Appendix J - Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 41 - 68890

School Code (Direct-funded charters only):

LEA Name: Cabrillo Unified

*Salutation: Ms.

*First Name: Anne

*Last Name: Bailey

*Job Title: Director of Technology

*Address: 498 Kelly Ave.

*City: Half Moon Bay

*Zip Code: 94019-1636

*Telephone: 650-712-7127

Fax: (650) 726-0279

*E-mail: baileya@cabrillo.k12.ca.us

Please provide backup contact information.

1st Backup Name: Robert Gaskill

E-mail: gaskillr@cabrillo.k12.ca.us

2nd Backup Name: Elizabeth Schuck

E-mail: schucke@cabrillo.k12.ca.us

* Required information in the ETPRS

Technology Plan

Cabrillo Unified

July 1, 2010 - June 30, 2014

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Background and Demographic Profile

Cabrillo Unified School District (CUSD) is a K12 district located just south of San Francisco on the Pacific coast. The District encompasses an area of approximately 135 square miles and serves 3400 students in the communities of Montara, Moss Beach, El Granada, Miramar, Half Moon Bay and surroundings. The District currently operates four elementary schools (grades K-5) one middle school (grades 6-8), one high school (grades 9 - 12), a continuation school, and an adult education program.

Our students come from many different family situations ranging from working families in the agricultural field to Silicon Valley executives. Approximately 41% of the students are English language learners.

The role of technology in CUSD goes hand in hand with the learning goals established for our students. The purpose of instructional technology is to enhance teaching and learning in all areas of the curriculum for all students. Therefore we advocate for the integration of existing and emerging technologies into the instructional environment to meet diverse student needs. The use of technology to support teaching and learning will be carefully aligned with state and district curriculum standards and will be implemented at each site through the school site plan.

In the coming years, all students will need proficiency in information access and management. In addition, students will need a strong foundation in the ethics of a global and technological society in order to be successful, contributing members of their local and global communities.

Accessible, well-supported, and age-appropriate technology tools in CUSD will be an essential component in preparing students for their life endeavors and will enhance and improve their academic skills and opportunities.

1. Plan Duration

July 1, 2010 - June 30, 2014

2. Stakeholders

Stakeholders		
Name	**Position**	**CDS**
Anne Bailey	District Administrator	San Mateo Cabrillo Unified
Elizabeth Schuck	District Administrator	San Mateo Cabrillo Unified
Tim Nash	Occupational Therapist	San Mateo Cabrillo Unified
Mary Streshly	Site Administrator	San Mateo Cabrillo Unified Half Moon Bay High
Michael Andrews	Site Administrator	San Mateo Cabrillo Unified Manuel F. Cunha Intermediate
Jolanda Schreurs	Governing Board Member	San Mateo Cabrillo Unified
James Barnes	Classroom Teacher	San Mateo Cabrillo Unified Half Moon Bay High
Betsy Gallagher	Parent and web consultant	
Jeff Crofton	Technology Support Staff	San Mateo Cabrillo Unified
Amy Treanor	Classroom Teacher	San Mateo Cabrillo Unified Half Moon Bay High
Deborah Cowden	Classroom Teacher	San Mateo Cabrillo Unified Cunha Intermediate School
Tom Ferenz	Classroom Teacher	San Mateo Cabrillo Unified Farallone View Elementary School
Diane Stupi	Director of Business Services (and E-Rate point person)	San Mateo Cabrillo Unified

The planning team for the District Technology Plan included district administrative personnel, teachers, parents, special education providers, and community members. The Superintendent's District Advisory Committee was involved from the outset by participating in an overview of the current status of technology and helping to develop a forward-looking mission statement. Planning for technology integration and the need for a comprehensive district technology plan was discussed in Cabinet and Principals' meetings. The above team members were consulted both in meetings and via email to offer suggestions and review drafts. They are key people in ongoing technology planning, discussion and feedback to and from the sites.

The plan goals are tied to District goals, which have been developed with broad-based representation. The California standards-based technology goals are derived from the district LEAP, Strategic Plan Goals, and site plans, which were developed with input from parent, teacher, student, and community committees. A District Technology Curriculum Committee, composed of teacher representatives from each site, the Assistant Superintendent of Curriculum and Instruction, and the District Director of Technology, helped frame the specific action items.

The staff development was reviewed by the district staff development committee, with representatives from each site under the direction of the Assistant Superintendent of Curriculum and Instruction. The plan will be reviewed and updated by the Technology Curriculum Committee to consider feedback and promote realistic progress. The final plan will be presented to the School Board for input and adoption for the next four years.

3. Curriculum

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

In the K-12 Cabrillo Unified School District, there is wide variation in access to and use of technology at each site. Currently all students have access to technology in their schools but access in the classroom varies. All computers throughout the district are networked and connected to the internet.

Cabrillo's four elementary schools have a varying number of computers in the classrooms (1 to 6 but are wired for 6.) Farallone View Elementary School has a lab with 30 computers. El Granada Elementary and Hatch Elementary have out-of-date equipment in their labs which are rarely used. FV uses its computer lab for internet research, writing activities, and math skills development. Kings Mountain students use a wireless mobile lab for writing, literacy development, and presentation. Lexia online is also used in the classrooms at King's Mountain for literacy development. El Granada and Hatch have afterschool remedial programs that use computers. The libraries at each site are equipped with 6-10 computers for student use. The labs and libraries have projection systems.

Because of recent bond construction and modernization, our one Middle School (Cunha) has three labs each with 35 new computers that are in constant use by science, math and language arts department classes. Classes take advantage of many Internet and supplementary curriculum resources. Language arts classes use Scholastic Reading Counts to lexile every student and offer individualized reading instruction for all students. Other network resources include Geometer's Sketchpad and Type to Learn. Two ELD classrooms have nine computers each specifically to offer Scholastic READ180 to English Language Learners. The special education resource classrooms each have five computers with Kurzweil and Clicker software, a scanner, printer, and projection system. All language arts, science, art, and music classrooms have projection systems, document cameras, and electronic tablets. The library media center lab has 35 computers that are available to students/classes during the day and at a supervised after-school homework club. Other than the READ180 and special education classrooms, there are very few computers for student access in the Middle School classrooms, although the teacher computer in each classroom may be used for student presentations. The labs are also used by Community Schools to offer afterschool programs in specialized activities such as robotics. Students have supervised access to the library-media center computer lab for after school Homework Club.

At the high school, there are three labs (35 computers each) used by different departments, one classroom lab of 35 computers used by the freshmen social studies classes, a small lab (10 computers) used for journalism, and a classroom lab for Yearbook. The special education classrooms have sets of 4 - 5 computers. Additionally, the science classrooms and some language and social science classrooms have built-in projection systems. There are a number of other mobile projection systems that are used by teachers and students throughout the school. Two of the labs are available to students before school, after school until 4:00 pm, and during lunchtime primarily for homework. Network resources at the high school include Follet, Sketchpad, CAHSEE prep, PASS online and GED preparation software.

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

Because the district serves students from kindergarten through 12th grade, the frequency and type of use varies by site, grade level, and department.

Elementary Grades K-5: The emphasis at the elementary schools is on skills (keyboarding, Internet search, word processing, and presentation), literacy development. (Lexia, Inspiration, Accelerated Reader, writing tools), and math concepts (Everyday Math). Content standards in language arts, math, and social studies are supported by the use of technology. For example, some 4th and 5th grade classes integrate the use of computers in the writing program and most grades 1-5 use computers for reading intervention or individualized reading development. A few 4th and 5th grade classes use Web Quests and NASA online collaborations. Frequency of use at the elementary schools is not consistent from site to site. The recent math adoption (Everyday Math) has an online component offering teachers access to many resources, class management and student access to the math curriculum support materials. The Social Studies adoption (Pearson) also offers an online component as does the Language Arts adoption but they have not been widely implemented.
Phones: Classrooms at the elementary schools do not have telephones. Classrooms have archaic intercom systems.

Middle School Grades 6-8: At Cunha Intermediate School, standards-based curriculum integration is the focus in their use of technology. For example, the language arts and ELD departments use Scholastic Reading Counts and READ180. Math instruction is enhanced by the use of Sketchpad, where math classes use the computer lab 2 or 3 times a month. The math department purchased, in 2009, Quizdom and a set of student response devices to be piloted in a remedial math curriculum. Science curriculum is supported by frequent use of the computer labs to use online textbook supplements and Internet sites. Each science classroom's projection system is in daily use for teaching with visual materials. Cunha also develops information literacy skills with research and presentation for the science fair and for social studies projects. Sixth grade wheel and seventh and eighth grade electives use computers for skill development (keyboarding, word processing, presentation, digital image manipulation, animation, and network and file management concepts). These electives also address information literacy skills including netiquette, search techniques, file management, citation, and fair use. The yearbook elective uses technology extensively for developing their publications.
Phones: Classrooms at the middle school in the new construction have telephones (2009). Classrooms scheduled for renovation do not have phones but will after renovation. They currently only have archaic intercom systems.

High School Grades 9-12: The focus of technology use at the high school is also on curriculum integration. Science, English, ELD, and social studies classes use technology for whole-class presentation, curriculum support and for student and group projects. The 9th grade social

studies classes use a classroom-lab to support the study of geography and health while developing a set of technology skills (information literacy, research, and presentation) useful to the students in the rest of their high school classes. Math classes use the labs for standards-based concept development and practice. The yearbook, art and photography classes use computers for

digital imaging and production, as well as access to internet and supplemental resources. Special Education classrooms each have a set of 5 classroom computers with specialized software to support learning. (Kurzweil and Clicker). Two labs, part of the library-media center, support students in individual research, homework, and career and college planning. They are open before and afterschool for individual use. Their frequency of use is constant, either by individuals or by class reservation.

Since 2005, both the high school and middle school have used Schoolloop, a web-based communication/collaboration tool to help students succeed by keeping students, parents, teachers "in the loop" regarding homework, activities, discussions, plans, and goals. Well over 75% of the students regularly use SchoolLoop. More than half of the students at both sites have parents who receive daily emails containing homework assignments, announcements, and news.

Phones: Classrooms at the high school have telephones. The Rauland system was replaced in 2009 but the handsets are more than 8 years old.

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

The role of technology in Cabrillo Unified School District goes hand in hand with the learning goals established for our students. The purpose of instructional technology is to enhance teaching and learning in all areas of the curriculum for all students. Therefore we advocate for the integration of existing and emerging technologies into the instructional environment to meet diverse student needs.

The use of technology to support teaching and learning will be carefully aligned with state and district curriculum standards and will be implemented at each site through the school site plan. In addition, internet safety and information literacy skills will be embedded in curricular areas. The NCLB goal of technology proficiency by 8th grade will be addressed using ISTE NETS to develop a district proficiency standard.

As we go forward, technology will assist in implementing relevant Governing Board "SMART" goals. The use of technology at each site is guided by and embedded in the *School Site Plans* (at El Granada, Hatch, Farallone View, Kings Mountain and Cunha) and the *WASC* at Half Moon Bay High.

Recent math (Every Day Math) Social Studies curriculum adoptions have significant online curriculum components. Both teachers and students need to be trained to access and use the resources that address state standards and enhance teaching and learning in those subject areas.

The implementation of a new student information system will begin in spring 2010 to go live fall 2011. Integrated parent, teacher, and student portals will extend the communication and information access between home and school. Teachers K-12 will have additional administrative tools, online Standards Based Report Cards, and integrated dialer service. This new implementation will require intensive district-wide staff development.

We recognize that an annual review of curricular goals will take place and our annual review of the district technology plan will reflect those changes.

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

Every District classroom has at least one computer with a standard set of productivity software, internet access, network storage, data analysis, and shared curricular resources. The District wishes to maximize the effective use of these technology tools to enhance teaching and learning and engage students in all aspects of the curriculum.

Goal 3d: By June 2014, all Cabrillo students and teachers will utilize technology resources to differentiate instruction in order to close the achievement gap between our highest and lowest achieving sub groups and meet standards in both Math and Language Arts.

Objective 3d: By June 2014 100% of CUSD students and teachers will utilize technology to differentiate and enhance teaching and learning in order to meet academic content standards in both Math and Language Arts as measured by CST STAR scores.

Benchmarks:

- Year 1: 25% of CUSD students and teachers will utilize technology to differentiate and enhance teaching and learning in order to meet academic content standards in both Math and Language Arts as measured by CST STAR scores.
- Year 2: 50% of CUSD students and teachers will utilize technology to differentiate and enhance teaching and learning in order to meet academic content standards in both Math and Language Arts as measured by CST STAR scores.
- Year 3: 75% of CUSD students and teachers will utilize technology to differentiate and enhance teaching and learning in order to meet academic content standards in both Math and Language Arts as measured by CST STAR scores.
- Year 4: 100% of CUSD students and teachers will utilize technology to differentiate and enhance teaching and learning in order to meet academic content standards in both Math and Language Arts as measured by CST STAR scores.

3.d Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Review Cycle Task Force report and implement technology recommendations	Fall 2010	Asst. Supt of Curriculum	District and school site administrators will track the development and implementation of all activities and	Task Force action items Test data, CST results, AYP
Provide training for teachers in use of web-based resources and electronic versions of state adopted curricular materials.	Fall 2010 ongoing	Principals; Asst. Supt of Curriculum		survey arts benchmark assessments, CST data

Increase classroom use of projection technology to make curriculum visually accessible for learners	Fall 2010 ongoing	Site principals	accomplishments. Modifications to activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Inventory of equipment Annual survey of teacher use Test data, benchmark language arts assessments.
Use Scholastic Reading Counts and SRI to assess and monitor Lexile levels. (Grades 6 - 8)	Fall 2010 ongoing	Language Arts Teachers/ Librarian		benchmark assessments, ELA CST scores SRI reports
Use Read 180 in the ELD classes to individualized English Lang acquisition.	ongoing	ELD teachers		benchmark assessments, ELA CST scores program reports
Use technology tools for research, writing, and presentation to develop language skills.	ongoing	Teachers		benchmark assessments, CST scores NETS rubric written and presentation work
Utilize online credit recovery system to augment ELA, math, and other core proficiency at secondary level	2011 ongoing	HS Principal		Records of online courses Number and success of students taking online courses Credit for courses Graduation rate CAHSEE pass rate
Utilize online and technology components of the Everyday Math curriculum grades 2 - 5.	Fall 2010 ongoing	Classroom teachers		lesson plans collaboration time Local benchmark assessments, Math CST data
Utilize student response systems in Math classes grades 6-12	2010 ongoing	Math teachers		Math benchmark assessments, Math CST scores Departmental reviews District Math committee surveys
Utilize electronic whiteboards or e-tablets in math instruction	Fall 2010 ongoing	Math Teachers (HS, MS)		Math benchmark assessments, annual math CST scores departmental reviews collaborative planning District Math Task Force evaluation survey
Utilize Infinite Campus for communicating assignments and activities	Fall 2011 Secondary Fall 2012 ongoing Elem	Teachers		Review of IC pages

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

Changes in the academic world and in the workplace require students and citizens who, as lifelong learners, can take responsibility for their own learning. To prepare students for their future endeavors and to meet the demands of the 21st century, their education must focus on cognitive and learning skills, as well as creativity and innovation using technology. Information and media literacy are highly important.

It is our vision that graduates from Cabrillo Unified will be critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. Cabrillo Unified is committed to help all students achieve mastery of the State Academic Content Standards while developing critical thinking, problem solving, and interpersonal skills that are essential for academic and workplace success.

Half Moon Bay High School will be restructuring their 9th grade Socials Studies course to include 21st century information literacy and communication skills using ISTE NETS standards to design and implement this course. Through the duration of this tech plan, current and future course offerings will use these standards as a template to integrate 21st century skills into HMBHS course work.

Cunha Middle School will be re-assessing the content of their technology course in the 6th and 7th grade wheel, and the 8th grade elective to include updated 21st Century skills based on ISTE NETS standards. More importantly, to meet the NCLB goal of technology proficiency by 8th grade, the core curriculum will integrate the teaching and use of information literacy skills based on the new NETS Standards and Performance Indicators.

The Elementary Schools will address information literacy in the core curriculum using NETS to develop age-appropriate skills and understanding to prepare them to learn effectively and live productively in an increasingly digital society.

To implement the revised courses and curriculum integration, teachers will need additional professional development activities to integrate these skills into the curriculum.

Goal 3e: Cabrillo Unified students will be proficient in information literacy skills as based on the National Education Technology Standards (NETS 2008).

Objective 3e: 90% of Cabrillo students will develop grade-level appropriate information literacy and technology skills as outlined in the National Educational Technology Standards (NETS) and district proficiency indicators.

Benchmarks:

- Year 1: 100% of Cabrillo teachers participate in some professional development so that they understand and can begin to incorporate grade level appropriate technology and information literacy skills (NETS_S) into lesson plans and student assignments and products.

- Year 2: 30% of Cabrillo students will develop grade-level appropriate information literacy and technology skills as outlined in the National Educational Technology Standards (NETS) and district proficiency indicators.
- Year 3: 60% of Cabrillo students will develop grade-level appropriate information literacy and technology skills as outlined in the National Educational Technology Standards (NETS) and district proficiency indicators.
- Year 4: 90% of Cabrillo students will develop grade-level appropriate information literacy and technology skills as outlined in the National Educational Technology Standards (NETS) and district proficiency indicators.

3.e Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Raise teacher awareness of the NETS standards and how they may apply to the curriculum.	2010-11	Grade Level Teachers, Librarians, Site Principals, Tech Directory, Asst. Supt Curriculum	District administrators and school site administrators will track the development and implementation of all activities and accomplishments. Modifications to activities will be made as needed in order to insure that we meet or exceed measurable objectives.	Professional Development Committee
Collaborate in grade level groups or departments to develop and share solutions for incorporating technology skills into student learning experiences and to determine which skills will be covered in which classes.	2011-2014	Grade Level or Departments Principals Director of Technology, Asst. Supt of Curriculum		Matrix of standards and info literacy standards.
Develop district proficiency rubrics	2011-12	Tech Curriculum Committee		Rubrics based on NETS-S rubrics
Students develop mastery of subject matter and technology skills through strategically designed curriculum	ongoing	Grade Level Teachers, Librarians, Site Principals, Tech Directory, Asst. Supt Curriculum		Student products, classroom observations by site administrators
9th grade social studies course restructured	2010-11	HS Principal		Course description and syllabus
Gather Evidence of progress in implementing standards K-12	2012-13	Site principals provide evidence to Tech Curriculum Committee		NETS rubric, course syllabi, lesson plans

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

Cabrillo Unified School District recognizes the potential of online content and services to support student learning. With convenient access to online content and social networking sites, students must be aware of safe, secure, legal and ethical use of the Internet and other forms of electronic communication. Teachers also need to be aware of the online activities and services that students use in the classroom, and the potential for outside use to affect the school environment (cyberbullying). Education Code and Board Policy require that students are educated on Internet safety, as well as legal issues; copyright, plagiarism, downloading, and fair use practices.

The District's Acceptable Use Policy, which all students and their parents sign, is reviewed and updated annually to comply with Ed. Code and Board Policy. However, there is a need to intentionally review and reinforce awareness of online safety and ethical use.

Goal 3f: We will increase student and teacher awareness of safe, secure, legal and ethical use of the Internet and other forms of electronic communication. Students and teachers will understand appropriate and ethical use of information technology, respect the concept and purpose of copyright and fair use, and understand the implications of illegal file sharing or downloading.

3.f Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Research existing digital citizenship programs	20010-11	Director of Technology Asst. Supt. Curriculum	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Discussion and list of potential resources
Teachers and administrators will complete workshop on digital citizenship issues.	Fall 2011	Staff Dev. committee. Asst. Supt of Curriculum		Staff development calendar
Identify Materials to be used at each level	By Fall 2012	Director of Technology Curriculum Committee Principals		materials/resources
Teachers are provided the resources to teach appropriate and ethical use of information technology.	2012-13	Dir. of Technology and Asst. Supt of Curriculum		List of materials and resources - grade appropriate
Create Parent Education Forum/Workshop at each level (elem, mid, hs)	2011-ongoing	Site Principals Tech Curriculum Committee		Promotional flyers,

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

In order to assist students to learn to use the Internet in a safe and responsible manner, the Technology Curriculum Committee will identify materials and plan for implementation. Teaching staff will be provided with internet safety materials from the wealth of substantive teaching resources on the internet such as the California's "Cybersafety for Children" and the National Cyber Security Alliance.

In addition we will monitor and update the links on the district and school websites to include Cybersafety resources for parents, staff and students. Parent education groups will have assistance in planning parent education sessions around internet safety at school and home.

Goal 3g: By June 2014, all students in Cabrillo Unified will receive instruction on Internet safety and appropriate behavior, including how to protect privacy and avoid predators.

3g: Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Survey staff and raise awareness about cyberbullying and online safety.	Fall 2010	Tech Curriculum Committee Teachers and Librarians	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Staff_Needs_Assessment.pdf from cyberbully.org Materials for professional development
Investigate sources for CyberSafety lessons and student activates. Choose and acquire materials to teach internet safety K-12.	2011-12	Asst. Supt. Curriculum/ Tech Director		Materials and resource list by grade
Teach Cybersafety in classrooms and libraries. Integrate into core curriculum wherever possible	2011 -2014	Teacher, Librarians Asst. Supt Curriculum		Lesson plans Student products Student surveys
Post Cyber Safety Tips in all computer centers	Fall 2011	Tech Director, Librarians, Site Principals		Posters
Update cybersafety links on District WebPages	2010 ongoing	Tech Director and webmaster		WebPages
Provide resources for Parent Education Workshop at each level (elem, mid, hs)		Tech Committee Principals PTO		Parent Ed activities
Annually review and update AUP	Annually 2011-2014	Tech Director		AUP

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

All students, including special education, GATE and English Language Learners, in Cabrillo Unified will have access to a variety of appropriate technology to support their learning and meet diverse needs. To this end we will:

Maintain current ratio by upgrading equipment on schedule.
Maintain standard set of software licenses on every computer.
Evaluate appropriateness of new tools for specific applications.
Provide language development software for English Language Learners in their language arts classrooms. (Read 180 at Cunha)
Support Special Education Classroom-lab installations (5 computers, lcd, scanner, printer, Clicker and Kuzrweil)

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

Currently in Cabrillo Unified, all teachers have access to student standardized test scores and analytic reports using Cruncher, which automatically filters the student list by school, teacher, and class. Eight years of test scores, including CAHSEE, CELDT, STAR, PE and some local benchmark tests are available.

So that all teachers have immediate feedback of formative assessments, we are committed to acquiring a system to make the creation, delivery, upload and analysis of quarterly (secondary) or trimester (elementary) benchmark assessments more streamlined. The District's assessment plan prescribes a data review cycle at site and district levels.

At the secondary schools, teachers are used to taking attendance and keeping grade records online. The student information system (SASI) has been used for online attendance and grading for more than 10 years. For the past 4 years, Schoolloop has added integrated, online grade books, assignments, and calendars at the middle and high school. Our new student information system (Infinite Campus) to be implemented fall 2010 will extend the online record keeping to the elementary schools for grading, attendance taking and calendars. At the elementary schools, online Standards Based Reports Cards will be used. Our current SBRC are done on paper, as is attendance.

Goal 3i: Teachers and administrative staff will have efficient access to functional systems for student record-keeping and assessment in order to support individual student academic needs.

Objective 3i.1: By 2014, all CUSD teachers will post grades online.

Benchmarks:

- Year 1: By 2011, high school and middle school teachers will post grades online in the new student information system. All teachers will be trained to use the new online grading systems.
- Year 2: By 2012, high school and middle school teachers will post grades online in the new student information system. The elementary teachers will create standards-based report cards in the new student information system
- Year 3: By 2013, all teachers will be fully proficient in maintaining their grades online in the new student information system.
- Year 4: By 2014 all teachers will continue maintaining their grades online in the new student information system.

3i.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Transition to new student information system	Fall 2010 - 2011	Tech Director / Principals	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	grades and report cards posted online
Train HS and MS teachers to use the IC gradebook	Fall 2010	Vendor / Tech Director		Vendor training schedule
Implement the IC SBRC at the elementary schools	By Fall 2012	Vendor/Tech Director/Asst. Supt Curriculum		ES SBRC report cards done online

Objective 3i.2: By 2014, all CUSD teachers will use benchmark assessments to inform their instructional practice in core subject areas, K-12.

Benchmarks:

- Year 1: By June 2011, an assessment system will be identified and configured.
- Year 2: By 2012, math, language arts, social studies and science teachers will develop and administer quarterly (trimester for ES) benchmark assessments and use system to analyze data.
- Year 3: By 2013, core teachers will continue to refine and revise tests and data analysis to inform instructional practice.
- Year 4: By 2014 core teachers will continue to refine and revise tests and data analysis to inform instructional practice.

3i.2 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Investigate and purchase a viable assessment system. Configure and transfer data into new system.	2010-11	Asst. Supt of Curriculum / Dir. Of Technology	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Purchase of data warehouse and assessment system
Develop and refine benchmark tests. Begin training to use data system.	2011 ongoing	Asst. Supt of Curriculum		Tests Training materials Training session sign-in Data system logins
Train to use system for analyzing data	2012 ongoing	/ Dir. Of Technology		Training materials Data presentations
Reassess data assessment practice, strategy, and use of chosen system.	2013 ongoing	Asst. Supt of Curriculum /Consultants		Data reports and presentations.

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

For the past four years, Schoolloop has been used at the Intermediate and High Schools to provide two-way communication between home and school, keeping everyone “in the loop”. In addition an external dialer service has been used to inform parents about upcoming events at all CUSD schools, and also for daily attendance calls at the two secondary schools.

These capabilities will be extended to all grade levels/schools and streamlined with the implementation of a new Student Information System in the fall of 2011. We will have a fully integrated dialer system that can be used at district, school, class, or sub group level. Parent and student portals in Infinite Campus will allow and promote two way home-to-school communication at all grade levels via easy access to email and readily available monitoring of student attendance, grades and activity calendars.

Goal 3j: Students and parents will be kept informed about homework, attendance, grades and school activities using student and parent web portals in Infinite Campus, up-to-date district and school websites, an integrated SIS/dialer service, and by teachers from their classroom telephones.

Objective 3j.1: **All parents in the district will have access to a web portal for home to school communication and to monitor their student's attendance, grades and academic goals and to general information via up-to-date school and district websites.**

Benchmarks:

- Year 1: All parents in the district will be informed about the web portal in the new student information system by spring 2011.

- Year 2: 50 % of parents of elementary, middle and high school students will be regularly accessing their web portal by spring 2012.
- Year 3: 75% of parents of elementary, middle and high school students will be regularly accessing their web portal by spring 2013.
- Year 4: Outreach to remaining non-participating parents, including strategies for including parents of underserved communities.

3j.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Monitor and adjust bandwidth to accommodate centralized SIS and parent web traffic.	Fall 2010 ongoing	Director of Technology/Network Admin	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Network traffic charts
Kickoff promotion at each site of new SIS parent portal using sample materials provided by the vendor.	Fall 2010 HS-MS Fall 2011 ES	Site principals and Director of Technology		Logs of accounts created and used.
Promote and create parent training sessions through migrant, ELAC, PAC and PTO group	ongoing	Site Principals/Migrant Program Coordinator		
Websites will be kept current	ongoing	Webmaster/Director of Technology		Webmaster monitoring plan. Spreadsheet of activities and updates

Objective 3j.2: Key district staff, site principals, and classroom teachers will be proficient at using the dialer system for emergency calls and for informational notifications by June 2014.

Benchmarks:

- Year 1: Safety designees and admin will be trained to use the new integrated dialer.
- Year 2: All secondary teachers will be trained to use the new integrated dialer.
- Year 3: Elementary teachers will be trained to use the integrated dialer.
- Year 4: All teachers/staff, including new to district will be proficient using the dialer.

3j.2 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Designated persons will be trained by the SIS trainers on the new dialer system	Fall 2010	Director of Technology	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust	Training test calls
Training workshop for emergency calls, safety committee and translator	By November 2011	Director of Technology		Test calls. Included in District safety plan.

Site principals will be trained by district representative.	By 2010-2011	Director of Technology	timeline and resources as needed.	Training test calls
Teachers will complete training for classroom announcements	2011-14	Site principals		Use logs

Objective 3j.3: Classroom teachers will have access to phones in their classrooms.

Benchmarks:

- Year 1: 100% of teachers at the high school and 50% of teachers at the middle school will have classroom phones.
- Year 2: 100% of teachers at the high school and middle school will have classroom phones.
- Year 3: 100% of teachers at the high school and middle school and 50% of elementary teachers will have classroom phones.
- Year 4: 100% of all teachers K-12 will have classroom phones.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Additional classroom phones will be added to MS classrooms during phase 2,3 renovations	2011-2013	Superintendent/Director of technology	Construction project implementation. District administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Construction plans List of classroom phone extensions
Review ES phone systems and replace with VOIP to include classrooms	2013-14	Director of Facilities		Report
HS phone system due for review	2014	Director of Facilities		Report

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

District and school site administrators will monitor the development and implementation of all Tech Plan activities. With direction from District administration, the Technology Curriculum Committee will continually monitor the progress of the plan and initiate revisions to ensure a continuous cycle of improvement. The Director of Technology and the Asst. Superintendent of Curriculum and Instruction will oversee the process. The plan will be reviewed biannually.

4. Professional Development

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

The following is a summary of observed and informal survey of teacher and administrator computer skill level and general needs. As a K-12 district the skills and needs vary. Because of the implementation of a new student information system in fall 2011, priority will be given to training to use the new system.

PERSONAL PROFICIENCY AND PRODUCTIVITY SKILLS

- All Cabrillo Unified teachers, classified staff, and administrators are competent with basic computer use, regularly use email, word process, access the Internet, save and manage files, prepare presentations, scan and print.
- All District and site administrators and their clerical staff use computers to manage school financial and personnel information, to analyze student achievement, behavior and attendance, to assist with instructional leadership and management strategies, to write staff observations and planning documents, to communicate with staff and parents, and to access Internet resources.

CLASSROOM AND INSTRUCTIONAL PROFICIENCY

- At the secondary level, Cabrillo Unified teachers use technology in the classroom for attendance, grading, posting assignments and communicating with parents.
- About 60% of the teachers at the middle school and high school have projection systems in their classroom and use them frequently for instruction.
- In the 15 new middle school classrooms, the teachers make frequent use of document cameras and installed projection systems for instruction.
- At the high school, the math teachers have new electronic whiteboards. They will need additional training to fully implement in the classroom.
- All teachers K-12 have access to student test data and reports in Cruncher and have received training to input scores, view and print reports and disaggregate data.

Needs:

- Implementation training for teachers, staff, and administrators to use the new student information system. (Fall 2010) For teachers this will include attendance taking, grading, posting assignments and using integrated communication tools.
- Further professional development on using technology tools for instruction. (Electronic white boards, student response systems, document cameras and electronic tablets.)
- Training on using the benchmark assessment system to be acquired 2010-11.
- Increase awareness of issues about Cybersafety and ethical use of online resources.
- Ongoing training to use online curriculum resources.

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

The professional development goal of Cabrillo Unified's Technology Use Plan is to continuously improve teachers' and administrators' technological proficiency as measured by the ISTE-T Performance indicators.

During this Plan, we will increase teachers' proficiency in using classroom technology for student record keeping, communication with parents, and instruction. We will raise awareness of online safety and ethical use issues and develop proficiency in using formative assessment data to inform and differentiate instruction. Staff development will occur in various venues including workshops, handouts, one-on-one training, peer assistance, and short demos in staff meetings.

Goal 4b: Administrators and teachers will become proficient with the same technology skills, integration skills and information literacy skills required of students and will participate in opportunities for professional growth as measured by the as measured by the NETS-T and NETS-A Performance Indicators.

Objective 4b.1 By June 2014 100% of teachers and administrators will receive professional development on utilizing the management tools in Infinite Campus. (NETS-T Model Digital Age Work and Learning.)

Benchmarks:

- Year 1: Teachers and administrators will receive professional development on utilizing basic management tools in Infinite Campus.
- Year 2: Teachers and administrators will receive professional development on utilizing extended and more detailed management tools in Infinite Campus.
- Year 3: Teachers and administrators will continue to upgrade IC skills by taking webinar training on specialized features of IC.
- Year 4: New teachers and administrators will receive professional development on utilizing management tools in IC. Webinars available for all as needed.

4b.1 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Teachers and administrators will be trained by the SIS trainers on job-relevant features of Infinite Campus (IC)	Fall 2010	Director of Technology	District and site administrators will monitor the development and implementation of activities and	Log of completed training modules
Teachers and administrators will be trained on additional features of IC	By November 2011	Director of Technology Staff dev committee		Training logs Job performance

SBRC will be converted to online in Infinite Campus	2010-11	Director of Technology	benchmarks and adjust timeline and resources as needed.	SBRC online
Elementary teachers get training to use online SBRC	Fall 2011	Asst. Supt.		SBRC done online 1st trimester 2011 ongoing
Webinar trainings available for specific modules to enhance productivity using IC	2010-ongoing	Director of Technology Staff dev committee		Webinar signups and course completions
Training as needed for new, changes or upgrades.	2011-14	Director of Technology		calendar

Objective 4b.2: By June 2014, 100% of the staff will participate in professional development on how to utilize and integrate technology tools and resources in the classroom to improve teaching and learning. (NET-T 3d.)

Benchmarks:

- Year 1: 25% of teachers will be trained to use and integrate technology tools and resources in the classroom to improve teaching and learning.
- Year 2: 55% of teachers will be trained to use and integrate technology tools and resources in the classroom to improve teaching and learning.
- Year 3: 75% of teachers will be trained to use and integrate technology tools and resources in the classroom to improve teaching and learning.
- Year 4: 100% of teachers will be trained to use and integrate technology tools and resources in the classroom to improve teaching and learning.

Objective 4b.3: By June 2014 teaching and administrative staff will understand cybersafety issues and receive training about appropriate and ethical use of information technology including copyright, fair use, plagiarism, and legal/illegal downloading and file sharing. (ISTE-T Promote and Model Digital Citizenship and Responsibility and ISTE-A – Digital Citizenship)

Benchmarks:

- Year 1: Assess level of awareness and identify training materials to use for staff development.
- Year 2: Provide staff training about digital citizenship issues for secondary teachers and principals.
- Year 3: Provide staff training about digital citizenship issues for secondary teachers and principals.
- Year 4: Keep staff updated about digital citizenship issues.

4b.3 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**

Survey staff and raise awareness about cyberbullying and online safety.	Fall 2010	Tech Curriculum Committee Teachers and Librarians	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	
Survey staff and raise awareness about online ethical and legal issues	2010 ongoing	Asst. Supt of Curriculum		
Regularly update staff with new articles and resources about "digital citizenship."	2011 ongoing	Director of Technology		

Objective 4b.4 By June 2014, teachers and administrators will be trained to provide students with multiple and varied formative assessments aligned with content and technology standards and to use resulting data to inform learning and teaching. (ISTE-T 2d.)

Benchmarks:

- Year 1: By June 2011, math and language arts teachers will be trained to use the new data system to develop and administer and analyze quarterly (trimester for ES) benchmark assessments.
- Year 2: By June 2012, math, language arts, social studies and science teachers will be trained to use the new data system to develop and administer and analyze quarterly (trimester for ES) benchmark assessments.
- Year 3: By 2013, core teachers and teachers new to the District will review and refine training on data analysis to inform instructional practice.
- Year 4: By 2014 core teachers and teachers new to the District will review and refine training on data analysis to inform instructional practice.

4b.4 Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Investigate and purchase a viable assessment system.	2010-11	Asst. Supt of Curriculum / Dir. Of Technology	District and site administrators will monitor the development and implementation of activities and benchmarks and adjust timeline and resources as needed.	Comparative notes Purchase order
Math and language arts teachers are trained by vendor to create and analyze tests in new system	2010 ongoing	Asst. Supt of Curriculum		Benchmark assessments
Social studies and science teachers receive training to create and analyze tests in new system	2011	Asst. Supt of Curriculum		
Train to use system for analyzing data	2010 ongoing	/ Dir. Of Technology		
Data assessment practice and strategy	2011 ongoing	Asst. Supt of Curriculum /Consultants		

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The technology department personnel will support the setup and configuration of equipment and software and assist in troubleshooting and access issues. A district staff development team, comprised of representatives from each site and led by the Assistant Superintendent of Instruction will oversee and monitor professional development at each site. After initial training in each area, the professional development goals will be evaluated annually to determine effectiveness in the classroom and need for ongoing training. Site Principals and their grade level teams and department heads will assess the implantation of training using teacher interviews and informal classroom observation to modify the pace and quantity of training.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware:

There one networked teacher PC in every classroom K-12. Elementary classrooms have between 0 and 6 student computers, depending on the site and grade level. Most of the classroom computers are at least 5 years old. At the high school and middle school, the teacher PC's are 1-2 years old, the special ed computers are 5 year old. Because of recent bond construction, the middle school has 3 labs with new computers. The high school has 2 labs with older refurbished computers, and 2 labs with 3 year old computers. At the middles school there are 2 classroom mini-labs (ELD) and 3 special ed classroom mini-labs. At the HS there are 6 or 7 classrooms with multiple computers for specific uses (special ed, yearbook, language arts) Most of the HS classrooms have projection systems; 6 are ceiling mounted, the remainder on carts. The math department has Smartboards and Quizdom response systems. The science department has document cameras included in their ceiling-mounted projection systems. At the middle school, in the new construction, 15 classrooms have fully integrated projection systems, e-tablets and document cameras. Very few classrooms in the elementary schools have projection systems. Classroom printers are old and, as they fail, are being replaced by shared network printing.

Existing Internet Access:

Cabrillo USD spans an area of approximately 135 square miles. Each of the 6 campus locations operates is own Local Area Network (LAN). The elementary classrooms are each wired for 6 computers since modernization in 1998. The elementary schools are connected via T-1 to the district's Wide Area Network (WAN). The High School has a high speed wireless connection to the district hub which is situated at the middle school. The District hub has a 20 MB Opteman connection to the San Mateo County Office of Education which provides Internet Service. CUSD hosts its own email server and integrated network services (Novell) with District Integrated SASI (to be replaced by Infinite Campus in July 2010), and connection to the SMCOE financial and human resources management systems. Other network systems include web filtering (SonicWall), virus protection, Follett library management, a district-wide lunch accounting system (LunchByte), as well as numerous educational applications such as Lexia, Scholastic Read180, Scholastic Reading Counts, Geometers Sketchpad, Plato, and Touch Typing. The current bandwidth is sufficient to provide reasonable access to the Internet and accommodation of the student information system, local resources, and the current demand for video streaming and Internet resources. The LAN's were established between 14 and 18 years ago with some upgrades during bond renovation. The HS fiber backbone was replaced summer 2009.There is ongoing need to monitor and evaluate the continued functionality and to replace wiring and network hardware as components age.

Existing Electronic Learning Resources:

Most of the learning resources described in the plan are currently available in the district. For these (Follet, Lexia, Read180, Scholastic Reading Counts, Aleks, Geometer's Sketchpad, Inspiration, Cruncher, SchoolLoop) annual maintenance contracts need to be renewed and for some, additional licenses may need to be acquired.

Existing Classroom Telephones:

The high school currently has phones in all classrooms. The middle school has phones in about 30% of classrooms which are in the new (2009) wings. The remainder of the classrooms will be equipped with phones during renovating from 2010-2013. The elementary schools do not have phones in the classrooms. They have antiquated intercom systems.

Existing Technical Support:

The district employs one Network and Computer Specialist and one District Computer Technician. In addition, the Technology Director participates in purchasing decisions, support planning and user support for administrative and teacher functions such as SASI, gradebook, SchoolLoop, and data management as well as State Reporting (CALPADS etc.) No schools have additional onsite technical support. We use a web helpdesk system to address support requests district-wide. Having standardized hardware and software allows for more efficient support with this high tech-to-computer ratio. Recommendation for improved support would be to provide for software/user support for any educational databases and curriculum integration.

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

Hardware Needed:
Replacement of PCs on 5 year cycle
LAN hardware replacement as needed
Additional and replacement projectors
Computers for ES school labs (105)
Classroom technology tools such as document cameras, student response systems and electronic whiteboards.
Telephone systems and classroom phones at the elementary schools Additional classroom phones at the middle school:

Electronic Learning Resources Needed:
Online credit-recovery system.
Benchmark Assessment and Analysis System

Networking and Telecommunications Infrastructure Needed:
Replacement of old LAN cabling at elementary schools
Replacement of LAN cabling during modernization at the middle school
Explore possibility of using wireless to connect district office to the middle school.
Replacement of some failing LAN cabling at the high school.
Potential upgrade of bandwidth to Internet Service provider (increase speed up to 100 Mbps)

Physical Plant Modifications Needed:
Electrical upgrades for additional projector installations.

Technical Support Needed:
To support the new assessment system and increased load of classroom technology including projectors, electronic whiteboards, additional site technical support is needed.

Realistically a tech support person at each site to help with curriculum integration and tech support is needed but not anticipated in the funding climate.

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

Year 1 Benchmark:		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Contract with online credit recovery system	**2010-11**	**HS Principal**
Purchase benchmark assessment system	**2010-11**	**Asst. Supt. Curriculum**
Replace DO PCs	**2011-12**	**Department heads**
Additional tech support for implementation of SIS and assessment system	**2010 ongoing**	**District Administrators**
Additional projectors, whiteboards	**2010 ongoing**	**Site Admin**
Replace LAN cabling at MS during renovation	**2010-11**	**Construction Manager / Network Admin**

Year 2 Benchmark:		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Purchase/replace computers for ES labs	**2011-12**	**Site Principals / Tech Director**
Purchase materials for teaching Internet Safety	**2011-12**	**Site Principals / Curriculum Director**
Replace LAN cabling at HS	**Summer 2011**	**Tech Director**
Additional phones at the elementary school	**2011-12**	**Facilities Dir / Bond**

Year 3 Benchmark:		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Replace computers in 2 labs at HS	**Summer 2013**	**HS Principal**
Replace LAN cabling at FV, Hatch, EG	**Summer 2013**	**Director of Technology**

Year 4 Benchmark:		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
ES telephone systems		**Director of Facilities**
Replace FV teacher computers		**FV Principal**

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

The Technology Curriculum Committee under the direction of the Director of Technology will review and monitor the timeline and progress made toward stated benchmarks. The TCC will use annual reports from the Technology Department that summarize current technology resource inventories around the district. And review status updates of implementation of the Infrastructure, Hardware, Technical Support, and Software requirements set forth in this plan.

The District Technology Director will support the monitoring and evaluation of this section of the plan by:

- Monitoring and evaluating help desk records and purchase requests
- Monitoring and evaluating District survey results to measure progress on benchmarks district-wide
- Monitoring and evaluating State technology survey results

These status reports will be presented by the responsible parties listed in section 5c.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

Resources include;

- Bond funds for construction and facilities,
- Ed-fund, PTA and Cabrillo Ed Foundation, for special requests such as interactive writing pads, SmartBoards
- School District General Fund for technical personnel and network licenses.
- Title I
- Microsoft Settlement voucher (small amt remaining) for some software
- Grant for the development of individualized learning plans and electronic portfolios.
- Use of e-rate, California Teleconnect and other discounts to reduce overall costs.
- Stimulus funds

Cost savings have been and will continue to be addressed by efficient use of personnel and equipment, standardizing hardware and software as much as possible, seeking State, Federal and private grants and donations, and using education discount pricing.

Potential Funding Sources:

Other community grants

Cabrillo Ed Fund

Individual teacher grants for classroom technology items.

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

Funded Items	**Budget by School Year**			
	2010-11	2011-12	2012-13	2013-14
Technology Maintenance				
Software licenses (1) (Novell, virus, sonicwall, email, SIS, Follett, Read180, sri, Alexs, Plato, Intel Assess, Imagine Learning, NK, Quizdom, R180	65,000	65,000	65,000	65,000
Hardware maintenance (1) (4)	50,000	50,000	50,000	50,000
Voice & data lines (2)	76,900	76,900	76,900	76,900
Tech Support Staff	319,250	319,250	319,250	319,250
Director Technology (1)				
Network Administrator (1)				

District Computer Tech (1)				
Staff Development				
Tech training 1,4	10,000	10,000	10,000	10,000
SIS training (5)	36,000	7,000	5,000	5,000
Books and materials 1,4	5,000	5,000	5,000	5,000
Online curriculum system training (eg Aventa)	5,000	5,000	5,000	5,000
Data system training (eg. Data Director)	5,700	1,200	1,200	1,200
New Acquisitions				
Software 1,4 (eg. Datadirector, Aventa)	50,000	50,000	50,000	50,000
Hardware 1,4				
Replacement pcs, e-boards, projectors	50,000	50,000	50,000	50,000
Totals	672,850	639,350	637,350	637,350

1Funded through general funds of the Cabrillo Unified School District
2Funded through general funds, DAS, ERATE
3Funded through bond measure
4Funded through site based coordinated programs, school site discretionary funds, Cabrillo Education Foundation grants, site parent groups, other grants.
5Funded through one-time Stimulus Funds

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

The current district policy is that each site or department has to purchase new systems to meet their technology needs and to replace obsolete equipment. The district has a replacement policy on a 5 year cycle for computers, but actually replaces equipment as funds are available and is behind schedule in staff and student computer replacement. New technology equipment is received through grants, one-time money, or donations.

WAN and LAN equipment is renewed as needed to serve all sites adequately.

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

Funding for all district programs is part of the annual budget process which begins in March of each year with review of current recommendations for future year expenditures based on the best estimate of revenues. The Technology Director consults with the District Technology Curriculum Committee and the District Administrative Cabinet in recommending changes to future year budgets. The Board receives regular reports on technology department expenditures and recommendations.

7. Monitoring and Evaluation

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

Monitoring and evaluation have been specified for the goals and timelines in each section of the Technology Plan. The plan will be reviewed biannually in September and June by the Technology Curriculum Committee (representatives from each site, the Assistant Superintendent of Curriculum and the Technology Director.) to monitor the plan's effect on teaching and learning. As specified in the plan, various evaluation tools will be used to gather evidence and monitor progress of the Plan's implementation.

Members will gather input from administrators, teachers, and support staff to evaluate the plan's progress in affecting the use of classroom management and technology tools. The Technology Curriculum Committee will meet at least once a semester to compile their findings. Reports will be presented to the Superintendent and the Board of Education annually.

Equipment inventories will be used to analyze equity and access issues for students and teachers. The impact of technology on student learning can be monitored through benchmark assessment results and State standardized testing results. Test scores, dropout rates, student works, and other student data can be indicators of student success. The TCC can track the teachers' usage of and reliance on hardware and software in classrooms, labs, and libraries as an indicator of the plan's progress.

Evaluations of surveys from Special Day classes, resource teachers, resource aides, ELL teachers, and academic counselors can be used to determine the impact of technology on student learning for special populations.

The Technology Director, school administrators and technology committee will be responsible for communication successes across the district via reports at Board Meetings, administrative meetings, staff meetings, tours of the district and the district web site.

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

The plan will be reviewed biannually in September and June by the Technology Curriculum Committee.

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

Monitoring and recommendations of the Tech Curriculum Committee will be reviewed in the district administrative cabinet and by the site principals. The principals and their site representatives on the Tech Curriculum Committee will be the liaisons for site implementation

and input. An annual report to the Board on progress and results will be presented by the Director of Technology or representative of the Tech Curriculum Committee.

8. Collaborative Strategies with Adult Literacy Providers

Cabrillo Unified has an Adult Education Program which provides literacy, GED, computer literacy and Spanish language programs. The Migrant program has workshops for adults to increase literacy. Cabrillo Unified has provided the local public library READS program with use of district the computer labs as well as volunteers from the CUSD staff.

9. Effective, Researched-Based Methods and Strategies

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

Effect on student learning:

The Technology Committee, and the Leadership Professional Learning Community, review emerging research regularly in order to ensure that District goals and objectives reflect current and proven strategies and are grounded in solid research findings. The factors driving this plan's curriculum goals, parent involvement goals, and professional development strategies are based on effective models of professional development and student engagement leading to high achievement.

Component Reinforcement	Research Source	Research Summary
Curriculum, Reading and Writing Technology skills,	Sandholtz, Ringstaff and Dwyer, in *Teaching with technology; Creating student-centered classrooms,* 1997	"Student engagement remained highest when technology use was integrated into the larger curricular framework, rather than being an "add-on" to an already full curriculum."
Information Literacy Skills History/Social Studies	*Critical Issue: Using technology to improve students achievement,* 1999 NCREL web site	Using technology within the curricular framework can enhance important skills that will be valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments.
Classroom technology tools	Bracewell, R., Breuleux, A., Laferriere, T., Beniot, J., & Abdous, M. (1998). *The emerging contribution of online resources and tool s to classroom learning and teaching.* Montreal: Universite Laval. Retrieved March 19, 2002	The integration of educational technology into the classroom, in conjunction with supportive pedagogy, typically leads to increased student interest and motivation in learning, more student-centered classroom environments, and increased real-life or authentic learning opportunities.
Parent Involvement in student academic life using web portals	**Aluise, Victor,** An Evaluation of A Class Web Site (CWS) Tool To Increase Parental Involvement in Student Academic Life, 2006	Majority of parents indicated that using the CWS tool increased both their awareness of class requirements and involvement in class or school activities.
Use of auto dialer and classroom phones to communicate with parents	Constantino, 2003; Davenport, & Eib, 2004; Decker & Decker	Technology provides promising avenues for disseminating information to parents such as voice mail, …….(Constantino, 2003; Davenport, & Eib, 2004; Decker & Decker

Use of data to guide instructional practice	Waters, Burger, & Burger, 1995	Teachers should use assessments of student performance, rather than informal assumptions, to inform instructional decision-making; such early assessments can deter remediation down the road
Role of administrative leadership	Toledo, 2005; Wells, 2007	Administration and faculty must share a vision that supports new modes of teaching which includes collaborative learning strategies. Groups that support this type of learning have been successful in promoting computer technology integration by teachers.
Using data to inform instructional practice	**Storandt, Barb,** Using Technology to Link Data-driven and Standards-based Instruction, 2008	… when teachers have access to data describing the strengths and weaknesses of individual students, and when that data aligns with research-based teaching strategies, teachers are able to respond to the needs of individual students in ways that may result in higher student achievement. …Administrators and teachers face common challenges in an era of increased accountability, where student performance data are widely available but may not be easily applied to professional practice. Technology-based data interfaces show promise as one solution for bridging this gap.
Role of administrative leadership	**Pass, Delia:** Leadership, Vision, and Collaborative Technology Integration in the Classroom, **2008**	Administrative support and focus on the goal was vital to the success of the initiative, to increase technology integration in the classroom promoting the school-wide use of technology as a tool for active, directed learning.

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

We are currently in the process of evaluating and choosing an online course system, both for credit recovery and for AP and other rigorous advanced courses. The high school and continuation school have chosen to proceed with Aventa and to begin offering students access to credit course recovery beginning Spring 2010. The online courses are likely to replace the current summer school model in order to service more students on an individualized basis. It will be used in the school day and before and after school to enrich the curriculum and provide an opportunity for credit recovery. As a relatively small, isolated high school, the use of online courses to extend the course offerings is needed. During the duration of this plan, the online courses will be implemented.

Appendix C – Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

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

Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	5	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals that are supported by this tech plan.	6	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	7-8	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.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when	9-10	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will	The plan suggests how students will acquire technology

students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		acquire technology skills and information literacy skills.	skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism	11	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.	12	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.
Description of or goals about the district policy or practices that ensure equitable technology	13	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that	The plan does not describe policies or goals that result in

access for all students.		ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	14-15	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	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.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	16	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	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.
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.	17	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.
PROFESSIONAL	Page in	Example of Adequately	Example of Not

DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	District Plan	Addressed	Adequately Addressed
Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	18	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	19-21	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities	22	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

including roles and responsibilities.			expected.
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
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.	23	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.
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.	24	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.
List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	25	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	26	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.
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
List established and potential funding sources.	27	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
Estimate annual	27-28	Cost estimates are reasonable	Cost estimates

implementation costs for the term of the plan.		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.	are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
Describe the district's replacement policy for obsolete equipment.	28	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.
Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
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
Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	29	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
Schedule for evaluating the effect of plan implementation.	29	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.
Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	29	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.
EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify	30	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service

adult literacy providers or potential future outreach efforts.)		technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	providers, to maximize the use of technology.
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
Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	31-32	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
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.	32	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.