.
- Upgrade server software and operating systems to allow for further application support.

5B. Summary of Current Technology Needs by School Site

School Site	El Tejon Continuation High School	Frazier Mountain High School	El Tejon School	Frazier Park School
Grade Levels	9-12	9-12	5-8	K-4
Infrastructure				
School LAN	1000 Mb/s	1000 Mb/s	1000 Mb/s	1000 Mb/s
LAN Operating System	Upgrade Linux	Upgrade Linux and consolidate servers	Upgrade Linux	Upgrade Linux
District WAN Connection	Upgrade to T3	Upgrade to T3	Upgrade to T3	Upgrade to T3
Computer Lab Hardware				
Computers to replace		70	24	
Network Laser Printer to replace		2	1	1
Network Inkjet Printer to replace				
Classroom Hardware				
Computers to replace	10	110	32	60
Library hardware				
Computers to replace		25	3	3
Software				
Implement software as determined by the Curriculum Committee	X	X	X	X
Technical Support				
1 Full-time District Tech Coordinator	Shared	Shared	Shared	Shared
School Site Tech Coordinator		X	X	X

c) Benchmarks and timeline for obtaining hardware, infrastructure, learning resources and technical support.

Action Step	Person(s) Responsible	Completion Date
Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the District that could be used to support the Curriculum and Professional Development components.	Site technology coordinators, principals, and District Technology Coordinator	Annually
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.	Site technology coordinators, principals, and District Technology Coordinator	On Going
Seek advice and support from experts.	Site technology coordinators, principals, and District Technology Coordinator	On Going
Develop a timeline for obtaining the needed hardware, infrastructure, learning resources, and technical support required to support the other components.	Site technology coordinators, principals, District Technology Coordinator, and Superintendent	June 2014
Benchmarks and Timeline for acquiring needed hardware, infrastructure, learning resources, and technical support.	**Person responsible**	**Monitoring**
• Acquire 6 additional computers each year for 4 years beginning July 2013.	District Technology Coordinator	Principals and tech coordinators will meet quarterly with the Superintendent to assess progress.
• Add infrastructure to support additional computers beginning July 2013.	District Technology Coordinator	
• Update trouble shooting manuals for personnel by August 2014.	Site technology coordinator	
• Replace 1/4 of existing computers annually.	District Technology Coordinator, Superintendent	
• Establish a district-wide inventory system of technology equipment by August 2013.	District Technology Coordinator	
• Fully implement PowerSchool Student Information System by July 2014.	District Technology Coordinator, Superintendent	
Monitor whether the benchmarks are being reached within the specified time frame.	Site Technology Coordinators, Principals, and District Technology Coordinator	September 2016

d) **Monitoring and Evaluation.**

Progress will be monitored annually by the school site administrator with the assistance of the site and district technology coordinators.

- Classroom power upgrades will be performed and monitored by the district maintenance department to ensure that there is sufficient power to support needed computers.
- Upgrade of all network locations (district and school site) with faster routers, switches, and servers will be performed and monitored by the district technology department.
- Increased Internet access speed will be contracted and monitored by the district technology department.
- Increased bandwidth between school sites to support Internet applications and monitoring by the district technology department.
- A centralized Voice Over IP system will be purchased. Monitoring of the installation will be performed by the district technology department.

An annual report will be made to the District Superintendent and the local governing board, reviewing the progress made toward the goals of the technology plan. If parts of the plan are not being implemented we will revise, refocus, and increase budget allotment, as funding becomes available.

6. **Funding and Budget.**

a) **Established and potential funding sources.**

District funding available for technology is established annually when the budget is created. This year's budget allows $5,000.00 for technology, plus the cost of the District Technology Coordinator.

Alternative sources of funding have been utilized to augment technology. Local businesses contribute countless hours and thousands of dollars of equipment to provide the District with the needed technology. Frazier Mountain High School has developed business partnerships through the ComTec Academy. For example, Foundation Imaging donated computer components to the ComTec Academy. Jet Propulsion laboratory in Pasadena has donated computers and other equipment and several other businesses and individuals made donations of computers and components to the District over the past year.

The District applies annually for E-Rate funding and other technology grants as they become available. School District personnel continue to seek out other sources of funding to augment limited district resources.

b) **Estimate of annual implementation costs.**

With the uncertainty of the state budget, the District is unable to determine whether it will

be able to increase the budgeted amounts for technology. However, the District will make every effort to maintain the current annual budget of $5,000.00 for hardware and infrastructure. Electronic learning resources are covered through other funds and grants such as library grants, books and materials funds, and special education funds. Technical support is funded through the District general fund and individual stipends.

One time and on-going costs are identified in each year's budget and the District endeavors to estimate those costs accurately to maintain and replace equipment as needed.

It is more cost-effective and efficient for the District to provide maintenance in-house, as the District is located in a remote area 45 miles from the nearest city. The District Technology Coordinator performs most of the maintenance functions required by the District.

Budgeting for the technology plan will be reviewed annually by the Superintendent, principals, and District Technology Coordinator. Budget targets will be updated at that time and incorporated into the District budget for approval by the Board of Trustees.

To keep hardware and software current, it is estimated that 104 computers will need to be replaced annually. Of these, approximately 40 will be used computers that are donated to the District. Currently, a new computer with software costs approximately $600. Following is a cost estimate for additional hardware, software, infrastructure, and personnel required to implement this plan.

Annual Cost Estimate for Additional Infrastructure, Hardware, Technical Support, and Software				
Major Object of Expenditure	**Year One 2013-2014**	**Year Two 2014-2015**	**Year Three 2015-2016**	**TOTAL**
2000-2999 Classified Personnel Salaries 1 Technicians	$45,000.00	$45,000.00	$45,000.00	**$ 135,000.00**
4000-4999 Books and Supplies Student information system, other software	$13,500.00	$13,500.00	$13,500.00	**$40,500.00**
5000-5999 Services and Other Operating Expenditures Infrastructure	$5,000.00	$5,000.00	$5,000.00	**$15,000.00**
6000-6999 Capital Outlay Server, Computer Systems	$38,400.00	$38,400.00	$38,400.00	**$115,200.00**
TOTAL FUNDS	**$101,900.00**	**$101,900.00**	**$101,900.00**	**$305,700.00**

c) **Replacement policy for obsolete equipment.**

During the annual California School Technology Survey, inventories of the hardware and software are done at each school site. While evaluating these inventories, the computers that will no longer run software that supports our curricular and professional development

goals will be marked for replacement. The Curriculum Committee will ensure that software upgrades and purchases will be in compliance with the California Learning Resource Network (CLRN website). Software purchases will also be evaluated for alignment with our curricular and professional development goals. The Information Technology group will constantly analyze of the use of the District network to make sure that there is adequate bandwidth to handle the increased traffic resulting from greater use by students and teachers.

Equipment donations made by individuals and/or corporations will have to continue to meet minimum standards in order to be accepted. Equipment donations will only be accepted by the district technology office, where a decision will be made as to the disposition of each piece of equipment. Surplus or obsolete equipment will be disposed of by a California Environmental Protection Agency and the California Department of Toxic Substance Control approved recycler.

The annual inventory allows the District to evaluate the equipment at each site. As equipment reaches the 4 year old mark and becomes obsolete for our curricular and professional development goals, funding will be sought for replacement by the beginning of the 5th year. The replacement cycle will be staggered so that ¼ of the equipment will be replaced annually.

d) Monitor Ed Tech funding, implementation costs, and new funding opportunities.

The Technology Guidance Team will meet quarterly to review the status of each component of the plan and to ensure that each component is being followed. The committee will regularly determine whether equipment continues to serve the needs of the District. Equipment will be inventoried annually and teachers will be surveyed annually to determine progress toward proficiency. The committee will also survey students, teachers, and administrators annually to monitor access issues for all. Evaluation information will be disseminated annually to all stakeholders, as well. Their input is invaluable to the annual plan review process.

The impact of technology on student learning will be evaluated by tracking test scores at the State and District levels and the percentage of students meeting grade-level standards, and by reviewing portfolios where applicable. At the high school level, students will be further evaluated by review of thematic projects and through the implementation of the Scantron Data System. District statistics will be reviewed in the areas of attendance, dropout rate, and matriculation to college, military, or full-time employment. The evaluation will take into account different levels of access and type of use by using the District adopted Grade-Level Expectations for Student Technology Skills to measure the success of students by grade.

The District Technology Coordinator and the Site Technology Coordinators will work closely with the CTAP regional representative by attending in-services and receiving mentoring on a regular basis. The local businesses have provided invaluable service and equipment to the District in the area of technology. They are always cooperative when asked for any evaluative input as well. The District considers their guidance and support

important to the success of its technology program.

7. **Monitoring and Evaluation.**

   a) **Evaluation of technology plan overall progress and impact on teaching and learning.**

   The Technology Guidance Team will meet quarterly to review the timelines and benchmarks in each component of the plan and to insure that each component is being followed. The Committee will regularly determine whether equipment continues to serve the needs of the District. Equipment will be inventoried annually and teachers will be surveyed annually to determine progress toward proficiency. The Committee will also survey students, teachers, and administrators annually to monitor access issues for all. Evaluation information will be disseminated annually to all stakeholders, as well. Their input is invaluable to the annual plan review process.

   b) **Schedule for evaluating the effect of plan implementation.**

   The impact of technology on student learning will be evaluated by tracking test scores at the State and District levels and the percentage of students attaining grade-level standards, and by reviewing portfolios where applicable. At the high school level, students will be further evaluated by review of thematic projects. District statistics will be reviewed in the areas of attendance, dropout rate, and matriculation to college, military, or full-time employment. The evaluation will take into account different levels of access and type of use by using the District adopted Grade-Level Expectations for Student Technology Skills to measure the success of students by grade.

   c) **Process and frequency of communicating evaluation results to tech plan stakeholders.**

   The results of the monitoring and evaluation of this plan will be reported to all stakeholders on an annual basis. The stakeholders will then disseminate the information to their respective groups and collect information to bring back to the Technology Guidance Team. Feedback obtained through this process will help in designing changes and adjustments to the programs for the following year. Progress and results will also be communicated to parents and the community through school site councils, the District Curriculum Committee, local newspapers, and on the District and site web sites.

8. **Effective Collaborative Strategies with Adult Literacy Providers.**

   a) **Description of how Adult Literacy Providers and the District are collaborating to provide maximum use of technology.**

   The District provides opportunities for adult literacy in our District. These include Head Start, the Community Action Partnership of Kern, and the Mountain Communities Family Resource Center. The District collaborates with these programs by providing facilities and personnel to help absorb the cost of these programs.

Community Action Partnership of Kern is a non-profit agency that provides Head Start programs in Kern County. The Head Start home base educator works at Frazier Park Elementary School in a classroom provided by the District. The program provides services to the child and the family. Literacy is incorporated into the educational program through monthly calendar of literacy activities, books for daily reading, booklets on early literacy tips, and early education.

The Mountain Communities Family Resource Center is a partnership between the District and the community. Adult English language classes are provided in sessions lasting six weeks. The Family Resource Center hires a credentialed teacher, and the District provides a classroom and a computer lab. Literacy is promoted and materials are also given to case managed families. In addition, they provide parenting classes and books on literacy to parents.

In the development of our technology plan objectives the District has collaborated with the adult literacy providers by sharing our goals. We have and will continue to meet with the adult literacy providers in our community, making sure they are aware of the resources we can offer to help support their programs. In return, adult literacy providers will continue to meet the needs of our adult community by providing parent education classes, English language development classes, and monthly activities to advance adult literacy in our community.

Communication between the District and adult literacy providers has always been open. Each opportunity that arises for the adults in our community and particularly the parents of our students is shared. The District helps to publicize these opportunities to our parents and encourages their participation. Collaboration between the District and the adult literacy providers in our community will continue with scheduled meetings and mutual support of program objectives.

9. **Researched-based Methods, Strategies, and Criteria.**

   a) **Summary of the relevant research that supports the plan's curricular and professional development goals.**

   The goals of El Tejon Unified School District are to implement technology strategies that improve student achievement and help prepare students to become life-long learners. Research was summarized by the NCREL (NCREL, 2000: Critical Issue: Using Technology to Improve Student Achievement) that describes the need for providing students with knowledge of technological tools they will need for their future employment. The article states that there is an increasing gap between the skills students acquire in school and the skills and knowledge they will need in our increasingly global workplace. (Partnership for 21st Century Skills, 2005b). One requirement of NCLB is that students be technologically literate by the time they finish eighth grade (U.S. Department of Education, 2001). The El Tejon Unified School District Technology Plan addresses this requirement.

   Research shows a correlation between student achievement and the use of technology.

Sivin-Kachala and Bialo (2000), in their study commissioned by the Software and Information Industry Association, revealed that students made consistent progress when technology was used and integrated into the curriculum. Our plan provides for a technology-rich environment including computer access in each classroom and the integration of technology into the curriculum and daily lessons.

Research from the North Central Regional Educational Laboratory shows that student engagement and achievement is optimal when technology is integrated into the curriculum rather than technology as an additional curriculum. Basic technology skills will be taught at all levels but the focus will be on the integration of technology into the curriculum.

Professional development will be ongoing and address the individual needs of each staff member. The purpose will be to enhance the technological and literacy skills of all staff members. This includes training in basic and advanced levels of proficiency in technology and in the integration of technology into the curriculum.

In order for students to acquire the required skills, teachers must be comfortable with technology. Research shows that …"teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement." (Sivin-Kachala, J., & Bialo, E. (2000), 2000 Research Report on the effectiveness of technology in schools (7th ed.) Washington, D.C.: Software and Information Industry Association.)

"Transforming schools into 21st century learning communities means recognizing that teachers must become members of a growing network of shared expertise" (Fulton, Yoon, Lee, 2005). The following are some strategies that increase teacher confidence and interest in technology:

- Being mentored by an experienced colleague who is proficient with technology.
- Sufficient time for collaborative learning and practice with technology.
- Active participation in professional meetings and use of computers at home by teachers.
- Mentors who can help teachers adapt technology applications to their classroom needs.

(Research by Zhao, Y., Pugh, K, Sheldon, S., & Byers, J.L. (2002). Conditions for Classroom Technology Innovations. Teachers College Record, 104(3), 482-515

Our professional development plan as outlined in section 4 provides for ongoing training and collaboration through the technology committee, with members at each school site, and workshops provided throughout the year to meet the needs of staff through the benefits of ongoing collaboration.

b) Description of District's plans to use technology to extend or supplement curriculum with rigorous academic courses and curricula including distance-learning technologies.

The ComTec Academy has a site council made up of parents and mentors who meet once a month to evaluate and discuss the technical component of the program. This panel aids Academy teachers in selecting software and hardware that will best assist them in working with the students to prepare for careers in the communications and technologies fields. Through their recommendations, we have ordered the Adobe Creative Suite, upgraded the operating system to Windows 7, added Revit and Google SketchUp Drafting Software, and added 15 student computers that have upgraded hardware for running the above mentioned programs.

FMHS currently has several options for distance learning. Nine of our students are participating in a UNC study of online learning. These nine students are taking an AP Literature online course and UNC is studying their capacity to learn in an online environment. They will share this data with us. In addition, many of our students are taking French online. This online program is an opportunity for students to complete their second year language requirement in French. Finally, many of our students are able to do credit recovery through an online program offered by BYU. This program has been essential in assisting many of our students with A-G requirements. These programs will continue to be used by the district along with any new opportunities that are found.

APPENDIX

A) ETUSD Grade-Level Expectations for Student Technology Skills

B) ETUSD Acceptable Use and Internet Safety Policy

C) Criteria for EETT Technology Plans

Appendix A.

ETUSD Grade-Level Expectations for
Student Technology Skills

Grade-level Expectations forStudent Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
K	Identify left and right Identify keyboard letters and numbers Use mouse to make a choice Dictate a story to someone Keyboarding Begin electronic portfolios Teacher scans items to enter into electronic portfolio	Experience multimedia through the use of CD's and by viewing multimedia pro-jects created by others using program such as HyperStudio, Kid Pix, etc. Experience the use of video recording and quick cam/ digital camera to enhance learning	Develop computer familiarity using CD's and other programs in the classrooms Demonstrate Internet awareness	Address, read, compose and send mail as a class or in small groups assisted by the teacher	Respect ideas and materials as property Identify that technology helps people work and play Abide by ETUSD Internet Code of Conduct

					These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
1	Uses two hands on home row Dictate story to someone keyboarding Begin writing simple stories and sentences with use of invented spelling Draw a picture with completed sentences Edit using delete key Identify electronic references as databases Continue electronic portfolio Student and teacher select items to be entered into electronic portfolio	Experience multimedia through the use of CD's and by viewing multimedia projects created by others using programs such as HyperStudio, Kid Pix, etc. Experience the use of video recording and quick cam/digital camera to enhance learning	Explore electronic references Explore specified site Develop computer familiarity using CD's and other programs in the classroom	Address, read, compose and send mail as a class or in small groups assisted by the teacher	Respect ideas and materials as property Identify that technology helps people work and play abide by ETUSD Internet Code of Conduct

These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
2	Uses proper keyboarding positions; fingers, posture, eyes on screen Uses all letters on keyboard, shift key, enter key, space bar Draw a picture and label with a story Edit using delete key, mouse and shift key Introduce database Identify electronic references as data bases Introduce spreadsheet	Experience multimedia through the use of CD's and by viewing multimedia projects created by others using programs such as HyperStudio, Kid Pix, etc. Experience the use of video recording and quick cam/ digital camera Experience the use of video recording and quick cam to enhance learning	Use basic research skills accessing electronic resources	Address, read, compose and send mail as a class or in small groups assisted by the teacher Introduce use of Search Engine	Respect ideas and materials as property Understand the concept of copying material and programs as illegal Identify that technology helps people work and play Abide by ETUSD Internet Code of Conduct

Continue electronic portfolio Student and teacher select items to be entered into electronic portfolio				
				These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
3	Demonstrate and maintain proper hand position for keyboarding with increased speed and accuracy Create a 3-5 sentence paragraph, save, retrieve, and print document Edit a document using delete key, spell check, cut, copy and paste Input information into a teacher created data base	Develop flow chart to show sequence of slides in a story presentation Experience multimedia through the use of CD's and by viewing multimedia projects created by others using programs such as KyperStudio, Kid Pix, etc. Experience the use of video recording and quick cam/ digital camera to enhance learning	Use basic research skills by accessing electronic resources including CD-ROM, encyclopedia and Internet Utilize search engine including syntax	log into school or district web page from any station in the school read, compose and send mail using correct address format	Explain ways technology influences our lives at home, in business and at school Abide by ETUSD Internet Code of Conduct

Input information into a teacher created spread-sheet Continue electronic portfolio Student and teacher select items to be entered into electronic portfolio	Begin developing simple multimedia presentations including story board			
				These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
4	Demonstrate and maintain proper keyboard skills to increase speed and accuracy	Experience multimedia through the use of CD's	Use research skills to access information from CD ROM Use research skills to access information	Access school and district web pages Read, compose and send electronic mail messages	Explain ways technology influences our lives at home, in business and in school Develop technological literacy

	Computer Skills	Multi/Video	Information	Communication	Social & Ethical
	Create a document Add graphic elements using graphic tools Save, retrieve and print a document Create a class database Create a class spreadsheet	Develop a flow chart or story board into a simple class multimedia project	electronically		Distinguish between fact and opinion when using electronic information Abide by ETUSD Internet Code of Conduct
					These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information	Communication	Social & Ethical

			Access	Skills	Issues
5	Demonstrate and maintain proper keyboard skills to increase speed and accuracy Create a document Add graphic elements using graphic tools Be familiar with word processing functions and commands to save, retrieve, edit and print a document Create a class database Create a class spreadsheet	Experience multimedia through the use of CD's and laser discs Create a group multimedia presentation	Use the Internet to complete a class activity Use telecommunications to complete a class activity	Access school and district web pages Read, compose and send electronic mail messages	Explain ways technology influences our lives at home, in business and at home Develop technological literacy Distinguish between fact and opinion when using formation from the Internet Abide by ETUSD Internet Code of Conduct _____ These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
6	Demonstrate and maintain keyboard skills to increase speed and accuracy Create, edit, save and print a multi-page document Enhance a document with graphics and clip art Use word processing to produce a newsletter or newspaper Use a database to organize information Use a spreadsheet to perform mathematical calculations	Experience multimedia through the use of CD's, laser discs, and student projects Create a simple individual multimedia presentation	Use the Internet to access information and conduct research Use research skills to locate and access information onsite (CD ROM) and off site (electronically)	Access school and district web pages Create a simple web page Read, compose and send electronic mail messages on a regular basis	Understand and appreciate influence of technology on our lives Develop technological literacy Distinguish between fact and opinion, bias and viewpoint when using information from the Internet Understand and respect copyright laws Understand and abide by ETUSD Internet Code of Conduct

				These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
7	Demonstrate and maintain proper keyboard skills to increase speed and accuracy Use work processing commands and functions as needed to produce a document Use graphics and clip art to enhance a document and present ideas visually Complete assignments across the curriculum using word processing, databases and spread-sheets Demonstrate use of the computer as a tool in a variety of uses	Experience multimedia through the use of CD's, laser discs, and video technology Create a significant multi-media presentation	Use the Internet to prepare a research project Use telecommunications (electronic networks) to prepare a research project	Use electronic mail for correspondence and research Create a web page Participate in distance learning through satellite right laws technology	Understand and appreciate the influence of technology on our lives and the changing world around us Expand technological literacy Evaluate intent and accuracy of information Understand and respect copyright laws Understand and abide by the ETUSD Internet Code of Conduct

					These skills are building technology literacy.

Grade-level Expectations for
Student Technology Skills

Grade	Computer Skills	Multi/Video	Information Access	Communication Skills	Social & Ethical Issues
8	Demonstrate and maintain proper keyboard skills to increase speed and accuracy

Create a significant research project using word processing

Use document formatting functions in addition to conventional and processing functions

Incorporate information and graphics from the Internet into a document

Complete assignments across the curriculum using word processing, databases, and spread-sheets

Demonstrate use of the computer as a tool in a variety of uses | Experience multimedia through the use of CD's, laser discs, video technology and satellite

Create a significant multimedia presentation incorporating all aspects of multimedia, as well as information obtained electronically | Use the Internet on a regular basis for research across the curriculum

Use telecommunications (electronic networks) on a regular basis to enhance research skills | Use electronic mail regularly to correspond and to enhance research skills

Create and update a web page

Participate in on-line curricular based projects across the curriculum

Be exposed to a variety of distance learning opportunities through satellite technology | Expand appreciation of technology-related social and ethical issues

Expand technological literacy

Develop critical awareness of issues involving data integrity, validity and "intellectual property rights"

Understand and abide by the ETUSD Internet Code of Conduct |

				These skills are building technology literacy.

Appendix B.

ETUSD Acceptable Use
and Internet Safety Policy

ACCEPTABLE USE AND INTERNET SAFETY POLICY
FOR THE COMPUTER NETWORK OF THE
EL TEJON UNIFIED SCHOOL DISTRICT

The El Tejon Unified School District (hereinafter referred to as the "District") is pleased to make access available to students to interconnected computer systems within the District and to the Internet, the world-wide network that provides various means of accessing significant educational materials and opportunities. In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use of this access. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below are the terms and provisions of the Acceptable Use and Internet Safety Policy (hereinafter referred to as "Policy") of the District and the Data Acquisition Site that provides Internet access to the District. Upon reviewing, signing, and returning this Policy as the students have been directed, each student will be given the opportunity to enjoy Internet access at School and is agreeing to follow the Policy. If a student is under 18 years of age, he or she must have his or her parents or guardians read and sign the Policy. The District cannot provide access to any student who, if 18 or older, fails to sign and submit the Policy to the School as directed or, if under 18, does not return the Policy as directed with the signatures of the student and his/her parents or guardians.

If you have any questions about these provisions, you should contact the School principal. If any user violates this Policy, the student's access will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action.

I. PERSONAL RESPONSIBILITY

By signing this Policy, you are agreeing not only to follow the rules in this Policy, *but also are agreeing to report any misuse of the network to a teacher or school administrator.* Misuse means any violations of this Policy or any other use that is not included in the Policy, but has the effect of harming another or his or her property.

II. TERM OF THE PERMITTED USE

A student who submits to the School, as directed, a properly signed Policy and follows the Policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students will be asked to sign a new Policy each year during which they are students in the District before they are given an

access account.

III. ACCEPTABLE USES

A. **Educational Purposes Only.** The District is providing access to its computer networks and the Internet for *only* educational purposes. If you have any doubt about whether a contemplated activity is educational, you may consult with the person(s) designated by the School to help you decide if a use is appropriate.

B. **Unacceptable Uses of Network.**
   Among the uses that are considered unacceptable and which constitute a violation of this Policy are the following:
   1. uses that violate the law or encourage others to violate the law. Don't transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the District's Student Discipline Policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

   2. uses that cause harm to others or damage to their property. For example, don't engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "trojan horse," "time bomb" or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.

   3. uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example, don't disclose or share your password with others; don't impersonate another user.

   4. uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. You should not give others private information about you or others, including credit card numbers and social security numbers.

C. **Netiquette.** All users must abide by rules of network etiquette, which include the following:
   1. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

   2. Avoid language and uses which may be offensive to other users. Don't use access to make, distribute, or redistribute jokes, stories, or other material

which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

3. Don't assume that a sender of email is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her email address to third parties. This should only be done with permission or when you know that the individual would have no objection.

4. Be considerate when sending attachments with email (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.

IV. INTERNET SAFETY

A. **General Warning; Individual Responsibility of Parents and Users.** All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors should discuss with their children the type of materials to shun. If a student finds that other users are visiting offensive or harmful sites, he or she should report such use to a teacher or school administrator.

B. **Personal Safety.** Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use your real last name or any other information that might allow a person to locate you without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.

C. **"Hacking" and Other Illegal Activities.** It is a violation of this Policy to use the School's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

D. **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising

teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

E. **Active Restriction Measures.** The School, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. The School will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that
- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

V.   PRIVACY

Network and Internet access is provided as a tool for your education. The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the District and no user shall have any expectation of privacy regarding such materials.

VI.   FAILURE TO FOLLOW POLICY

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the District may refuse to reinstate for the remainder of the student's enrollment in the District. A user violates this Policy by his or her own action or by failing to report any violations by other users that come to the

attention of the user. Further, a user violates this Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The District may also take other disciplinary action in such circumstances.

VII.   WARRANTIES/INDEMNIFICATION

The District makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this Policy. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user's use of its computer networks or the Internet under this Policy. By signing this Policy, the user is taking full responsibility for his or her use, and the user who is 18 or older [or, in the case of a user under 18, the parent(s) or guardian(s)] is agreeing to indemnify and hold the School, the District, the Data Acquisition Site that provides the computer and Internet access opportunity to the District and all of their administrators, teachers, and staff harmless from any and all losses, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user [or if the user is a minor, the user's parent(s) or guardian(s)] agrees to cooperate with the School in the event of the School's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a School computer or on another computer outside the District's network.

VIII.   UPDATES

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new Policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or his/her parents or guardian) or such new Policy must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by the School to receive such information.

STUDENT'S AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the District's computer network and the Internet, I understand and agree that my access privilege may be revoked and School disciplinary action may be taken against me.

User (place an "X" in the correct blank): I am 18 or older _____ I am under 18 _____

If I am signing this Policy when I am under 18, I understand that when I turn 18, this Policy will continue to be in full force and effect and agree to abide by this Policy.

_____   _____
Student name (PRINT CLEARLY)   Home phone

_____   _____
Student signature   Date

_____   _____
Address   City

PARENT/GUARDIAN AGREEMENT

_____

Student's name

To be read and signed by parents or guardians of students who are under 18:

As the parent or legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the District's Acceptable Use and Internet Safety Policy for the student's access to the District's computer network and the Internet.

I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child or ward's responsibility for abiding by the Policy.

I am therefore signing this Policy and agree to indemnify and hold harmless the School, the District and the Data Acquisition Site that provides the opportunity to the District for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child or ward's use of his or her access to such networks or his or her violation of the foregoing Policy. Further, I accept full responsibility for supervision of my child or ward's use of his or her access account, if and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access the District's computer network and the Internet.

_____   _____

Parent or Guardian name(s) (PRINT CLEARLY)   Home phone

_____   _____

Parent or Guardian signature(s)   Date

_____

Address

****

ADOPTED:

REVISED:

*Legal Reference*s: Children's Internet Protection Act of 2000 (H.R. 4577, P.L. 106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[l])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C.

6801 et seq., Part F)

Appendix C.

Criteria for EETT Technology Plans

Appendix C – Criteria for EETT Funded Technology Plans

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	1	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length.

Plan duration is 2008-11 |
| 2.   STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Not Adequately Addressed |
| Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process. | 1 | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included. | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a) **Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.**	2-3	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b) **Description of the district's current use of hardware and software to support teaching and learning.**	3-4	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c) **Summary of the district's curricular goals that are supported by this tech plan.**	4-5	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d) **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.**	5-6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e) **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information**	6-8	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

		literacy skills needed to succeed in the classroom and the workplace.		
f)	**List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)**	8-9	The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g)	**List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)**	9-10	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h)	**Description of or goals about the district policy or**	11-12	The plan describes the policy or delineates clear goals and measurable objectives about	The plan does not describe policies or goals that result in equitable technology access

		Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
	practices that ensure equitable technology access for all students.		the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	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.
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.**	12-13	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)	**List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.**	13	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k)	**Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	13-15	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Requirement(s): 5 and 12 (Appendix D).			
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	15-17	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.**	17-19	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.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	19	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and**	**20-22**	The plan clearly summarizes the existing technology hardware, electronic learning	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the

technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.		resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	23-25	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	**26**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	27	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a) List established and potential funding sources.	27	The plan clearly describes resources that are available or could be obtained to implement	Resources to implement the plan are not clearly identified or are so general

			Example of Adequately Addressed	Example of Not Adequately Addressed
			the plan.	as to be useless.
b)	**Estimate annual implementation costs for the term of the plan.**	27-28	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c)	**Describe the district's replacement policy for obsolete equipment.**	28-29	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d)	**Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**	29	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7.	**MONITORING AND EVALUATION COMPONENT CRITERIA** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**	
a)	**Describe the process for evaluating the plan's overall progress and impact on teaching and learning.**	30	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.	
b)	**Schedule for evaluating the effect of plan implementation.**	30	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.	
c)	**Describe the process and frequency of communicating evaluation results to tech plan**	30	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.
stakeholders.			

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

9. **EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA** Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a) **Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.**	31-32	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b) **Describe the district's plans to use technology to extend or supplement the district's curriculum**	33	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	There is no plan to use technology to extend or supplement the district's curriculum offerings.

with rigorous academic courses and curricula, including distance-learning technologies.		opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 15 - 75168

School Code (Direct-funded charters only): _ _ _ _ _ _ _

LEA Name: _____El Tejon Unified School District_____

*Salutation: Mr.

*First Name: Thomas_____

*Last Name: Hurst_____

*Job Title: Technology Coordinator, El Tejon School District_____

*Address: 4337 Lebec Road_____

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*Zip Code: 93243_____

*Telephone: (661)301-9597 Ext:_____

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*E-mail: thurst@el-tejon.k12.ca.us_____

Please provide backup contact information.

1st Backup Name: Fernando Nieto_____

1st Backup E-mail: fnieto@el-tejon.k12.ca.us_____

2nd Backup Name: Audrey Weingarten_____

2nd Backup E-mail: aweingarten1@el-tejon.k12.ca.us_____

*Required information in the ETPRS