

East Side Union High School District

Technology Plan

July 1, 2009 – June 30, 2012

Submitted November 25, 2008



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1. District Description

ESUHSD is located in the eastern foothills of San Jose, California. San Jose is the tenth largest city in the nation and in the heart of Silicon Valley, the birthplace for technology in the United States. More than one-third of the economy in the Valley is directly tied to the innovation, development and production of technology-related products and services. The technology industry has generated new forms of businesses, is a major source of the nation's exports, and demands (and rewards) a highly skilled workforce.

ESUHSD is the largest high school district in San Jose and one of the largest in California. ESUHSD encompasses a 180 square mile area and serves over 24,000 students in grades 9 through 12.

2007/2008 http://data1.cde.ca.gov/dataquest/District	Enrollment	African American not Hispanic	American Indian or Alaska Native	Asian	Filipino
4369427--EAST SIDE UNION HIGH	26,280	1,064 (4.0%)	101 (0.4%)	7,089 (27.0%)	2,348 (8.9%)
County Total:	259,116	8,060 (3.1%)	1,086 (0.4%)	65,197 (25.2%)	12,739 (4.9%)
State Totals:	6,276,486	466,141 (7.4%)	47,543 (0.8%)	516,253 (8.2%)	167,385 (2.7%)

	Hispanic or Latino	Pacific Islander	White not Hispanic	Multiple or No Response	English Learners
4369427--EAST SIDE UNION HIGH	12,470 (47.5%)	230 (0.9%)	2,841 (10.8%)	137 (0.5%)	5,533 (21.1 %)
County Total:	94,850 (36.6%)	1,838 (0.7%)	64,988 (25.1%)	10,358 (4.0%)	67,291 (26.0 %)
State Totals:	3,056,616 (48.7%)	39,693 (0.6%)	1,790,513 (28.5%)	191,325 (3.0%)	1,553,091 (24.7%)

ESUHSD students on the Free and Reduced Lunch Plan (FRLP) are 47% of the student population as of October, 2008. The district is committed to using technology for increased school-student-parent communication that will narrow the language gap.

ESUHSD has eleven comprehensive high schools and five alternative school sites that provide access to technology for all students. In the last 3 years, Funding for technology has principally come from the Measure G Bond Initiative and the Microsoft Voucher Program. The plan will address the refreshing of the current inventory of technologies.

1a. Plan Duration

The East Side Union High School District educational technology plan covers three years, from July 1, 2009 through June 30, 2012.

The East Side Union High School District (ESUHSD) Technology Plan 2009-2012 is a three-year plan with reviews to be held annually during May of each year. The plan is focused on technology as a tool for teaching and learning. The priorities of the district technology plan are the Curriculum and Professional Development components as ESUHSD works continues effectively to integrate technology into the classroom to increase student achievement.

The plan provides documented research that supports strategies used in teaching and learning that promote standards-based instruction. ESUHSD promotes the use of technology as an integral tool for all staff, students, parents and community members.

The purpose of this plan is to provide ESUHSD with a dynamic working document over the next three years that will guide the district in the areas of staff development for teachers to use technology, refreshing student and staff equipment, bridging the language gap and meeting infrastructure needs. This ESUHSD plan will guide the implementation of curriculum and technology planning and establish strategies to support the goal of using technology as a tool to enhance student learning and increase home/student/school communication.

The Technology Plan is a product of the body of work completed over the last year by the Academic Master Plan Committee.

Vision

The East Side Union High School District's vision is to create an educational environment where access to technology is universal and used as an integral tool for teaching, learning, conducting business, and communicating with the community.

The 2009-2012 Technology Plan includes:

- Integrating Technology to support the content standards of English and Mathematics
- Providing students with technology and information literacy skills
- Providing students with the tools to be 21st century cyber citizens and safe users of the Internet
- Providing a 3:1 ratio of student to computer ratio to achieve equity in access to technology
- Refresh computers so that by June 2012, all computers will be 4 years older or newer
- Improve student records keeping for data driven decision making by replacing the current system (SASI) with a new web-based version.
- Using technology improve communication with students, parents and the community

- Increase the technology tools for teachers including LCD projectors and document cameras
- Modernize the fiber optic infrastructure, increase bandwidth and upgrade networking equipment
- Increase the use of distance learning with voice, web and video conferencing

2. Stakeholders

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

The 2009/2012 Technology Plan was formed as part of the work accomplished by the Academic Master Plan Committee. The Academic Master Plan Committee, consisting of parents, community members, students, site administrators, school site and district staff, classified and certificated union leadership, and administrative, met several times over the last year. The complete Academic Master Plan is available at <http://www.esuhd.org>.

Group	Responsibility
Academic Master Plan Committee	Provided input and direction
Board Of Trustees	Participants in Academic Master Plan
Californians for Justice	Provided student perspective of technology
Information Technology Site Technicians	Documenting Technology Inventory
Principals & Subject Area Coordinators	Provided existing uses of technology
School Site Councils	Prioritization of Measure E projects
Site Technology Mentors	Tech Plan Reviewers

Acknowledgments

Name	Title	Responsibility
Dennis Barbata	Director, Information Technology	Tech Plan Member
Carol Blackerby	Academic Master Plan Consultant	Academic Master Plan Facilitator
Mac Cage	Manager, Computer Support	Computer Inventory
Alan Garofalo	Associate Superintendent	Facilities/Construction
Linda Gubman	Academic Master Plan Consultant	Academic Master Plan Facilitator
John Guglielmino	CDE Ed Tech Plan	Master Reviewer
Eric Hall	Academic Master Plan Consultant	Academic Master Plan Facilitator
Julio Hernandez	SIG Bond Management Company	Construction
Robert Ibarra	Coordinator, Professional Development	Tech Plan Member
Kirsten King	Coordinator, Testing, Evaluation & Research	Assessment Data Provider
Jerry Kurr	Associate Superintendent	Business Division
Dan Moser	Associate Superintendent	Instruction
Tim Nguyen	Coordinator, ELL, Supplementary Programs	Tech Plan Member
Bob Nunez	Superintendent	Vision
Diana Paradise	CTAP Region 5 Director (SCCOE)	Plan Submission support

3. Curriculum

3a. Teachers' and Students' Current Technology Access

Since the passage of Assembly Bill (AB) 64 in 1997, Digital High School grants have paved the way for all of our high schools to enter the digital age and in subsequent years, Measure G money provided upgrades to the technology infrastructure at many of our sites. This infusion of technology includes high speed data capabilities, advance data servers, laptops, and desktop computers in every classroom. Peripherals such as LCD projectors, scanners, digital cameras, camcorders and printers are also available in many classrooms. Computers are available for all students in the library during the regular school day. Teacher classrooms are open after school for students to use available computers. Libraries and Labs are open with each school setting their own schedules.

Student Access to Technology	
Type of access	Time of Day for Access
Laptop carts, computer labs, Library	School Hours
Every classroom has at least one computer for students to make presentations	School Hours

Teacher Access to Technology	
Type of access	Time of Day for Access
Desktop or laptop in the classroom	School Hours
Web Access to e-mail, School Loop, Teleparent	24/7

3b. Current Uses of Technology

Teachers are using computers to communicate with parents, students, colleagues and administrators. A web-based software program called *SchoolLoop* is used to post assignments, grades and communicate via email with parents. Teachers post attendance hourly in *ClassXp* and utilize a computerized calling system *Teleparent*, to alert parents of individual student concerns. Teachers access a data warehouse called *Data Director* to view assessment information on their students and give common district-wide benchmark assessments. These common assessments are used during teacher collaborations to target curriculum and improve student achievement.

Technology has also changed the way our teachers deliver instruction. 40%, of our teachers have used *PowerPoint* presentations to replace the standard lecture and the Internet has brought current events into the classroom. More and more, teachers are using movie editing software, the MS Office suite, *Webquests*, and *Googledocs* to create a dynamic, multimedia classroom environment.

Our Students are using technology for project-based learning, cooperative learning and individual mastery learning assignments. Technology enables students with a variety of learning styles and learning challenges to access curriculum and demonstrate mastery of content standards. Online versions of textbooks and literature websites allow students with varying reading ability levels to access core content. Software programs, such as *Read 180* and *Apenga*, tailor instruction to students with remedial needs in reading and mathematics.

Special needs students who need to use word-processing programs for assistance with spelling and grammar can use the desktop computers in the classroom for this purpose. Drawing tablets, word-processing programs, computer programs are assistive devices that are available for students who may have motor coordination challenges, learning disabilities, or other special accommodations to complete the assignments or keep track of their learning. Special needs students also consist of GATE (Gifted and Talented Education) students who need to be challenged.

At ESUHSD, technology is a leverage of support for achieving a goal or lifelong skill, whether it is a finished product, performance skills, or attaining knowledge and conceptual understanding and critical thinking skills. Technology is also used to support and enhance instruction developed to simulate real-world and industry-based applications.

Student Uses of Technology		
Technology Being Used (software titles and type of equipment e.g. science probes, calculators)	How is it used?	Grade Level(s) or Subjects it is used in
Microsoft Office Suite	Reports, Presentations	9 – 12
Read 180	Program Improvement Support	9 – 10
School Loop	Online Homework Access/Discussion Group	9 – 12
Apenga	Online Mathematics Tutoring	9 – 12
Google Docs	Online Collaborative Writing	9 – 12
TI -87 Graphing Calculators	Graphing Equations	9 – 12
Document Cameras	Showing Experiments	9 - 12
Scope on a Rope	Microscope Demonstrations	9 – 12
Blog Sites	Writing Projects	9 – 12
Drawing tablets	Special Education	9 - 12

Teacher Uses of Technology		
Technology Being Used (software titles and type of equipment e.g. science probes, calculators)	How is it used?	Grade Level(s) or Subjects it is used in
Microsoft Office Suite	Reports, Presentations	9 – 12
Read 180	Program Improvement Support	9 – 10
School Loop	Online Homework Access/Discussion	9 – 12

	Group	
Apenga	Online Mathematics Tutoring	9 – 12
Google Docs	Online Collaborative Writing	9 – 12
TI -87 Graphing Calculators	Graphing Equations	9 – 12
Document Cameras	Showing Experiments	9 - 12
Scope on a Rope	Microscope Demonstrations	9 – 12
Blog Sites	Writing Projects	9 - 12

3c. District’s Curricular Goals

All of the Curriculum Component Criteria 3d-3j elements are included in the curricular driven action plan charts in the Component 3 pages that follow. Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support our district’s curriculum goals and student achievement of the state approved content standards.

Summary of our curricular driven educational technology goals:

Improve teaching and learning

Goal 1: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2013-14 school year.

Goal 2: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Ensure students’ acquisition of technology and information literacy skills

Goal 3: All district students will acquire the National Education Technology (grade level) standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Demonstrate digital citizenship by the lawful and ethical use of technology

Goal 4: All districts students will understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Goal 5: All district students will advocate and practice safe, legal, and responsible use of information and technology and exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Provide appropriate access to technology for all students

Goal 6: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Make student record keeping and assessment more efficient and useful and improve the dissemination of this information to our parents and community via technology

Goal 7: Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research data driven decision-making.

Goal 8: Our district and schools will use technology to improve two-way communication between home and school.

Provide a systematic monitoring process to ensure that the goals, strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline

Goal 9: Our district will implement a monitoring process to support and evaluate the successful implementation of the goals and objectives of this plan.

3d. Goals for Using Technology to Improve Teaching and Learning

Goal 1 Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards.

Objective 1 of 1:

By June of 2012, a minimum of 70% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test supported by state and district approved instructional resources, technology-based supplemental resources and collaboration time.

Year 1:

By the end of June, 2010, 50% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test, and ELA semester benchmark assessment as supported by state and district approved instructional resources, technology-based supplemental resources, and collaboration time.

Year 2:

By the end of June, 2011, 60% of all students will score proficient or above on the English-Language Arts portions of the STAR: CST test and ELA semester benchmark assessment supported by state and district approved instructional resources, technology-based supplemental resources, and collaboration time.

<p>Year: 1</p> <ol style="list-style-type: none"> 1. Provide professional development on adopted curriculum and technology resources (such as SB 472 ELA for teachers, AB 430 training for site administration) 2. Provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 3. Students will use <i>Read 180</i> , GoogleDocs, MS Office, Internet, Apena, blog sites 4. Provide professional development on district/ CLRN reviewed curriculum software and online resources as needed. Track usage with annual software survey. 5. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. 6. Continue to provide CTAP Online Technology productivity and integration training as needed. <ul style="list-style-type: none"> • Continue to monitor intervention programs, targeting the lowest performing students. • Provide fully credentialed <i>Highly Qualified Teachers</i> in all classrooms. • Ongoing district support and professional development opportunities on the integration of ELA skills and standards across the curriculum including in career tech courses. 	<ul style="list-style-type: none"> • District Director of Information and Technology Services, • District Professional Development Coordinator • Subject Area Coordinators • School site administrators • Director of Human Resources • Assessment Coordinator 	<p>June 2010</p>
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<p>Year: 2</p> <ol style="list-style-type: none"> 1. Provide professional development on adopted curriculum and technology resources (such as SB 472 ELA for teachers, AB 430 training for site administration) 2. Provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 3. Students will use <i>Read 180</i> , GoogleDocs, MS Office, Internet, Blog sites 4. Provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey. 5. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. 6. Continue to provide CTAP Online Technology productivity and integration training as needed. <ul style="list-style-type: none"> ▪ Continue to monitor intervention programs, targeting the lowest performing students. ▪ Provide fully credentialed <i>Highly Qualified Teachers</i> in all classrooms. ▪ Ongoing district support and professional development opportunities on the integration of ELA skills and standards across the curriculum including in career tech courses. 	<ul style="list-style-type: none"> ▪ District Director of Information and Technology Services, ▪ District Professional Development Coordinator ▪ Subject Area Coordinators ▪ School site administrators ▪ Director of Human Resources ▪ Assessment Coordinator 	<p>June 2011</p>
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<p>Year: 3</p> <ol style="list-style-type: none"> 1. Provide professional development on adopted curriculum and technology resources (such as SB 472 ELA for teachers, AB 430 training for site administration) 2. Provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 3. Students will use <i>Read 180</i>, GoogleDocs, MS Office, Internet, Blog Sites 4. Provide professional development on district/ CLRN approved curriculum software and online resources as needed. Track usage with annual software survey. 5. Continue to leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. <ol style="list-style-type: none"> a. Continue to provide CTAP Online Technology productivity and integration training as needed. b. Continue to monitor intervention programs, targeting the lowest performing students. c. Provide fully credentialed <i>Highly Qualified Teachers</i> in all classrooms. d. Ongoing district support and professional development opportunities on the integration of ELA skills and standards across the curriculum including in career tech courses. 	<ul style="list-style-type: none"> • District Director of Information and Technology Services, • District Professional Development Coordinator • Subject Area Coordinators • School site administrators • Director of Human Resources • Assessment Coordinator 	<p>June 2012</p>
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Evaluation & Monitoring		
<p>Evaluation Instrument(s):</p> <ul style="list-style-type: none"> • End of Marking Period, grade level assessments; annual STAR/CST test results in English/Language Arts; ELA semester benchmark assessment CAHSEE • Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes. • % of teachers participating: Calibrated and articulated standards-aligned grade/subject level objectives and assessments across the district and standardized list of district supported research based programs and practices. • Ongoing classroom observations by site admin./ principal aligned to teachers' evaluation schedule • Annual Site Academic Software Survey • Student Electronic Portfolios 		
Data To Be Collected	Schedule	Conducted/ Monitored By
<ul style="list-style-type: none"> • Percentage scoring proficient or above • CST, CAHSEE • End of Marking period assessment scores • Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements. • Curriculum-based state and district approved software and productivity software being used at each site. • Teacher's self assessed technology integration skills • Student usage reports for software applications 	<p>On-going</p> <p>Yearly</p> <p>Quarterly</p>	<ul style="list-style-type: none"> • District Director of Information and Technology Services, District Professional Development Coordinator, Assessment Coordinator and school site administrators track the development and implementation of all activities and accomplishments monthly and report progress at our monthly district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective.

Goal 2 Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2013-14 school year.

Objective 1 of 1:

By June of 2012, our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards as measured by 6 week end of grade period standard assessments

Year 1:

By the end of June, 2010, 50% of all students will score proficient or above on the Mathematics portions of the STAR: CST test, and end of marking period assessments

Year 2:

By the end of June, 2011, 60% of all students will score proficient or above on the Mathematics portions of the STAR: CST test and end of marking period assessments

Year 3:

By the end of June, 2012, 70% of all students will score proficient or above on the Mathematics portions of the STAR: CST test and end of marking period assessments.

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<p>Year 1:</p> <ol style="list-style-type: none"> 1. Purchase and ensure standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/or CLRN approved) are being used in the classroom. 2. Provide professional development on adopted curriculum and technology resources (such as SB 472 Math for teachers, AB 430 training for site administrators.) 3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 4. Students will use <i>Apenga</i> online mathematic tutoring 5. Provide professional development on district/ CLRN approved curriculum software and online resources as needed. 6. Leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. 7. Provide CTAP Online Technology productivity and integration training as needed. 8. Continue to monitor instructional time for adopted program and standards-aligned text (9-12). 9. Monitor targeted intervention time aligned with adopted program and standards-aligned text (9-12), targeting the lowest performing students. 10. Provide credentialed Highly Qualified Teachers in all classrooms. 11. Students will use state approved or CLRN reviewed software like <i>Apenga</i> 	<p>District Director of Information and Technology Services, District Professional Development Coordinator Subject Area Coordinators School site administrators Director of Human Resources Assessment Coordinator</p>	<p>June 2010</p>

<p>Year: 2</p> <ol style="list-style-type: none"> 1. Purchase and ensure standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/or CLRN approved) are being used in the classroom. 2. Provide professional development on adopted curriculum and technology resources (such as SB 472 Math for teachers, AB 430 training for site administrators.) 3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 4. Students will use <i>Apenga</i> online mathematic tutoring. 5. Provide professional development on district/ CLRN approved curriculum software and online resources as needed. 6. Leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. 7. Provide CTAP Online Technology productivity and integration training as needed. 8. Continue to monitor instructional time for adopted program and standards-aligned text (9-12). 9. Monitor targeted intervention time aligned with adopted program and standards-aligned text (9-12), targeting the lowest performing students. 10. Provide credentialed Highly Qualified Teachers in all classrooms. 	<p>District Director of Information and Technology Services, District Professional Development Coordinator Subject Area Coordinators School site administrators Director of Human Resources Assessment Coordinator</p>	<p>June 2011</p>
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<p>Year: 3</p> <ol style="list-style-type: none"> 1. Purchase and ensure standards-aligned textbooks (9-12) and supplemental curriculum-based technology resources (adopted and/or CLRN approved) are being used in the classroom. 2. Provide professional development on adopted curriculum and technology resources (such as SB 472 Math for teachers, AB 430 training for site administrators.) 3. Annually, provide systematic professional development and collaboration time for site administration and teachers to align standards-based instruction and quarterly assessments horizontally and vertically through grade levels in the district, review data, learn and share best practices including the use of technology. 4. Students will use <i>Apenga</i> online mathematic tutoring. 5. Provide professional development on district/ CLRN approved curriculum software and online resources as needed. 6. Leverage funding to increase access to technology resources, hardware, and peripherals for students and teachers. 7. Provide CTAP Online Technology productivity and integration training as needed. 8. Continue to monitor instructional time for adopted program and standards-aligned text (9-12). 9. Monitor targeted intervention time aligned with adopted program and standards-aligned text (9-12), targeting the lowest performing students. 10. Provide credentialed Highly Qualified Teachers in all classrooms. 	<p>District Director of Information and Technology Services, District Professional Development Coordinator Subject Area Coordinators School site administrators Director of Human Resources Assessment Coordinator</p>	<p>June 2012</p>
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Evaluation & Monitoring		
Evaluation Instrument(s): <ul style="list-style-type: none"> • Quarterly grade level assessments; annual STAR/CST test results in Math; CAHSEE • Grade/subject level district professional development and collaboration meeting times / agendas / participation records and outcomes. • % of teachers participating: Calibrated and articulated standards-aligned grade/subject level objectives and assessments across the district and standardized list of district supported research based programs and practices. • Ongoing classroom observations by site admin./ principal aligned to teachers' evaluation schedule • Annual Site Academic Software Survey • Annual EdTechProfile 		
Data To Be Collected	Schedule	Conducted/ Monitored By

<ul style="list-style-type: none"> • Percentage scoring proficient or above • End of marking period assessments • Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices and arrangements. • Curriculum-based state and district approved software and productivity software being used at each site. • Teacher's self assessed technology integration skills • Student usage report for Apenga 	<p>On-going</p>	<p>District Director of Information and Technology Services District Professional Development Coordinator Site administrators Teachers Assessment Coordinator</p>
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3e. Goals for Student Acquisition of Technology Skills and Information Literacy

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

Goal 3 All district students will meet the National Education Technology grade level standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 1 of 1: 1. By June of 2012, All students will pass the NETS based grade level proficiency technology assessments
Year 1: By the end of June, 2010, 25% of ESUHSD student will pass the NETS based grade level proficiency technology assessments
Year 2: By the end of June, 2011, 60% of ESUHSD student will pass the NETS based grade level proficiency technology assessments
Year 3: By the end of June, 2012, 100% of ESUHSD student will pass the NETS based grade level proficiency technology assessments

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<p>Year 1</p> <ol style="list-style-type: none"> 1. Design the grade level proficiency student NETS curriculum integration and assessments for 9-12 technology and information literacy skills. 2. Adopt grade level NETS based standards for 9-12 student technology skills and information literacy. 3. Provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 4&5) to 9-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion. 4. Students will incorporate the NETS skills including technology productivity tools and information literacy, as appropriate, within curricular assignments. 5. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 9 6. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grade 9-10 7. Align, and revise High School Computer Competency exit exam with NETS based standards for grades 9-10-11 and begin administering annually. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator 	<p>June 2010</p>

<p>Year 2</p> <ol style="list-style-type: none"> 1. Provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 4&5) to 9-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion. 2. Students will incorporate the NETS skills including technology productivity tools and information literacy, as appropriate, within curricular assignments. 3. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 9 4. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grade 9-10 5. Align, and revise High School Computer Competency exit exam with NETS based standards for grades 9-10-11 and begin administering annually. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator 	<p>June 2011</p>
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<p>Year 3</p> <ol style="list-style-type: none"> 1. Provide Professional Development opportunities (from the District, CTAP Online, and CTAP Region 4&5) to 9-12 teachers on integrating the student NETS grade level skills and standards in their curriculum. Provide incentives for PD completion. 2. Students will incorporate the NETS skills including technology productivity tools and information literacy, as appropriate, within curricular assignments. 3. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grades 9 4. Administering annually the standards-aligned grade span NETS based exit assessments / portfolios for grade 9-10 5. Align, and revise High School Computer Competency exit exam with NETS based standards for grades 9-10-11 and begin administering annually. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator 	<p>June 2012</p>
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<p>Evaluation & Monitoring</p>		
<p>Evaluation Instrument(s): SASI reports</p>		
<p>Data To Be Collected</p>	<p>Schedule</p>	<p>Conducted/ Monitored By</p>

<ul style="list-style-type: none"> • Students NETS assessment results • Dates of NETS administration 	<p>Annually</p>	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator
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3f. Goals for Appropriate and Ethical Use of Information Technology in the Classroom

Demonstrate digital citizenship by the lawful and ethical use of technology through 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.

Goal 4: All districts students will understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Objective 1 of 2:

By June 2012, all students accessing the internet via a district computer will have read and understood the district's board approved acceptable use policies (AUP) before being granted access to the district's network.

Objective 2 of 2:

By June 2012, all students in East Side's English classes will have learned the ethical use of technology to include copyright law, fair use policies and plagiarism.

<p>Year 1:</p> <p>By June 2010, 50% of students in East Side’s English classes will have learned the ethical use of technology to include copyright law, fair use policies and plagiarism.</p> <p>By June 2010, 100% of students accessing the internet via a district computer will have read and understood the district’s board approved acceptable use policies (AUP) before being granted access to the district’s network.</p>
<p>Year 2:</p> <p>By June 2011, 75% of students in East Side’s English classes will have learned the ethical use of technology to include copyright law, fair use policies and plagiarism.</p> <p>By June 2011, 100% of students accessing the internet via a district computer will have read and understood the district’s board approved acceptable use policies (AUP) before being granted access to the district’s network.</p>

<p>Year 3:</p> <p>By June 2012, 100% students will have taken and passed the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum.</p> <p>By June 2012, 100% of students in East Side’s English classes will have learned the ethical use of technology to include copyright law, fair use policies and plagiarism.</p>		
<p>Implementation Plan</p>		
<p>Tasks and activities</p>	<p>Responsible Person</p>	<p>Done by when</p>
<p>Year 1:</p> <ol style="list-style-type: none"> 1. Review and update the district’s Acceptable Use Policy (AUP). 2. Implement the district’s Acceptable Use Policy (AUP). 3. Set the internet accessing protocol – student will have to read, understand and agree to the conditions set forth by the district’s AUP at start-up prior to going onto the internet. 4. Design and create a lesson on the ethical use of technology to include copyright law, fair use policies and plagiarism. 5. Implement the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 6. 9th grade students in all English classes will be taught the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Site Technology Mentors • Assessment Coordinator 	<p>June 2010</p>
<p>By June 2012, 100% of students accessing the internet via a district computer will have read and understood the district’s board approved acceptable use policies (AUP) before being granted access to the district’s network.</p>		

<p>Year 2:</p> <ol style="list-style-type: none"> 1. Review and update the district's Acceptable Use Policy (AUP). 2. Implement the district's Acceptable Use Policy (AUP). 3. Students will have to read, understand and agree to the conditions set forth by the district's AUP at start-up prior to going onto the internet. 4. Implement the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 5. 9th grade students in all English classes will be taught the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator 	<p>June 2011</p>
<p>Year 3:</p> <ol style="list-style-type: none"> 1. Review and update the district's Acceptable Use Policy (AUP). 2. Implement the district's Acceptable Use Policy (AUP). 3. Students will have to read, understand and agree to the conditions set forth by the district's AUP at start-up prior to going onto the internet. 4. Implement the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 5. 9th grade students in all English classes will be taught the unit on the ethical use of technology to include copyright law, fair use policies and plagiarism. 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • Assessment Coordinator 	<p>June 2012</p>

Evaluation & Monitoring

Evaluation Instrument(s):		
<ul style="list-style-type: none"> • Access logs from district proxy servers • Copy of board approved AUP • Record of Board approval of AUP • Log of Acceptable Use Policies accepted at Login 		
Data To Be Collected	Schedule	Conducted/ Monitored By
<ul style="list-style-type: none"> • Internet access logs by site IPs 	Annually	District Director of Information and Technology Services

3g. Goals for Cyber Safety

Goal 5: All district students will learn to use the Internet safely including how to protect their privacy and themselves from online predators
Objective 1 of 1: By June 2012 all students will learn to use the Internet safely including how to protect their privacy and themselves from online predators as measured by the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum
Year 1: By June 2010, 50% students will have taken and passed the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum.
Year 2: By June 2011, 75% students will have taken and passed the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum.

Year 3:
 By June 2012, 100% students will have taken and passed the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum.

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<p>Year 1:</p> <ol style="list-style-type: none"> 1. Design and create a quiz on the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum. 2. Upload the Cyber Safety quiz based on CTAP IV Cyber Safety curriculum into Data Director to facilitate the dissemination to the sites. 3. Students in all Social Science (10th) and English (9th) classes will be taught the Cyber Safety curriculum and be given a quiz. 4. Students will need to accept the AUP at login time 	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • District Data Director teacher on special assignment • Site Technology Mentors • Assessment Coordinator 	<p>June 2010</p>

<p>Year 2:</p> <p>1. Students in all English (9th) classes will be taught the Cyber Safety curriculum and be given a quiz.</p>	<p>Associate Superintendent of Instructional Services</p> <p>District Director of Information and Technology Services</p> <p>School site administrators</p> <p>Teachers</p> <p>District Data Director teacher on special assignment</p> <p>Assessment Coordinator</p>	<p>June 2011</p>
<p>Year 3</p> <p>1. Students in all English (9th) classes will be taught the Cyber Safety curriculum and be given a quiz.</p>	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • School site administrators • Teachers • District Data Director teacher on special assignment <p>Assessment Coordinator</p>	<p>June 2012</p>

Evaluation & Monitoring

Evaluation Instrument(s):		
<ul style="list-style-type: none"> • Data Director reports on Cyber Safety quiz • AUP Login reports 		
Data To Be Collected	Schedule	Conducted/ Monitored By
<ul style="list-style-type: none"> • Students Cyber Safety assessment results • Dates of Cyber Safety assessment administration 	Annually	<ul style="list-style-type: none"> • Associate Superintendent of Instructional Services • District Director of Information and Technology Services • District Assessment and Evaluation Team (Admin & Staff) • School site administrators • Teachers <p>Assessment Coordinator</p>

3h. Policy or Practices to Ensure Equitable Access

Provide appropriate access to technology for all students

All students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace including special education, English Learner, and GATE students. The technology goals and objectives for these student sub groups are the same as for all other students (see Goal 3) although the programs and methods for achieving the objective may be adapted to best meet their needs. Students with an active Individualized Education Program will have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the students’ IEP goals. English Learners will have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of the academic standards. Students identified as Gifted and Talented (GATE) will have appropriate access to technology hardware, peripherals, and software needed to support their advanced curriculum.

School Loop Digital Lockers are available for all students from home and there are many local public libraries with computers near each campus.

Goal 6: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Objective 1 of 1:

By June of 2012, our district average student to computer ratio will be 3 to 1 or better. (CDE defined up to date multimedia computer four years old or newer as per annual California School Technology data and district records).

Year 1:

By the end of June, 2010, 100% of our students will have access to computers in our classrooms at the ratio of 3 students to 1 computer.

Year 2:

By the end of June, 2011, 100% of our students will have access to computers in our classrooms at the ratio of 3 students to 1 computer.

Year 3:

By the end of June, 2012, 100% of our students will have access to computers in our classrooms at the ratio of 3 students to 1 computer.

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<ol style="list-style-type: none"> 1. Leverage technology funding and grants to provide new computers 2. Survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules. 3. Install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year. 4. Conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings. 5. Cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students. 6. Cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards. 7. Cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum. 	<p>District Director of Information and Technology Services</p> <p>District Technology team</p> <p>School site administrators</p> <p>Teachers</p> <p>Site Technology Mentors</p> <p>Assessment Coordinator</p>	<p>June 2010</p>

<p>Year 2:</p> <ol style="list-style-type: none"> 1. Leverage technology funding and grants to provide new computers 2. Survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules. 3. Install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year. 4. Conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings. 5. Cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students. 6. Cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards. 7. Cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum. 	<ul style="list-style-type: none"> • District Director of Information and Technology Services • District Technology team • School site administrators • Teachers • Site Technology Mentors <p>Assessment Coordinator</p>	<p>June 2011</p>
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<ol style="list-style-type: none"> 1. Leverage technology funding and grants to provide new computers 2. Survey and review of school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources from evaluation surveys. Data is used to develop a matrix of site technology obsolescence, purchase, installation priorities and schedules. 3. Install new computers and remove outdated computers at sites on a rotating schedule during designated breaks in the school year. 4. Conduct ongoing research on creative space saving solutions for desktop computers, thin clients, and wireless laptop carts. Report all findings to site administration at monthly meetings. 5. Cultivate ongoing two-way communication between district Special Education program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate technology access and assistive technology needs of IEP students. 6. Cultivate ongoing two-way communication between district English Learner program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware and software needed to support EL students' English language acquisition as well as their achievement of the academic standards. 7. Cultivate ongoing two-way communication between district Gifted and Talented (GATE) program directors and educators, site administrators, and the district Tech Director (via e-mail/phone) and meet annually to determine appropriate access to technology hardware, peripherals, and software needed to support GATE students' advanced curriculum. 	<ul style="list-style-type: none"> • District Director of Information and Technology Services • District Technology team • School site administrators • Teachers <p>Assessment Coordinator</p>	<p>June 2012</p>
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Evaluation & Monitoring		
Evaluation Instrument(s): <ul style="list-style-type: none"> • Annual California School Technology Survey • Annual district supplemental tech needs and service survey including IEP, EL, and GATE program directors and educators in the district 		
Data To Be Collected	Schedule	Conducted/ Monitored By
<ul style="list-style-type: none"> • Average student to computer ratio by school and district wide – four years old or newer • Technology Accessibility to all students including special technology needs (IEP, EL, and GATE) and feedback on new district communication and collaboration strategies. 	Annually	<ul style="list-style-type: none"> • Director of Information Technology Services • site administrators • site tech coordinators Assessment Coordinator

3i. Goals for Improved Record Keeping and Use of Data

Make student record keeping and assessment more efficient and useful for the teachers to data make data-driven decisions to meet individual student academic needs and target student intervention needs. A new student information system will replace the existing system to provide better access to data for teachers.

Goal 7: Districts will support teachers in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.

<p>Objective 1 of 2:</p> <p>By June of 2012, 100% of teachers will use technology (Data Director and Excel) to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.</p> <p>Objective 2 of 2:</p> <p>By June 2012, 100% of district schools will have access to the District’s student information / attendance software / online suite tools and necessary training to use.</p>
<p>Year 1:</p> <p>By the June, 2010, 90% of teachers will use technology (Data Director and Excel) to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.</p> <p>By June 2010, 100% of district schools will have access to the District’s student information / attendance software / online suite tools and necessary training to use.</p>
<p>Year 2:</p> <p>By the June, 2011, 95% of teachers will use technology (Data Director and Excel) to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.</p> <p>By June 2011, 100% of district schools will have access to the District’s student information / attendance software / online suite tools and necessary training to use.</p>
<p>Year 3:</p> <p>By the June, 2012, 100% of teachers will use technology (Data Director and Excel) to analyze assessment data make data-driven decisions to meet individual student academic needs and target student intervention needs.</p> <p>By June 2012, 100% of district schools will have access to the District’s student information / attendance software / online suite tools and necessary training to use.</p>

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<ul style="list-style-type: none"> During the 2009-10 school year and every year thereafter until we meet our 2011-12 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training or training in other productivity software to collect and analyze data from Data Director such as spreadsheets. Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district. SASIXp is being replaced by a new modern system. The district is reviewing many products that will not only replace SASIXp, but may include functionality that could replace current third party software applications that were needed to support SASIXp. A replacement system will be in place for use in the 2009-2010 school year 	<ul style="list-style-type: none"> District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers 	June 2010

<ul style="list-style-type: none"> • During the 2009-10 school year and every year thereafter until we meet our 2011-12 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training or training in other productivity software to collect and analyze data such as spreadsheets. • Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district. 	<ul style="list-style-type: none"> • District and site administrators • Director of Information Technology Services • Director of Assessment and Evaluation • Professional Development Coordinator • Department chairs • Teachers 	<p>June 2011</p>
<ul style="list-style-type: none"> • During the 2009-10 school year and every year thereafter until we meet our 2011-12 school year objective, the district will continue its rollout of an integrated student assessment platform at selected school sites. Participating teachers will get necessary training or training in other productivity software to collect and analyze data such as spreadsheets. • Annually, provide systematic professional development and collaboration time for site administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district. 	<ul style="list-style-type: none"> • District and site administrators • Director of Information Technology Services • Director of Assessment and Evaluation • Professional Development Coordinator • Department chairs • Teachers • Site Technology Mentors 	<p>June 2012</p>

Evaluation & Monitoring

Evaluation Instrument(s):

Instrument: School/classroom grade book software, *Excel* spreadsheets

Instruments: District SASI (or replacement system) suite training participation records and *SASI/Teleparent, Schoop Loop* Parent usage records

Data reviewers: Director of Information Technology Services, school site administrators, and school site tech coordinators will analyze end of school year results annually in June.

Data To Be Collected	Schedule	Conducted/ Monitored By
<ul style="list-style-type: none"> • % of school sites and teachers using student assessment / spreadsheet software to inform instruction. • % of teachers completing <i>SASIXp, ClassroomXP</i> training; % of teachers using <i>SASIXp</i>, % of teachers using <i>School Loop</i> 	Annually	<ul style="list-style-type: none"> • Director of Information Technology Services • Site administrators • Site tech coordinators

3j. Goals for Improved Two-Way Home-School Communication

Make student record keeping and assessment more efficient and useful and improve the dissemination of this Information to our parents and community via technology (communication)

Goal 8: The district office and schools will use technology to improve two-way communication between home and school.

Isn't teleparent a phone based system? Please clarify.

Objective 1 of 1:
By June of 2012, all schools will offer parents password protected online access to their student's attendance, assignments and grades through a web-based system such as Teleparent (web-based product that provides phone calls to parents), School Loop and a new student information system.

<p>Year 1:</p> <p>By the end of June, 2010, 80% of all schools will offer parents password protected online access to their student's attendance, assignments and grades through a web-based system such as Teleparent (web-based product that provides phone calls to parents), School Loop and a new student information system</p>
<p>Year 2:</p> <p>By the end of June, 2011, 90% of all schools will offer parents password protected online access to their student's attendance, assignments and grades through a web-based system such as Teleparent (web-based product that provides phone calls to parents), School Loop and a new student information system</p>
<p>Year 3:</p> <p>By the end of June, 2012, 100% of all schools will offer parents password protected online access to their student's attendance, assignments and grades through a web-based system such as Teleparent (web-based product that provides phone calls to parents), School Loop and a new student information system</p>

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<ul style="list-style-type: none"> • Develop an installation / replacement schedule for teachers and administrators without phones, voice-mail, and/ or e-mail. Provide training as needed. • Assign all staff an <i>Outlook</i> e-mail address • Ensure all district schools have the hardware, infrastructure, and training needed to implement the <i>School Loop</i> and <i>Teleparent</i> • Ensure that all parents are aware communications programs such as <i>School Loop</i>, <i>Teleparent</i> and the new student information system and how they are accessed. • Fund and maintain district and school websites where news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents. • Provide <i>Freedom</i> and <i>School Loop</i> web publishing software training opportunities for teachers to learn to publish / communicate on their school web site. • Provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community. 	<ul style="list-style-type: none"> • District and site administrators • Director of Information Technology Services • Director of Assessment and Evaluation • Professional Development Coordinator • Department chairs • Teachers • Site Technology Mentors 	<p>June 2010</p>

<ul style="list-style-type: none"> • Develop an installation / replacement schedule for teachers and administrators without phones, voice-mail, and/ or e-mail. Provide training as needed. • Assign all staff an <i>Outlook</i> e-mail address • Ensure that all parents are aware communications programs such as <i>School Loop</i>, <i>Teleparent</i> and the new student information system and how they are accessed. • Ensure that all parents are aware of how <i>School Loop</i> and <i>Teleparent</i> are accessed. • Fund and maintain district and school websites where news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents. • Provide <i>Freedom</i> and <i>School Loop</i> web publishing software training opportunities for teachers to learn to publish / communicate on their school web site. • Provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community. 	<ul style="list-style-type: none"> • District and site administrators • Director of Information Technology Services • Director of Assessment and Evaluation • Professional Development Coordinator • Department chairs • Teachers 	<p>June 2011</p>
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<ul style="list-style-type: none"> • Develop an installation / replacement schedule for teachers and administrators without phones, voice-mail, and/ or e-mail. Provide training as needed. • Assign all staff an <i>Outlook</i> e-mail address • Ensure that all parents are aware communications programs such as <i>School Loop</i>, <i>Teleparent</i> and the new student information system and how they are accessed. • Ensure that all parents are aware of how <i>School Loop</i> and <i>Teleparent</i> are accessed. • Fund and maintain district and school websites where news, announcements, staff contact information, teacher class information, events, etc. are communicated with students and parents. • Provide <i>Freedom</i> and <i>School Loop</i> web publishing software training opportunities for teachers to learn to publish / communicate on their school web site. • Provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community. 	<ul style="list-style-type: none"> • District and site administrators • Director of Information Technology Services • Director of Assessment and Evaluation • Professional Development Coordinator • Department chairs • Teachers 	<p>June 2012</p>
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Evaluation & Monitoring		
<p>Evaluation Instrument(s):</p> <ul style="list-style-type: none"> • <i>Teleparent, School Loop and Student Information System</i> “how to access” communications and/or trainings, parent password requests, and usage records • Monthly site admin reports to district on implementation status of standards-based progress report mailings • District and site based equipment and e-mail account records • School website and communication artifacts 		
Data To Be Collected	Schedule	Conducted/ Monitored By

<ul style="list-style-type: none"> • % of parents trained; % of parents requesting passwords; % of parents using <i>Parent Connect</i> or the Parent Portal in the new Student Information system • % of district schools that have implemented standards-based progress report mailings. • % of teachers with access • evidence of efforts to improve two-way communication 	<p>Annually</p>	<ul style="list-style-type: none"> • District Technology Director • Site administrators • Site Technology Mentors
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3k. Monitoring Curricular Goals 3d through 3j

Monitoring and evaluation have been included above for all goals. ESUHSD will follow the State adopted model of the cycle of inquiry as illustrated below.

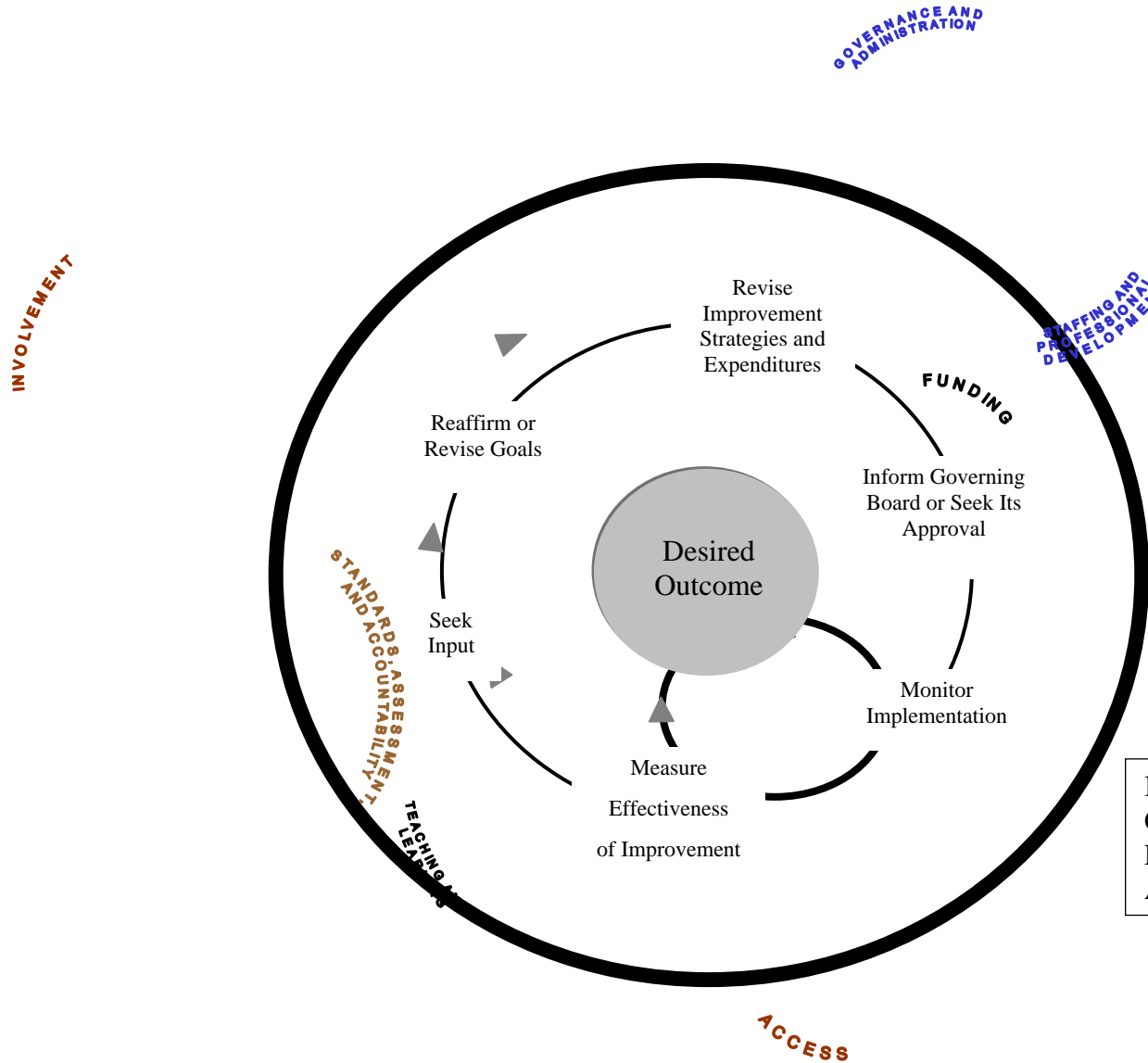


Illustration courtesy of the California Department of Education – Testing and Accountability division (2008)

The seven essential elements in this model are:

Involvement – the participation of key stakeholders in the planning and decision making process

Professional Develop – the implementation of effective and timely professional development for staff and parents

Teaching and Learning – the positive impact on teaching and learning

Funding – the appropriate allocation of fund to support the program

Equitable Access – the assurance that all of our students, parents and staff have equal access to program resources

Standards, Assessment and Accountability – the implementation of effective and standards based assessment protocol to ensure program fidelity

Governance and Administration – The involvement of administrative staff, and the board of trustees in the oversight of the program

As outlined in our technology plan, ESUHSD will in all instances follow the above guideline to ensure that all of the elements in our monitoring process be implemented and reviewed. These essential elements will also be the starting point of all of our annual review process of the Technology plan.

The cycle of inquiry began with the review of the goals and objectives of the plan by the key stakeholders as stated under each of the area of focus of the plan. The required elements of Professional Development, desired Teaching and Learning outcomes and Funding are reviewed to ensure that the annual benchmark are met.

Equitable access and Standards based assessment are litmus tests to ensure the plan adheres to national and state guidelines.

If necessary, adjustments will be made to re-align the plan to the needs and findings of the annual reviews

The Superintendent, his cabinet and the Board of Trustees will be the oversight team to ultimately review the outcome of the plan.

4. Professional Development

4a. Summary of Technology Skills for the District Teachers and Administrators

Providing appropriate and timely staff training is the key to infusing technology into the daily business of schools. Teachers, administrators and support personnel need an understanding of the information and computer technologies that each one uses to carry out each job. Professional development is designed with the user in mind and addresses the technology support requirements of AB430 (administrators). The technology staff development needs of administrators and teachers is provided by the yearly completion of the EdTechProfile (formerly, CTAP2).

Administrators:

Implication is that more administrators need to complete the survey. Those that did complete the survey are intermediate proficient.

Technology Assessment Profile: Proficiency Analysis Report for East Side Union High District
School type: Public 9-12

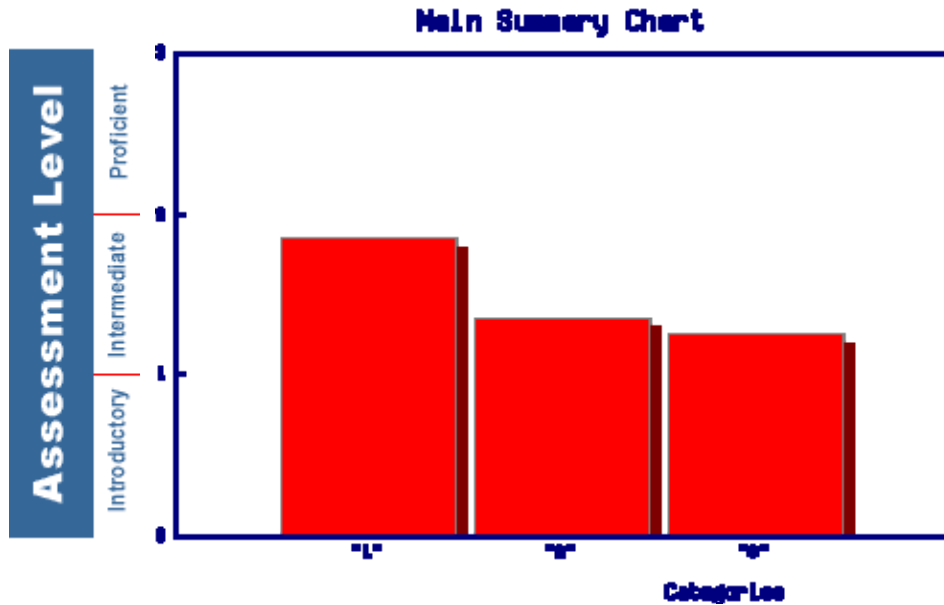
East Side Union High District has 1,175 credentialed teachers, this chart represents the assessment summary for 11 teachers or 1%. It is important to note that this includes both fully completed and partially completed assessments.

Teachers

Implication: Using technology in the classroom and supporting student learning with technology should be the focus of the staff development. Improvement in technology proficiency is also needed.

Technology Assessment Profile: Proficiency Analysis Report for East Side Union High District
School type: Public (9-12)

East Side Union High District has 1,175 credentialed teachers, this chart represents the assessment summary for 337 teachers or 29%. It is important to note that this includes both fully completed and partially completed assessments.



- 1 Computer Knowledge and Skills (Includes 337 in calculation)
- 2 CCTC Program Standard 9: Using Technology in the Classroom (Includes 331 in calculation)
- 3 CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 329 in calculation)

Providing appropriate and timely staff training is key to infusing technology into the daily business of schools. Teachers, administrators and support personnel need an understanding of the information and computer technologies that each one uses to carry out their jobs. Professional development

is designed with the user in mind and addresses the technology support requirements for teachers as indicated in section 3 and of AB430 (administrators). The technology staff development needs of administrators and teachers is provided by the yearly completion of the EdTechProfile (formerly, CTAP2). Additional district technology integration data can be found in Section 3 of our Technology Plan.

Site Administrator Survey Data

EdTechProfile survey data of district school site administrator's as of December 2007, indicates that most administrators are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

In addition, the following district technology training preferences came from 2007 EdTechProfile survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	Basic computer/technology skills	Integrating technology into the curriculum	Neither
I need opportunities to participate in educational technology staff development focused on:	30%	60%	

The implication: Although we will continue to offer both Basic Personal Proficiency and Professional proficiency technology integration training, we will offer more curriculum integration opportunities to meet the need.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	30%	40%	30%

The implication: We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/off track.
I prefer technology training to be offered:	45%	25%			30%

The implication: We will offer technology training at a variety of times, with most offerings during reduced minute days when students have gone home and the teachers are still on campus for their work day. Summer workshops and conferences are also times when teachers can have an extended time of focus on technology learning.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Further more, all of Professional Development goals are targeted to the teachers and administrators who will become proficient technology users able to integrate technology into core curriculum and guide their students in the safe and appropriate use of technology to support the District Curricular Goals:

Improve teaching and learning

Goal 1: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with ELA content standards by the 2011-12 school year.

Goal 2: Our schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards by the 2011-12 school year.

Ensure students' acquisition of technology and information literacy skills

Goal 3: All district students will acquire the National Education Technology (grade level) standards for students (NETS) to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Demonstrate digital citizenship by the lawful and ethical use of technology

Goal 4: All districts students will understand human, cultural and societal issues related to technology and practice legal and ethical behavior.

Goal 5: All district students will advocate and practice safe, legal, and responsible use of information and technology and exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Provide appropriate access to technology for all students

Goal 6: All district students will have equal access to technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Make student record keeping and assessment more efficient and useful and improve the dissemination of this information to our parents and community via technology

Goal 7: Our district will support district and site use of technology to improve student achievement data collection, analysis, reporting, and research data driven decision-making.

Goal 8: Our district and schools will use technology to improve two-way communication between home and school.

Provide a systematic monitoring process to ensure that the goals, strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline

Goal 9: Our district will implement a monitoring process to support and evaluate the successful implementation of the goals and objectives of this plan.

The three Education Technology professional development goals over the next three years are:

Goal 1: All District, site administrators, and teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills (Cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail , School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.

Goal 2: All District, site administrators and teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making such as *SASIXp, ClassXp, Teleparent* and *School Loop*.

Goal 3: District, site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school with programs like *School Loop*, e-mail and *Teleparent*.

The accomplishment of these goals will be met through a combination of a technology mentors at each school site, district level training and courses specifically designed for employees through our Adult Education Program to offer personal proficiency training on NETs including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; and Spreadsheet /Database software skills, NETs skills integration including, online resources such CTAP tools, Video Streaming and job specific productivity and assessment tools.

The plan includes:

- Site-based technology mentors and CTAP Online mentors available to each district site.

- The use of staff development in the afternoon where teachers are on campus and students have been dismissed, web-conferencing sessions and personal one-on-one coaching.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes, *CourseBuilder*, technology integration training and supported by site based technology resource teachers.
- Broad-based pre/post completions of the EdTechProfile survey and professional development data analysis to track improvements and training needs.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.

Partnership with CTAP Region 5 and their services.

4b. Goals for Professional Development

Goal 1
 All District’s administrators teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills (cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail, School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.

Objective 1 of 3:
 By June of 2012, All District’s administrators and teachers in the district will become proficient with the same general technology skills, technology integration skills, and information literacy skills (cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail, School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.

Objective 2of 3:
 By June 2012, 90% of the ELA and Math teachers, who participate in educational technology professional development focused on technology integration will be proficient with ELA and Math content specific approved software applications

Year 1:
 By June 2010, 60% of the District’s administrators and teachers, who participate in district sponsored educational technology professional development will become proficient with the same general technology skills, technology integration skills, and information literacy skills (Cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail, School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.

By June 2010, 60% of the ELA and Math teachers, who participate in educational technology professional development focused on technology integration will be proficient with ELA and Math content specific approved software applications

Year 2:
 By June 2011, 75% of the District’s administrators and teachers, who participate in district sponsored educational technology professional development will become proficient with the same general technology skills, technology integration skills, and information literacy skills (Cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail, School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.
 By June 2011, 75% of the ELA and Math teachers, who participate in educational technology professional development focused on technology integration will be proficient with ELA and Math content specific approved software applications

Year 3:
 By June 2012, 90% of the District’s administrators and teachers, who participate in district sponsored educational technology professional development will become proficient with the same general technology skills, technology integration skills, and information literacy skills (Cybersafety and ethical use) required of their students as well as proficient with work specific productivity tools such as e-mail, School Loop, and Teleparent. Administrators and staff development personnel will be proficient with web-conferencing software.
 By June 2012, 90% of the ELA and Math teachers, who participate in educational technology professional development focused on technology integration will be proficient with ELA and Math content specific approved software applications

Implementation Plan		
Tasks and activities	Responsible Person	Done by when

<p>Complete administrator and teacher pre and post EdTechProfile (do you mean the EdTech Profile? If not, consider including it here. The Ed Tech Profile is designed to measure these type of knowledge.) survey by all who participate in district sponsored technology training programs.</p> <p>Analyze EdTechProfile administrator and teacher technology and integration skill data to plan for professional development offerings during the year.</p> <p>Provide EdTechProfile workshops to teachers, administrators, and site EdTechProfile administrator</p> <p>Schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified EdTechProfile professional development needs including information literacy skills.</p> <p>Schedule and promote district sponsored technology integration and CLRN reviewed curriculum-based software and resource workshops for Math and ELA teachers by grade bands (9-12) during the school year aligned to the content standards, to the NETs, and to identified EdTechProfile professional development needs. Consider including adopted textbook electronic resources.</p> <p>Provide a technology mentor at each school site</p> <p>Train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level. Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2010</p>
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<p>Complete administrator and teacher pre and post EdTechProfile survey by all who participate in district sponsored technology training programs.</p> <p>Analyze EdTechProfile administrator and teacher technology and integration skill data to plan for professional development offerings during the year.</p> <p>Provide EdTechProfile workshops to teachers, administrators, and site EdTechProfile administrator</p> <p>Schedule and promote district sponsored technology workshops for administrators and for teachers during the school year aligned to the content standards, to the NETs, assistive technology, and to identified EdTechProfile professional development needs including information literacy skills.</p> <p>Schedule and promote district sponsored technology integration and CLRN reviewed curriculum-based software and resource workshops for Math and ELA teachers by grade bands (9-12) during the school year aligned to the content standards, to the NETs, and to identified EdTechProfile professional development needs.</p> <p>Provide a technology mentor at each school site</p> <p>Train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.</p> <p>Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2011</p>
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Evaluation & Monitoring		
Evaluation Instrument(s): EdTechProfile pre and post EdTechProfile completed for all district sponsored Education Technology professional development programs District and site-based training agendas and registration records and the district's Organization Management System (OMS) log.		
Data To Be Collected	Schedule	Conducted/ Monitored By
Administrators' and teachers' self assessed technology and integration skills. Professional development participation correlated with proficiency in EdTechProfile survey Staff development agendas	Annually	District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs

Goal 2
All District's administrators and teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making such as SASIxp, ClassXp, Data Director, Teleparent and School Loop.

Objective 1 of 2:
By June of 2012, 90% of district's administrators and teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making such as SASIxp, ClassXp, Data Director, Teleparent and School Loop.
Objective 2 of 2:
By June 2012, 90% of district's administrators and teachers who attend professional development will be proficient with the complete district student information/attendance suite: SASIxp, ClassXp, Teleparent and School Loop, (offering parent password protected online access to their student's attendance, assignments, grades, and progress reports.

Year 1:
By June 2010, 60% of District's administrators and teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making such as SASIxp, ClassXp, Data Director, Teleparent and School Loop.
By June 2010, 60% of district's administrators and teachers who attend professional development will be proficient with the complete district student information/attendance suite: SASIxp, ClassXp, Teleparent and School Loop, offering parent password protected, online access to their student's attendance, assignments, grades, and progress reports.
Year 2:
By June 2011, 75% of District's administrators and teachers in the district will become proficient in the use of technology to improve student

achievement data collection, analysis, reporting, and decision making such as SASIxp, ClassXp, Data Director, Teleparent and School Loop. By June 2011, 75% of district's administrators and teachers who attend professional development will be proficient with the complete district student information/attendance suite: SASIxp, ClassXp, Teleparent and School Loop, offering parent password protected, online access to their student's attendance, assignments, grades, and progress reports.

Year 3:
 By June 2012, 90% of District's administrators and teachers in the district will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making such as SASIxp, ClassXp, Data Director, Teleparent and School Loop. By June 2012, 90% of district's administrators and teachers who attend professional development will be proficient with the complete district student information/attendance suite: SASIxp, ClassXp, Teleparent and School Loop, offering parent password protected, online access to their student's attendance, assignments, grades, and progress reports.

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<p>Annually, require administrator and teacher completion of EdTechProfile assessment survey by all who participate in district sponsored technology training programs. New staff will complete a pre and post.</p> <p>Annually, in June, analyze EdTechProfile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.</p> <p>Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on: SASIxp, ClassXp, Data Director, Teleparent and School Loop.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's homework posting system.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2010</p>

<p>Annually, require administrator and teacher completion of EdTechProfile assessment survey by all who participate in district sponsored technology training programs. New staff are to complete a pre and post.</p> <p>Annually, in June, analyze EdTechProfile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.</p> <p>Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on: SASIxp, ClassXp, Data Director, Teleparent and School Loop.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's homework posting system.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2011</p>
<p>Annually, require administrator and teacher completion of EdTechProfile assessment survey by all who participate in district sponsored technology training programs. New staff are to complete a pre and post.</p> <p>Annually, in June, analyze EdTechProfile administrator and teacher survey results on data driven instructional decision making and student data reporting systems to plan for professional development offerings.</p> <p>Annually by September, plan professional development opportunities for the year focused on standards-aligned classroom assessments.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on: SASIxp, ClassXp, Data Director, Teleparent and School Loop.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district's homework posting system.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2012</p>

Evaluation & Monitoring

Evaluation Instrument(s): Annual EdTechProfile: District sponsored training records, usage records and site-based mentor support records		
Data To Be Collected	Schedule	Conducted/ Monitored By
teacher's self assessed technology and integration skills % of teachers trained and proficient. Staff development training agendas	Annually	District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs

Goal 3
District site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school with programs like School Loop, e-mail and Teleparent.

Objective 1 of 2:
By June 2012, 90% of site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software, grading programs and homework posting programs available in School Loop.
Objective 2 of 2:
By June 2012, 90% site administrators and teachers, who attend professional development, will be proficient with School Loop, e-mail and Teleparent for communications for parents and the community.

Year 1:
By June 2010, 60% of site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software, grading programs and homework posting programs available in School Loop.
By June 2010, 60% of site administrators and teachers, who attend professional development, will be proficient with School Loop, e-mail and Teleparent for communications for parents and the community.

Year 2:
By June 2011, 75% of site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software, grading programs and homework posting programs available in School Loop.
By June 2011, 75% of site administrators and teachers, who attend professional development, will be proficient with School Loop, e-mail and Teleparent for communications for parents and the community.

Year 3:
By June 2012, 90% of site administrators and teachers, who attend professional development, will be proficient with the district's web publishing software, grading programs and homework posting programs available in School Loop.
By June 2012, 90% of site administrators and teachers, who attend professional development, will be proficient with School Loop, e-mail and Teleparent for communications for parents and the community.

Implementation Plan		
Tasks and activities	Responsible Person	Done by when
<p>Annually, administrators and teachers will complete the EdTech Profile survey.</p> <p>Annually, in June, analyze EdTech Profile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIxp components during the school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district homework posting service such as School Loop.</p> <p>Offer parents a password protected online access to their student's attendance, assignments, grades, and progress reports.</p> <p>By fall 2009, schedule and promote district sponsored training with Teleparent and School Loop for parents.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2010</p>
<p>Annually, administrators and teachers will complete the EdTechProfile survey.</p> <p>Annually, in June, analyze EdTechProfile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIxp components during the school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district homework posting service such as School Loop.</p> <p>By fall 2009, schedule and promote district sponsored training with Teleparent and School Loop.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2011</p>

<p>Annually, administrators and teachers will complete the EdTechProfile survey.</p> <p>Annually, in June, analyze EdTechProfile administrator and teacher student information/ data analyses results to plan for professional development offerings during the next school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers on all SASIxp components during the school year.</p> <p>Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on the district homework posting service such as School Loop.</p> <p>By fall 2009, schedule and promote district sponsored training with Teleparent and School Loop.</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs Teachers</p>	<p>June 2012</p>
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Evaluation & Monitoring		
<p>Evaluation Instrument(s): District records of the number of teachers trained to use SASIxp and School Loop to provide data access to parents District and site based equipment and Outlook e-mail account records Communication artifacts from school and classroom via School Loop. Number of parent passwords issued Log of parent access</p>		
Data To Be Collected	Schedule	Conducted/ Monitored By
<p>Year-to-year comparison of the % of teachers trained; % of parents requesting passwords and instructions; % of parents using School Loop. % of teachers with access Evidence of efforts to improve two-way communication.</p>	<p>Annually</p>	<p>District and site administrators Director of Information Technology Services Director of Assessment and Evaluation Professional Development Coordinator Department chairs</p>

4c. Monitoring and Evaluation

Monitoring and evaluation have been included above for all goals. ESUHSD will follow the State adopted model of the cycle of inquiry as illustrated below.

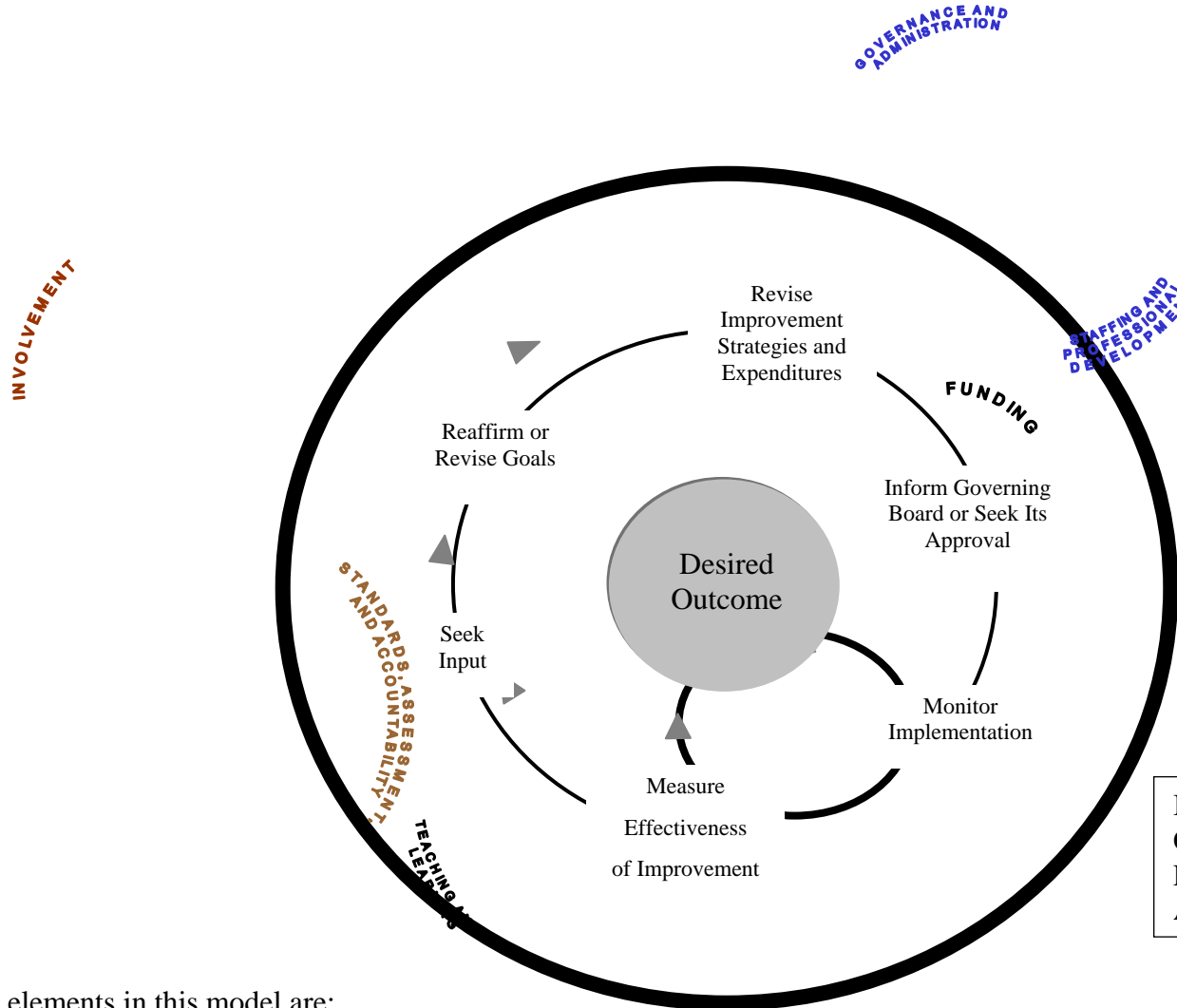


Illustration courtesy of the California Department of Education – Testing and Accountability division (2008)

The seven essential elements in this model are:

Involvement – the participation of key stakeholders in the planning and decision making process

Professional Develop – the implementation of effective and timely professional development for staff and parents

Teaching and Learning – the positive impact on teaching and learning

Funding – the appropriate allocation of fund to support the program

Equitable Access – the assurance that all of our students, parents and staff have equal access to program resources

Standards, Assessment and Accountability – the implementation of effective and standards based assessment protocol to ensure program fidelity

Governance and Administration – The involvement of administrative staff, and the board of trustees in the oversight of the program

As outlined in our technology plan, ESUHSD will in all instances follow the above guideline to ensure that all of the elements in our monitoring process be implemented and reviewed. These essential elements will also be the starting point of all of our annual review process of the Technology plan.

The cycle of inquiry began with the review of the goals and objectives of the plan by the key stakeholders as stated under each of the area of focus of the plan. The required elements of Professional Development, desired Teaching and Learning outcomes and Funding are reviewed to ensure that the annual benchmark are met.

Equitable access and Standards based assessment are litmus tests to ensure the plan adheres to national and state guidelines.

If necessary, adjustments will be made to re-align the plan to the needs and findings of the annual reviews

The Superintendent, his cabinet and the Board of Trustees will be the oversight team to ultimately review the outcome of the plan.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Infrastructure That Supports Teaching and Learning

Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.

Hardware

The chart below displays the student-to-computer ratio at all schools. There are very few servers located on school sites as the district strives to implement web based products or products that are designed with a low bandwidth requirements. At each campus there is a local server for the student information system (SASI), a server for DHCP (I.P. addresses) and a DNC (domain controller). The district office technology center houses several general purpose servers to for the operation of the e-mail system, student information system, Blackberry services, web filtering, Read 180 and the warehousing of assessment data of Data Director & Data Director.

Over the course of the 2006-2009 technology plan, dramatic increases have been made in the use of LCD projectors. At least 40% of all classrooms now have LCD projectors. It is now standard that each new classroom built is outfitted with a media cart or with a ceiling mount LCD projector. Overhead projectors are being replaced with document cameras providing science students with a close up view of a demonstration. Over 20 document cameras have been purchased in the last year.

Each school has at least one mobile laptop carts.

EAST SIDE UNION HIGH SCHOOL DISTRICT COMPUTER TO STUDENT RATIO

School	Enrollment	Computers Used For Instruction	Number of Instructional Computers that are Laptops	Classrooms with Permanent Internet Connection	Student to Computer Ratio
Foothill (Cont.)	337	362	102	18	0.9:1
Evergreen Valley High	2609	1785	1550	97	1.5:1
Phoenix (Cont.)	80	38	25	2	2.1:1
Pegasus (Cont.)	76	10	1	3	7.6:1
William C. Overfelt High	1734	500	220	200	3.5:1
Andrew Hill High	2268	730	420	96	3.1:1
Genesis (Cont.)	34	44	36	5	0.7:1
Apollo (Cont.)	109	37	4	4	2.9:1
Independence High	3442	850	180	350	4:01
James Lick High	1299	460	78	58	2.8:1
Piedmont Hills High	2195	490	40	96	4.5:1
Mt. Pleasant High	1843	619	50	95	3:01
Oak Grove High	2438	750	40	120	3.3:1
Santa Teresa High	2375	1336	629	95	1.8:1
Yerba Buena High	1593	570	30	150	2.8:1
Silver Creek High	2456	335	29	108	7.3:1
DISTRICT WIDE	24888	8916	3434	1497	2.8:1

School	Computers 4 years or over 2008	Total Replacement for 2008
Foothill (Cont.)	0	0
Evergreen Valley High	1655	1655
Phoenix (Cont.)	8	8
Pegasus (Cont.)	8	8
William C. Overfelt High	420	420
Andrew Hill High	537	537
Genesis (Cont.)	34	34
Apollo (Cont.)	0	0
Independence High	650	650
James Lick High	30	30
Piedmont Hills High	134	134
Mt. Pleasant High	310	310
Oak Grove High	50	50
Santa Teresa High	662	662
Yerba Buena High	150	150
Silver Creek High	73	73

Computers 4 years or over 2009	Total Replacement for 2009
98	98
0	0
1	1
0	0
0	0
0	0
65	65
0	0
0	0
0	0
70	70
3	3
60	60
227	227
626	626
125	125
100	100

School	Computers 4 years or over 2010	Total Replacement for 2010
Foothill (Cont.)	58	58
Evergreen Valley High	0	0
Phoenix (Cont.)	4	4
Pegasus (Cont.)	0	0
William C. Overfelt High	0	0
Andrew Hill High	32	32
Genesis (Cont.)	0	0
Apollo (Cont.)	0	0
Independence High	0	0
James Lick High	140	140
Piedmont Hills High	45	45
Mt. Pleasant High	12	12
Oak Grove High	158	158
Santa Teresa High	0	0
Yerba Buena High	75	75
Silver Creek High	32	32

Computers 4 years or over 2011	Total Replacement for 2011
132	132
40	40
25	25
0	0
0	0
52	52
6	6
0	0
0	0
150	150
15	15
180	180
175	175
11	11
0	0
40	40

School	Computers 4 years or over 2012	Total Replacement for 2012
Foothill (Cont.)	74	74
Evergreen Valley High	90	90
Phoenix (Cont.)	0	0
Pegasus (Cont.)	2	2

William C. Overfelt High	80	80
Andrew Hill High	44	44
Genesis (Cont.)	4	4
Apollo (Cont.)	37	37
Independence High	200	200
James Lick High	90	90
Piedmont Hills High	293	293
Mt. Pleasant High	57	57
Oak Grove High	140	140
Santa Teresa High	37	37
Yerba Buena High	220	220
Silver Creek High	90	90

Software

All student and staff computers are loaded with Microsoft Office and an Internet browser (Internet Explorer for PCs). Both staff and students have access to School Loop which provides two-way communication between home and school. Teleparent provides staff with the ability to leave a variety of messages via phone with parents. Several Web 2.0 tools are used by teachers to increase reading such as blogging and podcasting. Read 180 is the standard Reading Improvement program.

Anti-virus, e-mail spam, web filtering, are software packages that are deployed from the District

Networking and Telecommunication Infrastructure

Data and telephone connections between schools to the District Office are accomplished with DS3 service from AT&T which is equivalent to 45 T1 lines from each campus to the District Office. There is a DS3 facility for data and a separate facility for telephone. Internet traffic comes to District Office's 1 GB connection to the Internet provided by AT&T OptiMan service. A firewall is used to prevent outside computers from accessing the network

Telephone service is provided by the district's own NEC 2400 telephone switches

Wireless access points have been placed at school sites as per site principal request. Most have been or will be placed in Gymnasiums, Theaters and Libraries.

Technical Support

The District Office maintains three systems/network engineers, three data support persons, and four Student Information and Help Desk staff members. Under the supervision of a manager, there is a tech support person at each campus. For telephone/cell phone, PA, Bells, Fire and Intrusion, there is one manager, an engineer and technician. Maintenance contracts are in place to provide technical support for mission critical system equipment.

5b. Infrastructure Needs to Support Teaching and Learning

Hardware

The chart above indicates the needed student and staff computer needs to achieve and maintain a student to computer ratio of 3:1 where no computer is greater than 4 years old. Estimated cost: \$9M.

1000 LCD projectors and document cameras (to replace overhead projectors) will be needed to provide for all classrooms. Estimated cost: \$1.5M

Converting to VOIP communication systems to assist in the delivery of distance learning, voice, web and video conferencing: Estimated cost: \$6M

Additional servers to provide District supported Blog, Podcast, RSS servers and student webpages and digital lockers. Estimated costs: \$2M

Software

Due to the sunset of support for the current student information system, a new student information system will need to be purchased during the course of this technology plan. Estimated Cost: \$0.7M for implementation and a yearly maintenance cost of \$0.1M.

Networking and Telecommunication Infrastructure

Over the next three years, the District will complete its Fiber Optic and Network Equipment Master plan so as to deliver the data and video needs of students and staff

Conversion to fiber optic cable from all campus buildings to an MDF for 4 campus sites. Estimated Cost: \$2M.

Replacing old networking equipment at the remaining six campus sites. Estimated cost: \$2.2M.

Leasing a fiber optic network to replace the current 45MB DS3 service. Estimated cost: \$50,000 per month for the first 5 years. \$15,000 per month after 5 years. Estimate include anticipated e-rate discount.

Technical Support

Technical Support will remain at the current level. However, maintenance and support contracts will be reviewed to determine the cost effectiveness of hiring additional staff to perform the support provided by outside contractors. An improved Help Desk work order system will be implemented to more efficiently process and track work orders.

5c. Benchmarks and Timeline

Year 1		
Goals	Person Responsible	Timeline
Complete Fiber Optic Upgrade to Santa Teresa, Yerba Buena, Piedmont Hills and Mt. Pleasant	Director of New Construction	Summer 2010

Upgrade Networking Equipment for Santa Teresa, Yerba, Buena, Piedmont	Information Technology Director	Summer 2010
Add electricity to accommodate new computers	Director of Maintenance	July 2009 – November 2010
Replace oldest computers (5 years old or older) and insert additional computers to achieve 1:3 ratio	Site Administrators	February 2010 – June 2010
Implement New Student Information system	Information Technology Director	June 2009 – September 2009
Install LCD projectors and document cameras in identified classrooms	Site Administrators	September 2009 – November 2009

Year 2		
Goals	Person Responsible	Timeline
Upgrade Networking Equipment for Oak Grove, Andrew Hill, WC. Overfelt and Evergreen Valley	Information Technology Director	Summer 2011
Replace computers that become 5 years old	Site Administrators	February 2011 – June 2011
Complete Installation of Fiber Optic WAN	Information Technology Director	July 2011 – August 2011
Install LCD projectors and document camera in identified classrooms	Site Administrators	September 2010 – November 2010

Year 3		
Goals	Person Responsible	Timeline
Replace computers that become 5 years old	Site Administrators	February 2012 – June 2012

5d. Monitoring and Evaluation

Evaluation & Monitoring		
Data To Be Collected	Schedule	Conducted/ Monitored By

Tracking and progress reports Purchase Orders Work Orders	Monthly	Bond Management Company Citizens Bond Oversight Committee
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The Bond Management Company will be used to provide monthly tracking and progress reports on all projects that are funded by the bond funds. In addition to the Bond Management Company, further monitoring is provided by the Citizens Bond Oversight Committee.

Project meetings are held monthly by the Bond Management Company including the Director of New Construction, Director of Maintenance, Information Technology Director, Assistant Superintendent of Operation.

6. Funding and Budget

The voters, in February 2008, in the East Side Union High School passed a \$349million bond measure (Measure E) to finance the modernization of classrooms, new buildings and the upgrading of technology and technology infrastructure.

6a. Established and Potential Funding Sources

Measure E, Microsoft Voucher Program, EETT and the General Fund will be the main funding sources. E-rate will be used to provide discounts to the General Fund for telephone service, data transmission and access to the Internet.

Potential funding sources include the East Side Union High School District Education Foundation and the Silicon Valley Education Foundation.

6b. Annual Implementation Costs

Estimate annual implementation costs for the term of the plan.

Budget Code	Description Item/Category	Year 1	Year 2	Year 3	Total for Code	Anticipated Funding Source
1000 Certificated employees	Substitutes and stipends for staff development	\$10K	\$10K	\$10K	\$30K	EETT
2000 Classified employees	Tech Support	\$60K	\$60K	\$60K	\$180K	General Fund
3000 Employee Benefits	Benefits for certificated & classified	\$25K	\$25K	\$25K	\$75K	General Fund
4000 Materials & Supplies	Software	\$120K	\$120K	\$120K	\$360K	Microsoft Voucher
5000 Other Services & Operating Expenses	Staff Development New SIS Lease Fiber Wan	\$30K \$700K \$55K*	\$30K \$200K \$55K*	\$30K \$200K \$55K*	\$90K \$1.1M \$165K	EETT Measure E General Fund *E-rate discounted costs
6000 Equipment	Computers, Servers, LCD Projectors VOIP	\$9M	\$3M	\$3M	\$15M	Measure E
Total per Year		\$10M	\$3.5M	\$3.5M	\$17M	

6c. Replacement Policy for Obsolete Equipment

The East Side Union High School District strives to replace 5 year old computers and servers. The bond fund will continue to be the source of funding for equipment replacement. Equipment for surplus is submitted to the Board of Trustees by serial number. When approved, General Services arranges for a licensed recycler to pick up the equipment and issue a certificate of destruction.

6d. Evaluation and Monitoring

Educational Technology Funding is split between the members of the Superintendent Cabinet: Assistant Superintendent of Instruction (EETT, Curriculum, Professional Development, the Assistant Superintendent of Business (IT Services and Telecommunications) and the Assistant Superintendent of Operations (New Construction, Bond Fund Management).

Cabinet meets weekly and each month, expenditures for Educational Technology are provided to the Board of Trustees at their regular meetings.

Progress of the implementation of the Academic Master is provided each month to the Board of Trustees.

7. Monitoring and Evaluation

7a. Evaluating Plan's Overall Progress and Impact

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

The Superintendent, the cabinet and the Board of Trustees will be the oversight team to review the outcome of the plan. Reports on testing from the Instruction Testing and Evaluation team will be provided. A newly formed Educational Technology Team will be created specifically to review the progress of the plan and report to the Board of Trustees.

7b. Evaluation Schedule

The Educational Technology Team will meeting monthly. Specific major evaluation efforts are listed below:

Task timeline	J	A	S	O	N	D	J	F	M	A	M	J	Person/Position Responsible
Yearly Inventory new computer purchases									X				Computer Support Manager
Technology Infrastructure Update				X				X					IT Director
6-week assessment and correlated with technology use							X					X	Assessment Coordinator and Director of Assessment and Evaluation
Technology Professional Development report on Technology Integration				X					X				Professional Development Coordinator
Measure G/E Project reports				X			X				X		Construction Management Company
Assessing Technology Skills and CyberCitizen		X	X	X	X	X	X	X	X	X	X	X	Teachers
Training for Teachers		X	X	X	X	X	X	X	X	X	X	X	Technology Mentors
EdTechProfile for all teachers											X	X	Professional Development Coordinator

7c. Communicating Evaluation Results

Describe the process and frequency of communicating evaluation results to tech plan stakeholders, and how the results will be used to inform modifications to the plan.

A written report to the Board of Trustees will be prepared each month by the Educational Technology Team and shall become a public record for all stakeholders to view. The monthly reports will be published on the District's website to further disseminate to stakeholders.

8. Collaborative Strategies with Adult Literacy Providers

8a. Collaboration with Adult Literacy Providers

The East Side Union High School Adult Education Program serves 75,000 adult learners and support for Adult Education is included in the Measure E bonds. Technology Support, Internet, network and telecommunications are all provided by the District.

Adult Education is provided in the district through the East Side Union High School District Adult Education Centers. There are two full time locations: Independence Adult Center and the Overfelt Adult Center. Additionally, classes are held at Andrew Hill High School in the evening.

Adult Education Staff was included in the development of the Academic Master Plan and the Technology Needs for Adult Education are included in the prioritization of the Measure E projects for technology.

The Adult Education Program has developed a site technology plan. The plan details the web presence and technology use in each of its nine departments: ABE, Citizenship, Community Education, English as a Second Language (ESL), GED, High School Diploma, Life Long Learning, Parenting, and Adults with Disabilities. Computers and educational software are used for instruction in each of these departments. The Program also extends learning outside the campus through distance learning offered through its ESL Study at Home classes and through online classes offered through Community Education. Working with the IT Services Department of the East Side Union High School District, the Adult Education Program is installing upgraded computer systems and LCD projectors for many classrooms.

9. Effective, Researched-Based Methods and Strategies

9a. Relevant Research in Support of the Plan

The US Department of Education in 2005 released the National Technology Plan for Education citing criteria for School Districts. The East Side Union High School District 2009-2012 Educational Technology incorporates all seven of the action a plans and recommendations:

1. *Strengthen Leadership*
2. *Consider Innovative Budgeting*
3. *Improve Teacher Training*
4. *Support E-Learning and Virtual Schools*
5. *Encourage Broadband Access*
6. *Move Toward Digital Content*
7. *Integrate Data Systems*

The Education Technology Plan 2009-2012 includes all the research-based best practices integrated in:

- **The EETT Technology Plan** research-based requirements for formula and competitive grant applications for Title II, Part D in *No Child Left Behind*.
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
- **Education Technology Planning: A Guide for School Districts**. California's research-based guidelines for district-level educational technology planning.
<http://www.cde.ca.gov/ls/et/rd/edtechguide.asp>

The Learning Return On Our Educational Technology Investment: A Review of Findings from Research, WestED (Ringstaff and Kelley, June 2002) is an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

These key elements are addressed in several places in our Technology Plan. They are best found in the areas aligning technology with curricular and professional development goals emphasizing technology-enhanced, standards-based curricular lessons and units.

The East Side Union High School District has conducted its own research in the areas of Integrating Technology into the Curriculum (Robert Ibarra, Kirsten King, 2002) and an Analysis of Performance Assessment of Student Technology Standards (Dennis Barbata, Greg Barnett,

Greg Brazil, 2001). Ibarra and King researched that there was a direct correlation to integrating technology into classroom when the teacher had personal productivity skills of using computer software. Barbata, Barnett and Brazil confirmed in their research that assessment of technology skills is best done using a stepped rubric in which teachers observe and record performance of technology standards as part of the submission of regular projects, homework and assignments.

9b. Using Technology to Extend or Supplement Curriculum

The East Side Union High School District is examining ways to deliver curriculum and professional development using new, innovative, technology-based tools. Our technology plan integrates the development of innovative strategies for using technology including the use of collaborative web-based tools, free or low cost Web 2.0 tools as resources for students, teachers, and administrators and expanding wireless areas in our schools.

Our district will strive to offer online resources through the use of technology for instructional and professional development. The district is investigating certain online AP courses for high school students. The district is also moving forward with voice, web and video conferencing capabilities at school sites in order to enhance instruction to deliver courses from different sites, to participate in virtual field trips and to allow for students and teachers to collaborate with peers and experts

The East Side Union High School District will continue to work with CTAP Region 5 and the Santa Clara County Office of Education to explore use of the High Speed Network to deliver rigorous academic resources online to our students. Through our partnership with CTAP Region 5 we have access to several online resources such as video streaming libraries to enhance student learning.

Appendix C – Criteria for EETT Funded Technology Plans

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 new plan, can include technology plan development in the first year).	4,5	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.	7,8	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.	9	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.	9	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.	12,13	The plan summarizes the district’s curricular goals that are supported by the plan and referenced in district	The plan does not summarize district curricular goals.

		document(s).	
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.	14-25	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 literacy skills needed to succeed in the classroom and the workplace.	25-30	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.

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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, required July 1, 2008).	30-33	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, required July 1, 2008)	34-37	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 practices that ensure equitable technology access for all students.	37-42	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The	The plan does not describe policies or goals that result in equitable technology access for all students.

		policy or practices clearly support accomplishing the plan's 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.	42-47	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.	47-51	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.	52-53	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 Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	54-58	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 district needs assessment data (4a) and the Curriculum Component	58-69	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development	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

objectives (sections 3d through 3j) of the plan.		necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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.	70-71	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.	73-75	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.	76	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 for obtaining the hardware, infrastructure, learning resources and	76,77	The annual benchmarks are specific and realistic. Teachers and administrators	The annual benchmarks are either absent or so vague that it would be difficult to determine

technical support required to support the other plan components as identified in section 5b.		implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.	77,78	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
α. List established and potential funding sources.	79	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.
β. Estimate annual implementation costs for the term of the plan.	79	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.
χ. Describe the district's replacement policy for obsolete equipment.	80	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.
δ. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	80	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.	81	The plan describes the process for evaluation using the goals and benchmarks of each component as the	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but

		indicators of success.	the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	81	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	81	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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.)	82	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.	83-84	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	84	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in	There is no plan to use technology to extend or supplement the district's curriculum offerings.

		areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	
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California Department of Education

Appendix J – Technology Plan Contact Information

(Extracted from EETT Request for Application, revised 11/06)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 43 - 6927

LEA Name: East Side Union High School District

*Salutation: Mr.

*First Name: Dan

*Last Name: Moser

*Job Title: Assistant Superintendent

*Address: 830 N. Capitol Avenue

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Please provide backup contact information.

1st Backup Name: Dennis Barbata

1st Backup E-Mail: barbatad@esuhd.org

2nd Backup Name: Tim Nguyen

2nd Backup E-Mail: nguyent@esuhd.org

*Required information in the ETPRS