

**DUNSMUIR JOINT UNION HIGH SCHOOL  
DISTRICT  
EDUCATION TECHNOLOGY PLAN  
JULY 1, 2021– JUNE 30, 2024**



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District Name: Dunsmuir Joint Union High  
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## **District Educational Technology Plan Team**

### **District Personnel**

#### **Curriculum / Data Personnel**

Kurt Champe  
Alysia Garcia  
Jeff Ogden

Sean Garland – Garland Tech

#### **Site Administrators**

Ray Kellar

#### **Financial Personnel**

Raymond Kellar  
Kim Vardanega

#### **Additional Teachers and staff**

Jeff Cannon  
Jeff Capps  
Sandy Richardson  
Alison Howard  
Jake MeKeel  
Linda Ryan

#### **Technology Personnel/Contractors**

Alysia Garcia  
Ray Kellar  
Sean Garland

#### **Other Stakeholders**

##### **Parents / Students**

DHS Site Council

##### **Community Group & Businesses**

Northland Cable  
Siskiyou Media Council

##### **Government Agencies**

CTAP Region 2, Ed Tech Plan Coordinator  
Siskiyou County Office of Education

##### **School Board of Trustees**

Jean E. Rogers  
Bob Saltzgaver  
William Townsend, DDS  
Mariella Hines  
Jeremiah LaRue

## Overview

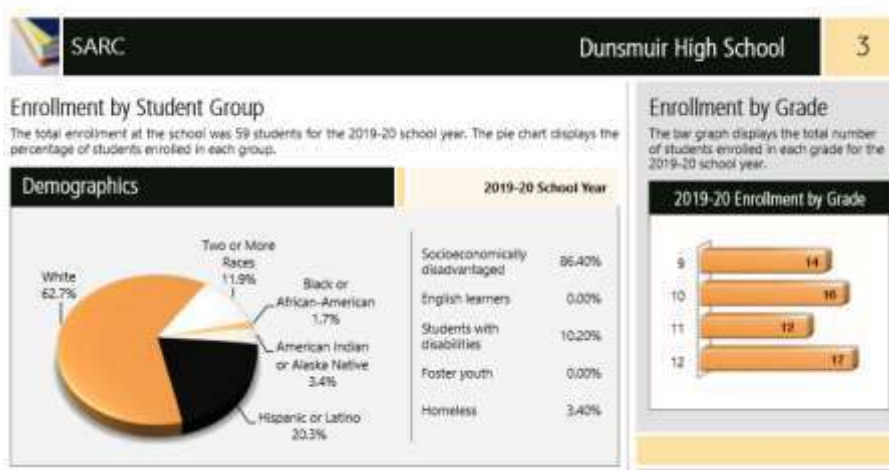
The plan will serve as the primary guide to direct the district’s acquisition, sustainability, and integration of technology to support the district’s curricular goals. The curricular goals and technological needs expressed in this plan will be reflected in the action items of the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAPP being prepared this year. The Tech Plan will guide the DJUHSD’s procurement and use of education technology for the next three years, from March 1, 2021 to February 28, 2024.

## District Profile

Included below is a brief overview of the District, its location and demographics, Our website can be found at <http://dunsmuirhigh.k12.ca.us/>.

The Dunsmuir Joint Union High School District (DJUHSD) is located approximately 200 miles north of Sacramento near Mt. Shasta. The District consists of one comprehensive high school (Dunsmuir High), one alternative education school, (Community Day School), when needed, and one adult education school. DJUHSD is a very small district in a rural, low-income area. Students qualifying for the Free and Reduced Lunch Program comprise 74% of the student population. There are no English Learners at this time. Racial categories are mixed.

Dunsmuir Joint Union High School District Data			
	Enrollment 2020-2021	Full Time Equivalent Teacher	Pupil to Teacher Ratio
Dunsmuir High	55	10	5:1
Community Day School	0	0	NA
Dunsmuir Adult Education	10	.2	15:1
<b>Total</b>	<b>65</b>	<b>10.2</b>	<b>5.5:1</b>



Despite its small size, Dunsmuir High School strives to offer a curriculum comparable to much larger school districts, with a blend of career/technical, lab, and academic subjects – both required and electives.

DJUHSD has formed a partnerships with College of the Siskiyous and Shasta College to offer several college level courses during the regular school day to increase the offerings available and give high school students an opportunity to begin earning college units. UC Scout remains an option for classes, as well.

Dunsmuir High School is in the process of developing additional career pathways for which technology is a basic need. This includes continued implementation of the plan to have a state of the art media center for the use of teachers and students alike. Techers can film lectures for dissemination over the internet. Students can learn about film, audio, video as part of their drams class and to prepare a virtual yearbook. The studio will also be used for music classes.

Security: The Campus itself consists of 1 main building and one annex building, plus a garage and a bus barn. The campus underwent a major renovation approximately ten years ago, when all electric circuits were reviewed and upgraded as to meet the demands of technology and is in compliance with all safety and fire codes.

The Annex is locked until being used. The Main building is locked and secure until school starts and until the maintenance staff locks up at night. Keys to exterior doors are limited to very few staff. The computer lab is locked until being used. All teachers have a key for that door and their own classroom/office. The student to staff ratio allows for easy monitoring of student activity. All visitors must enter through the front office where ID tags are provided. All Chromebooks are locked into a charging cart every night. Cameras are installed to observe interior and exterior areas of the campus.

## **Purpose**

The Dunsmuir Joint Union High School District Education Technology Plan is intended to serve as both a guide for technology related decision-making, and an instrument to monitor and evaluate progress toward our identified goals and objectives. Each section of the plan contains an updated assessment of district technology status and needs. This assessment, which occurs annually, has guided the development of our new technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to: improve student learning; provide equitable technology access and support; provide secure, timely information flow between home, school, and community; and provide coordinated, ongoing professional development.

Dunsmuir Joint Union High School District firmly believes that today's students must have access to the

latest in technology (hardware and software) and will do all it can to provide that access. The District is committed to appropriately integrating technology into all areas of the curriculum. It is dedicated to the acquisition and support of effective educational technology that provides all teachers and all students with real-world contexts for learning. The remote location in Northern California of Dunsmuir High mandates connections to larger learning communities, social and world views, as well as opportunities to individualize and apply learning. Distance learning is now a normal function of the school which entails a high demand for electronic forms of communication – textual, visual, and audio. Teachers must be able to converse with students, provide students with lessons and supporting content, and allow the students to attend class and submit assignments electronically.

Implementing technology-based solutions into all functions and processes of instruction, management and communication is the responsibility of district curriculum and technology leaders. Specifically, our role is to:

- Obtain guidance and input from data and stakeholders on an annual basis.
- Orchestrate the implementation of our technology plan
- Develop strategies for funding of technological upgrades
- Manage the technology budgets
- Maintain and manage the infrastructure, hardware, and software
- Provide high-quality service to users on an ongoing basis
- Implement technology solutions that will make differences in instruction, assessment, and management of student data,
- Improve communication and collaboration.

## History

A diverse group, consisting of administrators, teachers, community members and parents developed the original Ed Tech Plan and its updates. The original District Technology Stakeholder Committee was formed in the fall of 1998 and has evolved over the years. This new 3-year plan brought together some of the original authors, but replaced several faculty members, community members, and local business partners. A list of our current stakeholders is shown on Page 6.

This Edition of the Technology Plan was formed by following a process, including:

- 1.) Performing a needs assessment by issuing a survey to staff about their current usage of technology and their needs for new technology.
- 2.) Researching requirements for plan contents and composition
- 3.) Creating a draft in-house
- 4.) Posting a draft on the District website to solicit comments
- 5.) Review of the draft by the Site Council, and Faculty

- 6.) Revision of the draft to accommodate suggested changes
- 7.) Review and adoption by the Board of Trustees.

Annual Updates will be prepared in-house and reviewed by the Site Council, Faculty, Administration, and by a wider stakeholder group via parent meetings and community outreach depending on the content and nature of proposed revisions. Contributions from past stakeholders and content contributors is retained where relevant.

## Process

This plan will be monitored by district administrators, teachers, and technology staff during regularly scheduled education support meetings and reviewed and revised annually by technology stakeholders after the state releases achievement data for Dunsmuir Joint Union High School District sites. The Superintendent/Principal will communicate any modifications required through such review to the school board. The Superintendent/Principal will then work with the technology coordinator and teaching staff to assure these modifications takes place. It is expected that stakeholders will consider the following questions when reviewing the technology plan:

- Are the district and schools' visions for student success aligned to today's current use of technology in the world? Are administrators committed to the vision?
- Are students demonstrating proficiency in technological literacy?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?
- Is student academic achievement improving where technology is being used effectively?
- Do all students and all school staff have adequate access to appropriate technology to support effective teaching and learning?
- Are the funding mechanisms in place to acquire and maintain the technology needed?

### **Routine implementation strategies:**

Monitoring progress on current technology projects

Monitoring student progress in technological acumen and ethical use of the Internet.

Maintaining accurate inventory

Creating and enforcing a system of security for all devices

Insuring CIPA filters are in place on the isp service

Identifying and updating technology needs and issues

Staff will collaborate with eachother with peers and with processionals outside the school in a variety of way. This happens organically at Teacher Work Days where an agenda lists topics of import and ideas are

discussed that can improve the educational experience. Best practices are introduced and reviewed in light of their effectiveness or potential impact on student achievement. They do this after implementing the following practices:

- Gather data re current levels of student proficiency;
- Identify achievement gaps;
- Developing strategies to fill gaps and build on strengths;
- Implementing those strategies and ideas;
- Comparing new data with old data to identify trends; and
- Applying new knowledge in the plan review

Peers are consulted at collaborative meetings through Siskiyou County Office of Education and various professional groups, like SSC, EdWeb, and CSBA. Information gathered there will be shared with colleagues on site and considered when revising plans.

## **Role of Stakeholder Groups**

**District Curriculum Personnel** – Superintendent/Principal and Lead teacher

**Design & Implementation Roles:** Because of our very small size, personnel are forced to perform many roles. Our Superintendent/Principal monitors the delivery of standards-aligned academic objectives by subject; supports research-based best practices and instructional programs; monitors student data and school performance, guides curricular adjustments based on school performance and budgetary realities, and coordinates the technology committee.

**District Technology Personnel** –District Technology Committee

**Design & Implementation Roles:** Our Technology Committee is composed of one administrator, one certificated employee, one classified employee, and one Contractor. The Superintendent /Principal provides overall coordination of the technology implementation, and the implementation of the goals and objectives set forth in this updated technology plan. The Technology Committee will assist in the assessment of existing and needed technology and oversee plan preparation. Financial data and input will be obtained from the District's Chief Business Official to provide coordination of technology funds and information concerning budget issues. Teachers and Staff members will be provided opportunity to give input on their needs through various surveys and Teacher Work days.

**Community Groups & Businesses:** Local business supporters, including Siskiyou Media Council, Sean Garland or other professionals will be consulted on an as-needed basis to ensure a reasonable and equitable plan.

**Board of Trustees:** Our school board adopts key goals annually, tied to supporting the adopted, state



approved, content standards in all academic areas. These key goals support the LEA plans on the district level. Each of our schools ties its site-based curricular goals directly to the district's LEA Plan and school board's key goals in site-based comprehensive school plans (SSPSA and LCAP) and School Accountability Report Cards (SARC). As of this date, the Community Day School is not in operation.

The Dunsmuir Joint Union High School District continues to solicit and expand our partnerships with other parent and community stakeholders via our Site Council, Community Forums, Back to School Night, and Title I discussions, to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global education system and society.

## Current State of Technology

### **Current Technology Access**

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including special education, and English Language Learners (should any ELL students enroll at DJUHSD) both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records. The 2021 data has been summarized below:

According to our current California Technology Survey and district records, our student to computer ratio for computers four years old or newer is approximately 2:1. Access to technology is available to all students and all staff in an equitable fashion. Tech staff to computer ratio is 1 to 58. This level has been adequate and is judged to be adequate for the duration of this plan.

Internet access is available on all computers, either via cable or Wi-Fi. Each classroom has a projector and access to Zoom. Most classrooms (including the Adult Education room and the Audio Visual studio), have a smart-board style white board in addition to regular dry-erase boards. The staff room and four classrooms (102, 104, 201, 213) do not have this yet.

Teachers also have a desktop and/or laptop in their classroom, a printer and/or printer/scanner. Document readers, other periphery items and all necessary cables and connectors are provided as needed.

Specific classes need additional equipment, such as that used in the science lab to compete experiments, the audio visual media center to produce student projects as well as to record teacher lessons.

The 24-station computer lab is available to students within the presence of a teacher for class work from 7:30am-4:00pm. The Library has three computers available to students and staff for research, classwork access and printing from 8:00 to 4:00.

Each student has been assigned and is responsible for a Chromebook and brings it to school daily for re-charging. Distance learners bring the Chromebook in monthly for cleaning and review. Any student that does not have adequate internet access at home is provided with a hot spot for connectivity. They are

signed out the same way the Chromebooks are. This allows access to educational content allowed through our isp and special videos and content uploaded by our teachers. Each student has an email address assigned by the school for which they create their own secure password.

Two smart screens are available for situations that require presentation to a large crowd. One in the Auditorium and one in the Gymnasium. The one in the gym has been used regularly by the Physical Education teacher to show exercise classes. The one in the auditorium has been used for showing social-emotional support films and cultural interest films to the student body at large and for Parent and Community meeting events. The projector in the staff room is used regularly for Site Council and Board meetings.

A color copier is located in the Library and in the main office as well as in the Annex building. A large copier is located in the main office and in the 2<sup>nd</sup> floor copy room.

Telephones are located in every room and office. They are VOIP except for the Fax machine which is still on the rotary system. Voice mail is activated on all phones (28 phones).

### **District/School Software Used**

The software being used is integral to the educational experience. Google Classroom enables teachers, students, and parents to see how each assignment is graded. Power School, Excel, Word, and various programs are enabling staff to monitor student attendance, grades, GPA's and behavioral issues. It also allows parents and students to monitor overall classroom grades, and to converse with teachers. Kahn Academy is enabling students to replay math lessons as often as necessary to absorb the content.

The data these systems generate informs our daily operations as well as our successes and our needs with regard to technological innovation in the office and the classroom.

- Power School software is used to track a student's classes, grades, GPA and progress toward graduation requirements.

- CAASPP tests are taken on District owned laptops, Chromebooks and/or desktop computers. The scores are provided in the CAASPP system which the Consolidated Applications Coordinator can access for information that guides LCAP goals and actions for the next year.
- CalPADS is used to monitor attendance. Students who are noticeably absent from Zoom Classes are contacted daily.
- Students who chronically are absent are counseled and monitored closely.
- Professional development is offered via various web-based offerings to enable staff to obtain the full benefit of existing programs.
- New systems are explored and researched for possible acquisition.

Microsoft office 2016,  
Adobe Suite,  
Variety of Google apps,  
Canon camera software,  
Hitachi smartboard software,  
HP printing and scanning,  
VLC media player,  
Quick Permit,  
Grade Book Plus,  
Heartland,  
Mealtracker POS,  
Nutrikids,  
Multimeasures  
Galactica Luxmeter (measures light intensity),  
PowerSchool, CalPADS  
The School System,  
Document Tracking,

SEIS,  
QSS accounting,  
Library World,  
Survey Monkey,  
Sketch Pad,  
Windows 8 & 10,  
TreeRing,  
Filmora,  
UC Scout, and Cyberhigh,  
Career Café,  
HMH online textbook for English,  
Zoom,  
Kahn Academy,  
Sports for Learning,  
Various Internet browsers,  
Various on-line sites and programs.

Teachers and staff may continually be updating this list over the course of the year, and the term or the Plan's life.

**Staff Survey Results in Table Format (Fall 2020)**

On average, how often do teachers use the following technology tools for classroom instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	N/A
Computers and Peripherals (scanner, printers, etc.)	X					
Video based presentation devices (DVD, LCD projector, etc.)		X				
Video based creation tools (video camera, digital camera, etc.)	X					
Internet	X					
Email	X					
Hand-held electronic devices			X			

On average, how often and in what subject areas teachers use technology tools for instruction?	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it	N/A
Reading/Language Arts	X					
Mathematics	X					
Science	X					
History/Social Science	X					
PE/Health		X				
Fine Arts		X				
ROP/Food Services and Culinary Arts	X					
Success 101/Desktop publishing/Computer applications	X					
Library Aid/Office practices	X					
Robotics	X					
Foreign Language	X					

On average, in what ways and to what degree teachers use	Daily	2-4 days a week	Between once a	Less than monthly	Never
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technology tools (computers, video, Internet, and hand-held devices) at their school? (# indicates how many teachers answered this way)			week and monthly		
Create instructional materials	4	1	2		
Deliver classroom instruction	3	2	1		
Manage student grades and attendance	6	1			
Communicate with parents or students	5	2			
Gather information for planning lessons	2	3	2		
Access model lesson plans and best practices	2	2	1	1	

Teachers have their students use technology tools (computers, video, Internet, and hand-held devices) for classroom assignments in the following locations.	Library media center	Computer Lab	Classroom or other instruction areas	At Home - for distance learners, and for homework	My students don't use technology tools.	Total Responses
My students use technology tools in	X	X	X	X		100%

How often teachers require students to use technology tools for classroom assignments? (# indicates how many teachers answered this way)	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Available, but I never use it
Computers and peripherals (scanner, printer, etc.)	4	2	1		
Internet	3	3	1		
Email	1	5	1		
Hand-held electronic devices (EX: PDA, GPS, heart monitor, etc.)			2	2	1

How often teachers assign students in their typical classroom, work that involves using technology tools? (# indicates how many teachers answered this way)	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
Word processing	2	3	1	1	
Reinforcement and practice	1	4			
Research, using the Internet and/or CD-ROMs	2	2	3		

<b>Creating reports or projects</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>How often teachers assign students in their typical classroom, work that involves using technology tools?</b>	Daily	2-4 days a week	Between once a week and monthly	Less than monthly	Never
<b>Demonstrations or simulations or use of specialty equipment</b>	X				
<b>Correspondence with experts, authors, students from other schools, etc., via email or Internet</b>			X		
<b>Solving problems or analyzing data</b>		X			
<b>Graphically presenting information</b>		X			

*For accurate and up to date information on testing results and school related data, please refer to our School LCAP or our SARC report, all located on the school website at [www.dunsmuirhigh.k12.ca.us](http://www.dunsmuirhigh.k12.ca.us) .*

## Technology Goals

The District's Technology Goals have been grouped into separate sections covering three categories: Student-Oriented, Teacher/Staff oriented, and Other Infrastructure Goals. Each Section includes information on, the goals expressed and their alignment with the LCAP and/or SPSA, the current state of technology, annual review and monitoring exercises to assess status and need, and ways to implement and monitor these goals, including a time frame. Budgetary concerns and plans are explained in a later section.

### Student-Oriented Technology Goals

Dunsmuir Joint Union High School District (DJUHSD) has established curricular goals tied to the California academic content standards. Implementation of these standards are monitored by the staff and referenced in comprehensive planning documents and efforts. Teachers and administrators were trained in the use of the Standards Management System (SMS) in January of 2006. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards. To that end we continue providing technology and opportunities to teachers to create powerful learning experiences, fusing technology with cross-curricular assignments and establishing common rubrics for all student work. The ability of technological devices and programs will allow us to identify, follow and work individually with our subgroups, including low-income, homeless, foster youth, and any other subgroups that emerge.

The following district education technology goals are aligned to our district and school planning documents by restating them as goals in those documents. We will strategically meet our students' need to master the core content standards as well as acquire and refine their technology skills in order to improve the effectiveness, efficiency, and ideally the enjoyment of their learning experiences. All programs for distance learning and virtual classrooms are available to all students via Chromebooks and hotspots provided by the school.

#### **Goal S1: Improve Student Achievement & Close Student Achievement Gaps in ELA**

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

#### **Goal S2: Improve Student Achievement & Close Student Achievement Gaps in Math**

District schools will use technology to support the district curricular goal of ALL students attaining proficiency or better with Math content standards.

#### **Goal S3: Student Acquisition of Technology and Information Literacy Skills**

All Students will be required to take computer applications class in order to acquire the technological skills to support achievement of the academic standards in the classroom, district curricular goals, and ultimately



for lifelong learning and success in our digital society. All students will be held accountable for adhering to internet safety protocols and Digital Citizenship as outlined in each class syllabus.

**Goal S4: Parent and Student Acquisition of PowerSchool skills in order to access student performance data on a regular basis.**

The district will create opportunities to teach parents and students how to access their grades and other educational data from the school's PowerSchool system and will keep this ongoing process for future new students and their parents.

**Goal S5: Improve Student Data Collection, Analysis & Decision Making**

The district will continue to support district and site use of technology to improve student achievement data collection, analysis, reporting, and decision making.

**Goal S6: Improve Communication among Home, School, and Community**

The district and schools will continue to use technology to improve two-way communication between home and school and with the Community at large.

**Implementation / Benchmarks, Timelines, Monitoring, and Evaluation**

Our curricular driven technology plans include clear, specific, realistic goals and measurable objectives that will support student achievement of the state-approved content standards and any local goals, whether in the classroom or via distance learning.

For each of the goals the ongoing monitoring and evaluation practices are identified. In summary, the district curriculum, data, and technology director, school administrators, and the rest of the technology team will conduct ongoing formative data reviews. The team will meet quarterly to track the development and implementation of all tech plan activities and accomplishments. Modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our goals by June 2024. The Technology Director (Superintendent/principal if no other is named) is responsible for a mid-year tech plan implementation status report to stakeholders in March. Annual summative data analysis and needs assessments are conducted in late August/September after the state releases all relevant district data and schools complete early assessments of incoming students. The Technology Director is responsible for an annual summative performance report to stakeholders in October.

**District Policy that Ensures Equitable Access for All Students**

All students 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, 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.

**Ethical Use of Technology:**

Internet Safety and the appropriate and ethical use of technology in the classroom is addressed below.

LEA board policies have been developed to implement Internet safety instruction. Our policy is printed in the Student Manual and on all syllabi. Teachers have professional development through Keenan to address this topic, and they retain proof required under CIPA compliance. Staff also discuss this at Teacher Work Days throughout the year. They are instructed to not put any personal information online, and to not use school email or devices for personal communications.

Ethical access to and use of technology and its information is important to DJUHSD. Students are taught in each class, and the following statement appears in each class syllabus.

*The Internet provides invaluable resources and communications to Dunsmuir High School Students. Students accessing the Internet are representing our school and therefore have a responsibility to use the Internet in a productive manner that meets the ethical and moral standards of an educational institution. Our goal is to provide Internet access to facilitate resource sharing, innovation, and communication as a tool to promote educational excellence.*

*Access to technology is a privilege, not a right. In order to maintain that privilege, each technology user is expected to act in a responsible, ethical, and legal manner, in accordance with the rules that are provided. Failure to comply with these rules may result in loss of that privilege.*

The District has adopted policies that comply with child internet protection laws. (See policies 6163.4. et seq. for student use of technology on our school website at the links listed below.

<http://gamutonline.net/DisplayPolicy/443203/6>

<http://gamutonline.net/displayPolicy/443205/6>

<http://gamutonline.net/displayPolicy/443206/6>

<http://gamutonline.net/displayPolicy/443207/6>

<http://gamutonline.net/displayPolicy/443208/6>

Students are using online communication technologies, including school email for school communications and peer communications. They share google docs, etc. as well as google hangouts for classwork. We do not monitor social media outside of class.

The District has a filter in place via the County Office of Education that is designed to keep their content safe, and to keep them away from content that is not safe, i.e. YouTube, etc. without a specific override from the teacher. We also employ a tech management company in case there are any issues.

Materials/resources used to explain and illustrate examples of the concept and purpose of copyright, the fair use doctrine and other rights to use copyrighted works appropriately, potential penalties for use of copyrighted works without permission, distinguishing lawful from unlawful downloading, and how to avoid plagiarism (to meet AB307) are limited to individual teachers discussing plagiarism. When a student does

this in class, there are consequences. There is verbiage in class syllabi against it. It is especially discussed in English class when we talk about citing sources for a paper. It is also reviewed in drama class when discussing purchasing plays and the rights to perform said play.

We have a computers class that goes over how to use technology, and library/media center staff assist with this when students come without their teachers.

As we get more and more computers (desktops and laptops), we will be implementing a system that requires admin approval before downloading. Existing Chromebooks have this already, and new ones will have it installed upon entering service.

Teachers are using school email to communicate with staff, students and parents. They communicate between each other with text at times for incidentals. The school has a Facebook account linked to its website. It is monitored and controlled by our technology advisor.



**Student-Oriented Goals**

Goal S-1	Description
S 1	<p>All students will continue to acquire the technological skills to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.</p> <p>Master Schedule and Report Cards will be used for Metric 1. Front Office statistics will be used for Metric 2. Annual survey will be used for metric 3. The technology Coordinator or designee will collect and analyze information for annual ED Tech Plan update and proposed further action if necessary.</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Passing Computer Applications course					100%
% students in detention or suspension for violating the Internet Safety Protocols/Digital Citizenship	0%				0%
% classes with technological tools per annual survey/self-assessment	100%				100%

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Computer Applications requirement	Schedule all Freshman for Computer Applications	\$16,000.00	CTE	Yes
2	Digital Citizenship	Teach Digital Citizenship in all classes and enforce the standards.	0	NA	Yes

3	Broad exposure to technology	All classes will continue to employ technological devices that students are required to master.	See Tech Goals	TBD	Yes
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Describe any changes made between years and why.

Goal S-2	Description
S-2	Parent and Student use of PowerSchool, internet and other technological skills in order to access student performance data on a regular basis and to participate in school government and events. The district will create opportunities to teach parents on a voluntary basis, and all students annually, how to access their grades and other educational data from the school's PowerSchool system. Parent engagement in the student learning process has not been highly visible. Few if any parents have logged onto Power School. Monitoring and Implementation will be overseen by the technology Coordinator.

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#/% Parents/guardians who log into Power School to review Student Progress.	0 as of November 2020				90%
#/% parents who attend virtual parent meetings (Title I, Back to School, Community Forum, Spring Showcase, or other.	4 (7%) as of January 2021				30%
# parents attending district sponsored instructional opportunity for Power School, Internet or other technological skill used by the school	0				10

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Review Power School log semi annually	See how many parents sign into see their student's schoolwork, grades and other information.			Yes - it is the parents/guardians who are unlikely to be technologically savvy or to be as involved in supporting college and career readiness.

2	Track parent/guardian attendance	Count how many parents attend events			Same as above
3	Classes on how to use devices and systems including Power School, IDHS website, etc.	Create How-To guidelines and zoom classes for parents			Same as above

Describe any changes made between years and why.

Goal S-3	Description
S 3	<p>District will continue to improve technology to acquire student achievement data, analyze it for goal achievement and college and career readiness, reporting, and decision making on a district-wide, school wide and subgroup level.</p> <p>State collected data does not show enough detail for our local school due to the small enrollment. Information will be gathered from the Registrar, the Consolidated Applications Coordinator and from the Superintendent/Principal. The Technical Coordinator will analyze the information and oversee implementation of additional technology and program acquisition.</p> <p>Power School, CALPADS, Smarter Balance Assessments, National Data base and other available programs will be utilized to acquire data, as will student transcripts.</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to data.	Marginal without hands-on data mining from student records				All data is gathered automatically and readily available in reports.

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Professional Development	Annually, provide systematic professional development and collaboration time for administration and teachers to improve student achievement assessment, data collection, analysis, reporting, and data driven decision making, and develop quarterly assessments through grade levels in the district.	Unknown	Title II or other	yes
2		Annually, PowerSchool training will be offered as needed to new teachers.	3500	Title II	yes
3		Research new data collection software/devices with a plan to implement them where efficiencies and accuracy are proven and where they can improve the decision making process.	0	NA	Yes

Describe any changes made between years and why.

Goal S-4	Description
S 4	<p>The district office and teachers will continue to expand the use of technology to improve two-way communication between home and school, but also maintain communications in writing where necessary. Teachers will use PowerSchool’s web-based gradebook so parents can have password protected, online access to their student’s attendance, assignments and grades and teacher email addresses. Superintendent/Principal will oversee process and monitor progress.</p> <p>Identify the need. Use data., how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Website/Facebook Kept up-to-date	90%				100%



Phone numbers for parents/guardians	70%				100%
E-Mail addresses for all parents/guardians	70%				100%
Power School functionalities in use	70%				100%
Student at Risk communication procedures in place	80%				100%

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Annual Preference Survey	Ask Parents how they prefer to receive communications and what the current contact information is, to ensure proper and timely notice of parent meetings, calendar and events and other information of interest.	0		Yes – increased parent engagement will help especially the low-income students.
2	Maintain website	Continually update and improve the information presented on the website and/or Facebook, and continue to provide professional support for platform maintenance.	\$2000.00 stipend to Tech Coordinator \$_____ to Catapult CMS	General Fund or Technology Fund	Yes – increased parent engagement and access to our information will help especially the low-income students.
3	Student At Risk forms	By fall of 2022, design and implement “Student at Risk” communication procedures that can be used uniformly by all teachers, and used effectively for on-campus students and distance learners alike. Design and approve forms and protocol, and implement by October 2022.	0	NA	Yes – increased parent engagement for students who are failing or chronically absent will help especially the low-income students.

Describe any changes made between years and why.



### Teacher-Oriented Technology Goals

#### Summary of the teachers’ and administrators’ current technology skills and needs for professional development.

An annual survey has been used to develop professional development needs and goals. This data will guide our plan for district sponsored professional development/technology activities for the next 3 school years.

Administrators and teachers have increased skills on various types of hardware and software since the previous plan. Ed Tech Profile survey data of our administrator and teachers as of February 2020 indicates that most are at the intermediate levels in most aspects of technology usage, including general computing, and word processing, presentation, spreadsheet, and database skills. A few have moved to the proficient levels in all areas. Staff and teachers continue to need professional development opportunities in various technology proficiencies, as portrayed in the charts below.

Teacher needs and preferences regarding the type or level of technology training at their school. (# represents the number of staff that responded that way)	Basic computer/technology skills	Integrating technology into the curriculum	Other
I need opportunities to participate in educational technology staff development focused on: List subjects of particular interest: Google Classroom, Server management, Robotics, Power School, Anything new	3	5	5

Teacher needs and preferences regarding technology training format at their school. (# represents the number of staff that responded that way)	One-on-one informal technology training	Small group technology training	Online web-based technology training
The training format I prefer is:	4	7	4

Teacher needs and preferences regarding technology training availability at their school. (# represents the number of staff that responded that way)	During the school day	After school	In the evening	On the weekend	During the summer/off track
I prefer technology training to be offered:	5				3

**The implication:** The opportunity for individual or small group training should be sought, as the skill level and area of need varies widely from staff member to staff member.

### **Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation**

Our professional development action plans are based upon a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the curriculum component of our Education Technology Plan. Our staff adopted these three Educational Technology goals at a staff meeting in the fall of 2008 and they are still relevant. Our three main Education Technology professional development goals over the next three years are:

**Goal 1:** All teachers in the district will maintain proficiency with technology-to promote in-class and virtual learning and parent/guardian communication.

**Goal 2:** All teachers in the district will become proficient in the use of technology collect, analyze and, report data for decision-making.

**Goal 3:** District site administrators and teachers. Request and access professional development on equipment and programs to improve the educational experience-

The accomplishment of these goals will be met through the following:

1. Annually as needed, we will offer personal proficiency training based upon the assessment survey. These trainings may include general computer knowledge and skills; Internet skills; Presentation software skills; Spreadsheet /Database software skills, Zoom and Google Classroom applications and others as needed.
2. Annually as needed, we will offer proficiency training on skills integration including information literacy, curriculum-based software, adopted materials software resources, online resources, and job specific productivity and assessment tools.
3. Annually, the enrollment forms packet will include a survey to ask parents for alternate contact information and to select the ways they prefer to receive communications about grades, events, the calendar, and other notices.

The district will offer a variety of training options such as the CTAP Region 2 activities, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- Site-based technology coaches and mentors available to teachers;
- District as well as site based annual face-to-face technology skill professional development opportunities;
- Anytime, anywhere online district technology professional development opportunities using CTAP Region 2 Personal and Professional Proficiency technology classes and supported by site

based technology coaches;

- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources;
- Annual professional development offerings / priorities based on student, teacher, and administrator Ed Tech Profile data and district curricular goals;
- Student assessment and intervention, student information system, web publishing, and e-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions; and
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.

National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as the U.S. Department of Education's web site What Works Clearinghouse (<http://www.w-w-c.org/>). We will regularly examine and use relevant data from the What Works Clearinghouse (WWC) which was established in 2002 by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. We will also rely on the County Office of Education, CTAP Region 2, and the Statewide Education

### Sources

**California Learning Resource Network (CLRN )-** which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards;

**Technology Information Center for Administrative Leadership (TICAL)** - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and

**Technical Support for Education Technology in Schools (Tech SETS)** - which provides technical professionals in California schools improved access to training, support and other resources.



**Teacher-oriented Technology Goals**

**Goal T-1**

Goal #	Description
T-1	All teachers in the district will maintain proficiency with technology required to promote in-class and virtual learning and parent engagement. Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey					

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1					
2					

3					
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Describe any changes made between years and why.



**Goal T-2**

Goal #	Description
T-2	<p>All teachers in the district will become proficient in the use of technology to collect, analyze and, report data for decision-making.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade reporting is electronic					100%. Weekly
Use of Electronic Interim Assessment tests	Semi annually				Before and after each unit of study

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Survey	Find out who uses electronic grading and how the data can be accessed.	0	N/A	No

2	Professional development	Instruct teachers how to use programs that inter-relate to Power School or other central system.	Unknown		No
3					

Describe any changes made between years and why

## Other Equipment and Support Goals

This goal is intended to provide the support systems needed to achieve the Student-oriented and teacher-oriented goals, namely the equipment (hardware and software) and other infrastructure needed to make the required technology work properly. Those are stated below.

- **Goal E1:** All students will continue to have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society;
- **Goal E2:** The district is committed to providing increased access to internet connected computers in every classroom as well as at home, and increased bandwidth as connectivity demands increase, while implementing remote monitoring of student access to internet sites (possibly via “GoGuardian”);
- **Goal E3:** The District will convert all computers to connect directly with the in-house server;
- **Goal E4:** All tech team personnel will be given training on an as-needed basis to review potential areas of expansion/replacement with new technology or to cross train members in specific abilities; and
- **Goal E5:** Over time, the District will implement a system that requires admin approval before downloading can occur.

### Current District Hardware

Existing hardware and electronic resources is included in Component 3a: Current Technology Access in our tech plan. Internet access is via an ISP out of our County Office of Education, on a 3 year contract, and via Ethernet fiber WAN from Northland Cable on a 3-year contract. (Layer 2 Transport PTP 1Gbps/1Gbps Symm.) The old bandwidth was sufficient for our current needs. This new increase in bandwidth will insure support into the foreseeable future. They are both provided for partially through E-Rate which give our district an 80% discount.

### District Hardware and Software Needs

Our new hardware needs consist primarily of continuing to upgrade our current computers and infrastructure as needed to remain current with prevailing technology and the needs of our

students. Replacement of specialty equipment will be done on an as-needed basis. Technological advancements are so rapid that it is impossible to predict what would be needed beyond year 3 to substitute for some of these specialty items. Software will be upgraded as old versions are no longer supported or effective. New software will be acquired to fill new needs. Budgetary concerns are covered in a later section. Current needs include the following:

1. A cannon MF3880 or similar color printer/copier/scanner/fax for the computer lab, and Library;
2. Updated laptop for the cafeteria line;
3. Graphics cards and movie studio platform for Jr/Sr English and Music;
4. A digital record turntable for playing old LP's in music classes and at special events;
5. Additional Chromebooks as needed Rotate 1/3 stock every year (or about 15-20 annually);
6. Green Screen and additional technology to finish the audio-visual studio Smart Boards in Art Room, Staff Room, Resource Room and Upstairs conference room;
7. Three desktop computers per year to facilitate upgrades; and
8. Webcam suitable for student use for documenting school activities and producing school projects.

**District Electronic Learning and Productivity Resources Needs:**

- Additional district standardized and CLRN approved curriculum and intervention software and online services for English/Language Arts and Math for all 9-12 grade levels;
- CLRN approved assistive software as identified by Special Education teachers by the district; and
- Upgrades to new software versions as needed.

**Current District Infrastructure, Site Networks, and Connectivity**

Total Number of district schools: 1

Total Number of district schools connected to the Internet by a permanent (non-dial-up) connection: 1

Total Number of district schools connected to the Internet by:

Full T-1: 1

Total number of schools in the district that are NOT connected to the District's LAN: 0

Average number of drops per classroom: 1

**District Infrastructure Needs:**

- Increase number of drops per classroom from 1 to 2 drops.

**Current District Tech Support**

A Classified employee as the technology coordinator, with assistance from a Tech firm (contractor). The tech contractor is available as needed. In addition, the County Office of Education Information Technology Support Department which provides support with regard to the isp connection free of charge. Northland Cable maintains their Ethernet cable and connection.

When staff has a need for support they inform the Technical Advisor on staff who in turn solves the issue often immediately or within the hour. If the response requires a level of skill beyond their capability, they call the Technical Support Contractor who is on retainer. The contractor notifies the Technical Advisor of the estimated time required for completion of the task. If the work requires additional parts or equipment, the Superintendent/Principal is notified and a PO is initiated.

Type Of District/Site Support Provided	Individuals Responsible
Ongoing equipment maintenance, repair, and replacement	Technology Coordinator Contract with Local Computer Service Company
Technical Support provided during school hours	Technology Coordinator Contract with Local Computer Service Company
Technical support after school hours	Technology Coordinator Contract with Local Computer Service Company
Technology Integration Support	CTAP Region 2, District Technology Coordinator, Siskiyou COE.

**Benchmarks, timelines, and monitoring process for new hardware, infrastructure, and software acquisitions**



**Equipment and Support Goals**

Goal E-1	Description
E-1	<p>All students will continue to have access to up-to-date computers and appropriate software to support achievement of the academic standards in the classroom, district curricular goals, and the educational process. This supports low-income and other subgroups without full access to the internet, important for ultimate success in our digital society. The need will be monitored by the Technology Coordinator annually.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Staff Surveys	100% students have the Chromebooks and Hot Spots needed for connectivity, and access to all the programs utilized by the school.				100% students have the Chromebooks and Hot Spots needed for connectivity, and access to all the programs utilized by the school.

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	<b>Parent Survey</b>	Survey at time of enrollment what internet assess and device requirements are necessary	0	.	Yes
2	Acquisition/replacement	Acquire new Chromebooks, hot spots and other devices annually to keep stock rotating every 3 years		Technology Fund unless COVID or other grants are provided	Yes
3	Instruction	Provide Classes to students and parents/guardians who have not already mastered internet access and access to other school programs.		Title I or other grants if available	Yes

Describe any changes made between years and why.



Goal E-2	Description
E-2	<p>The district is committed to providing increased access to internet connected computers in every classroom as well as at home, and increased bandwidth as connectivity demands increase. Technology Coordinator or designee will forward survey annual in fall semester, assess needs and communicate with Superintendent/Principal and ERATE Coordinator.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# teachers/staff needing additional drops/access. – as shown on the annual survey	0				0

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
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1	Survey	Survey all teachers and staff annually regarding their satisfaction with connectivity.	0	NA	
2	ERATE	If additional connections are proposed, file application for ERATE funds after going through RFP process,			
3	Install	Contract with company to acquire and install per ERATE protocol	Unknown	90% ERATE 10% Tecxh Fund	Yes

Describe any changes made between years and why.

Goal E-3	Description
E-3	<p>The District will convert all computers to connect directly with the in-house server. To be implemented by the Technical Support contractor and monitored by the Technology Coordinator.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
#/% of devices that comply	Newest computers and laptops and those in computer lab are in compliance				100%

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1					

2					
3					

Describe any changes made between years and why.

Goal E-4	Description
E-4	<p>All tech team personnel will be given training on an as-needed basis to review potential areas of expansion/replacement with new technology or to cross train members in specific abilities. Tracked by the Superintendent/Principal.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional development Plan	80% requests granted and 80% of those are completed				90% of requests granted and 100% of those completed
Annual Survey	Most basic technology is mastered. Some requests for PD on new technology.				Requests are geared to new technology. Basic technology is already mastered.

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Annual Survey	Survey Teachers and staff annually as to what they need and want professional development on.			

2	Research	Research cost effective and evidence-based programs for professional development on Technology.			
3	Offer and Monitor	Offer appropriate PD and monitor completion.			

Describe any changes made between years and why.

Goal E-5	Description
E-5	<p>Over time, the District will implement a system that requires admin approval before downloading can occur. This will be accomplished by June 2024. Tracked by the Technology Coordinator.</p> <p>Identify the need. Use data. Detail where funding coming from, how it is meeting needs, how it improves or increases services (if applicable)</p>

**Measuring and Reporting Results**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Inventory	Not yet acquired				Installed

**Actions**

Action #	Title	Description	Total Funds	Source	Contributing
1	Research	Look into what programs are reliable and affordable	0		No

2	Selection	Get bids and go through selection process	0		No
3	Acquisition and Implementation	Purchase and install	unknown	Technology Fund	No

Describe any changes made between years and why.



## **Educational Technology Funding & Budget**

### **Established and Potential Funding Sources**

Our district is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites. District budget is proposed by the Dunsmuir Joint Union High School District Superintendent/Principal and the Chief Business Officer, to the Site Council, and then for approval of the budget at the Board of Trustees level. Monitoring is the responsibility of the District Superintendent/Principal and the Chief Business Officer.

The ongoing need for up-to-date student and teacher computers (4 years old or newer), incorporating ever new technologies, and increases in site technical help are our biggest budget challenges for technology in our district. It is expected that economic and political conditions in California and the nation will continue to impact K-12 education budgets through the duration of our 3-year tech plan and our established and potential funding sources to implement our Education Technology Plan may be impacted as well.

The District established a Special Reserve Fund for technology purchases and upgrades. Special Reserve funds are established each year and currently as of June 2020 the balance is \$190,315 with an additional \$10,000 each year being transferred in from General Funds. By Board Resolution all MAA funds received are transferred to this Fund and earmarked for technology. Each year the reserves are reevaluated for need.

The district General Fund budget pays for site technical support, electronic learning resources, computers & peripherals, etc.

In addition, the District General Fund pays for:

- A portion of the salary for our Technology Support coordinator;
- Internet Service Provider fees and Ethernet Access; and
- Other equipment/tools used by the Technology Support coordinator.

### **Budget Assumptions:**

1. District-paid tech support will continue at the same level.

4. The Budget will fund program specific hardware, software, professional development, and tech support outlined in the plan.
5. Due to the uncertainty and volatility of the State budget in the Multi-Year Budget Projections, each year budget expenditures will have to be reevaluated.
6. Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of the District Administration. We have established the following priorities list to guide expenditures.

**Estimate of Tech Plan Implementation Costs for Three Year Plan**

With funding limited and unpredictable, the budget plan is designed to project total costs of the three year plan. Actual expenditures will only take place if the funding becomes available.

	Item Description	Est. in year 1 (or as otherwise noted)	Amount E-Rate Discount projected per year	Total cost est. years 1-3
1000-1999 Certificated Salaries	Substitutes/Stipends for staff development and part-time tech support coordinator	\$1,500	N/A	4,500
4000-4999 Books and Supplies	Misc. Infrastructure	\$1,000	N/A	3,500
	Computers new & refurbished	\$10,000	N/A	30,000
	Printers, Copiers and Scanners	\$1250	N/A	2000
	ELR's (Electronic Learning Resources)	\$1,000	N/A	3,000
	PowerSchool (CSIS)	\$3,500	N/A	10,500
	Filter and monitoring system for Chromebooks	\$5,000	N/A	15,000
5000-5999 Contracted Services, Operating Expenses, Travel	Telecommunications, Ethernet and Enhancements	\$16,067	90% (14,460.3)	\$1617
	Garland tech or Equivalent Maintenance and service provider	\$\$8100		17,000
	Catapult – Maintain Website	\$1200		
6000-6999	Capital Outlay if over \$10,000 purchased at one time –			
<b>TOTALS</b>		<b>\$15,660</b>		

**District’s Replacement Policy for Obsolete Equipment**

The District replacement policy for obsolete equipment is to replace equipment on an as needed basis with a goal of replacing computers every five years. In addition, the District funds any purchases of equipment due to equipment failure or damage. Teachers, technology staff,

and administrators work together to determine needs for repurposing older equipment and replacement.

### **District's Monitoring Process**

The District Technology Coordinator is the Superintendent/Principal (unless this changes in future) and has the primary responsibility of determining needs. He works in conjunction with the District Chief Business Officer, and the Technology Committee (Site Council and Alysia Garcia) to set and meet budgetary goals of this plan

The District technology coordinator works with staff to determine data on the status of current technology. He also monitors replacements, upgrades, maintenance, and technical support needs and oversees the annual California School Survey data process.

Inventory of all technological components is maintained by the Technology Coordinator with the assistance of Maintenance personnel, and a copy is provided to the Technical Advisor and the Chief Business Officer. Annually it is appended to this plan. The Maintenance personnel issues a school inventory tag and number upon receipt of the equipment and prior to use by staff or students. The inventory sheet includes make and model number, serial number and the location of the items and is updated when items are relocated permanently to an alternate location. When taken out of service, a list is generated for approval of surplus sale for approval of the Board of Trustees. A third-party company performs an inventory control check annually. All work is overseen by the Superintendent/Principal.

The District Governing Board, prior to purchase, reviews all technology requests.

### **Schedule for evaluating the effect of plan implementation.**

In order to maintain the accuracy and relevance of our Education Technology Plan, it is essential to monitor, and if necessary revise, each component of this plan on an ongoing basis. The identification of formative and summative evaluation instruments and data collection and analysis schedules are embedded into each Goal, under the monitoring and evaluation sections.

Each identified objective in our Technology Plan will be reviewed regularly and evaluated by the Superintendent/Principal and the Technology Coordinator, who have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished. This evaluation will include hardware, software, peripherals, and licenses and all manner of incidental equipment to insure adequate usage. Ed Tech Plan status reports

will be communicated to stakeholders bi-annually during regular district meetings. Successes and failures will be documented through the same meetings and their minutes.

The District’s Technology Committee consists of the Superintendent/Principal, the Technology Coordinator, and two staff members. The Technology Committee will track the development and implementation of all activities and accomplishments.

**Monitoring and Evaluation Chart**

<b>Job Title(s) of Responsible Individual(s)</b>	<b>Responsibilities</b>	<b>Monthly FTE Time Estimate</b>
District Technology Coordinator, Superintendent/Principal	Provide overall Tech Plan management and coordination	.06/.10
Superintendent/Principal, Technology Committee	Manage, coordinate, and assess curriculum-based technology staff development	.04/.10
Superintendent/Principal, Technology Coordinator	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.	.04/.10
Technology Coordinator	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	.60
Superintendent/Principal, Technology Coordinator	Collect staff development data on technology proficiencies through the completion of the Ed Tech Profile.	.03/.01
Superintendent/Principal	Coordinate ongoing partner involvement with community and private schools.	.01
Superintendent/Principal, Counselor	Collect and analyze data regarding 9-12 students’ computer skills and students’ academic achievement	.05
Superintendent/Principal, Technology Coordinator, Technology Committee	Provide and/or facilitate necessary Ed Tech professional development for the district based on data.	.04/.19
Technology Coordinator	Collect data regarding staff development focused on teaching students computer and information literacy skills	.06
Superintendent/Principal	Collect data regarding staff development focused on integration of technology into the	.29

	curriculum to improve academic achievement	
Technology Coordinator Superintendent/Principal, Technology Committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	.10
Technology Coordinator	Collect annual California School Technology Survey data and assist with pre and post I-assessment completion.	.03

## **Effective, Research-Based Strategies**

### **Summary of relevant research that supports our technology plan.**

Our technology plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts, Math and Science. The learning objectives are based on the California State Standards (Common CORE Standards) and existing software and hardware with which it must be compatible. The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum, 'Total Cost of Ownership', and important factors that contribute to successful staff development.

Dunsmuir Joint Union High School District's philosophy is that the use of technology should be integrated into the curriculum at all levels as a tool to improve student achievement. Although DHS offers classes focusing upon technology we believe that technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards is an important first step in infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001).

Anecdotal evidence supports an ACOT study which found that 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 (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; "Critical Issue," 1999).

While our Dunsmuir High School does offer some basic technology courses, technology will not

be taught in isolation. Technology centered staff development emphasizes the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum.

Our updated Education Technology Plan includes all the research-based best practices integrated in:

1. The EETT Technology Plan research-based requirements for formula and competitive grant applications for Title II, Part D in No Child Left Behind. See check list beginning Page 51. See link below for actual policy.  
<http://www.ed.gov/policy/elsec/leg/esea02/pg35.html#sec2414>
2. Education Technology Planning: A Guide for School Districts. California's research-based guidelines for district-level educational technology planning.
3. Costs for wireless communications, voice/data integration and e-learning.

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring information and technology literacy skills in all content areas. As described in the research, uses of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and for supporting new concepts and vocabulary. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe-ware, and PowerPoint handouts to guide students in note-taking.

Current research will be incorporated as appropriate to ensure that the education technology program in our district is consistent with current scientifically based research regarding technology, teaching, and learning. Our technology committee will develop a system to assist teachers in the selection of software. All software selected will be CLRN and/or SBE approved and evaluated for its ability to support key literacy components, and will follow the “assess, align, instruct, and evaluate” model to target instructional activities based on students’ needs.



**Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.**

The Dunsmuir Joint Union High School District is examining ways to deliver curriculum and professional development using technology-based tools. Our technology plan integrates strategies for using technology including free or low cost Internet resources for students, teachers, and administrators. For instance the district has subscribed to EBSCO and California Streaming which can be accessed in the library, in classrooms and remotely. In addition, successful implementation of the Power School student data system will enable DHS to increase the amount and improve the quality of communication with parents.

Our district is committed to increasing course offerings through the use of technology. The District continues to offer online AP courses for high school students, as well as college courses via UC Scout, College of the Siskiyous, Shasta College and other available sites.

We will continue to work with the Siskiyou County Office of Education to explore use of the High Speed Network to deliver rigorous academic curricula online to our students, and provide our instructional staff with district specific extended high quality professional development on technology and curriculum integration, expanding our current staff development offerings.

## **APPENDICES**

### ***Appendix A – Hardware Inventory***

(2020. For updated inventory, see District Office)

**Appendix B– Criteria for EETT Technology Plans (REQUIRED)**

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

In the gray column, “Page in District Plan”, insert the page number where you addressed each of the criteria. Include this completed form (Appendix C) at the end of your technology plan.

For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D) in the RFA.

The Table below is taken from the California Department of Education, Educational Data Management Division (11/3/15) as the most recent guide found on the CDE website.

Ed Tech Plan Criterion	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
<b>1. Plan Background Criteria</b>			
1a. List specific start and end dates.  Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA’s website	Cover  Page 6	Specific start and end dates are recorded  The plan describes the LEA’s location and demographics and includes a list of school sites plus a description of its significant student populations.	The plan is less than three years or more than five years in length.  The plan does not include a description of the LEA, its location schools or demographics or provide a link to the LEA website.
1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.	Page 10	The planning team consisted of representatives who will implement the plan, and their role in the plan is discussed. If a variety of stakeholders did not assist with plan development, a description of why they were not involved is included.	Little evidence is included that shows that the LEA actively sought participation from a variety of stakeholders. There is no mention of the role the stakeholders have in the plan development process.

<p>1c. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>Pages 57-59</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods is unclear, missing, or contains only a bibliography without annotation.</p>
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<p><b>2. CURRICULUM COMPONENT CRITERIA</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. Description of teachers’ access to instructional technology and current use of digital tools.</p>	<p>Pages 12-17</p>	<p>The plan describes the technology access available for teachers.</p> <p>The plan describes the typical frequency and type of use (technology skills, information and literacy integrated into the curriculum) to support teaching and learning.</p>	<p>The plan cites LEA policy regarding use of technology to support instruction, but provides no information about its actual use.</p>
<p>b. Explain how technology is used by teachers and administrators to promote effective instruction and school management.</p> <p>Include a description about the LEA policy, practices and/or replacement policy that ensures equitable technology access for all students.</p>	<p>Pages 12-17</p> <p>Pages 12, 19, 37</p>	<p>The plan describes the technology access available in the classrooms, library/media centers, or labs for all students during the school day and outside of school. The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).</p>	<p>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 how and when various students can use the technology. The plan does not describe the policy or practices that ensure equitable technology access for all students. The plan does not recognize that equipment will need to be replaced and does not outline a realistic replacement plan that will support the curriculum and professional development</p>

			components.
<p>c. Describe goals and implementation of the plan, with annual activities, for using technology to improve teaching and learning.</p> <p>Describe how these goals align to the LEA’s curricular goals that are supported by other plans.</p> <p>Describe how the LEA’s budget/local control and accountability plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.</p>	<p>Pages 7,8,10, 18, 19, 23-27</p>	<p>The plan delineates clear goals and an implementation plan, with annual activities, for using technology to support the LEA’s curriculum goals and academic content standards to improve learning. The plan summarizes the LEA’s curricular goals that are supported by the plan and referenced in the LEA documents. The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. The plan does not summarize LEA curricular goals or reference the plans in which these goals are found. Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.</p>	<p>Pages 18-21</p>	<p>The plan delineates clear goals, and an implementation plan with annual activities detailing how and when students will acquire both technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology and information literacy skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. Or the plan only addresses either technology literacy or information literacy skills but not both.</p>
<p>e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including AB 307 and</p>	<p>Pages 18-21, 23</p>	<p>The plan describes or delineates clear goal(s), and an implementation plan, with annual activities outlining how students and teachers will be educated about Internet Safety, and will learn about the</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but does not include annual training for all teachers and annual instruction for all</p>

<p>Children’s Internet Protection Act (CIPA) compliance, in the classroom.</p>		<p>concept, purpose and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>students; and/or is not specific enough to determine what actions will be taken to accomplish the goals. The plan does not address AB307 and/or CIPA compliance.</p>
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<p><b>3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. Summary of the teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development.</p>	<p>Pages 15-17</p>	<p>The plan provides a clear summary of the teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development.</p>	<p>The plan only addresses teachers’ or administrators’ skills and needs, but not both. Description of current levels of staff expertise is to general or relates only to a limited segment of the LEA’s teachers and administrators.</p>
<p>b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.</p>	<p>Pages 29-31, 33-35</p>	<p>The plan delineates clear goals, and an implementation plan, with annual activities for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component goals.</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component goals.</p>

<p><b>4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset</p>	<p>Pages 8,12, 14, 37-50</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning</p>	<p>The summary of hardware, electronic learning resources, Internet access and technical support is so general that it is</p>

<p>management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.</p>		<p>resources, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>difficult to determine what must be acquired to implement the Curriculum and Professional Development Components.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the LEA’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	<p>Pages 12-14, 37-39, 41-50</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the LEA will need to support the implementation of the district’s Curriculum and Professional Development Components. The plan includes a description of how device inventory is maintained, how mobile devices are physically secured when not in use, and the person(s) responsible.</p>	<p>The plan includes a description or list of hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support 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 these components. The plan lacks information about how devices are inventoried and tracked through their lifestyle. The mobile devices are not secure or who is responsible for ensuring daily device security.</p>

<p><b>5. FUNDING AND BUDGET COMPONENT CRITERIA</b> This remains from a previous set of guidelines</p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Example of Not Adequately Addressed</b></p>
<p>a. List established and potential funding sources.</p>	<p>Pages 51</p>	<p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p>	<p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p>
<p>b. Estimate annual implementation costs for the term of the plan.</p>	<p>Page 53</p>	<p>Cost estimates are reasonable and address the total cost of ownership, including the costs to</p>	<p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of</p>

		implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	ownership is addressed.
c. Describe the district’s replacement policy for obsolete equipment.	Page 38	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	Page 54-56	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

<b>6. MONITORING AND EVALUATION COMPONENT CRITERIA</b>	<b>Page in District Plan</b>	<b>Example of Adequately Addressed</b>	<b>Example of Not Adequately Addressed</b>
a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.	Page 54-56	The plan describes the process for evaluation using the goals and implementation plan of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Describe the schedule for evaluating the effect of plan implementation, including the process and frequency of communicating evaluation results to plan stakeholders.	Page 44-46	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. The plan does not provide information on how and/or when the plan’s progress will be shared with all stakeholders.



<p><b>7. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</b>  <b>This remains from a previous set of guidelines</b></p>	<p><b>Page in District Plan</b></p>	<p><b>Example of Adequately Addressed</b></p>	<p><b>Not Adequately Addressed</b></p>
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	<p>Pages 57-59</p>	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>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.</p>	<p>Pages 59</p>	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

## Appendix E– Technology Plan Contact Information

### Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 47-70250

School Code (Direct funded charters only):

LEA Name: Dunsmuir Joint Union High School

\*Salutation: Mr. Ms. Dr.

\*First Name: Raymond

\*Last Name: Kellar

\*Job Title: Superintendent/Principal

\*Address: 5805 High School Way

\*City: Dunsmuir, CA

\*Zip Code: 96025

\*Telephone: (530)235-4835 Fax: (530)-235-2224

\*E-Mail: [rkellar@dunsmuirhigh.k12.ca.us](mailto:rkellar@dunsmuirhigh.k12.ca.us)

Please provide backup contact information.

1<sup>st</sup> Backup Name: Kim Vardanega

1<sup>st</sup> Backup E-Mail: [kim@sisnet.ssku.k12.ca.us](mailto:kim@sisnet.ssku.k12.ca.us)

2<sup>nd</sup> Backup Name: Arlene Dinges

2<sup>nd</sup> Backup E-Mail: [adinges@sisnet.ssku.k12.ca.us](mailto:adinges@sisnet.ssku.k12.ca.us)

\*Required information in the ETPRS