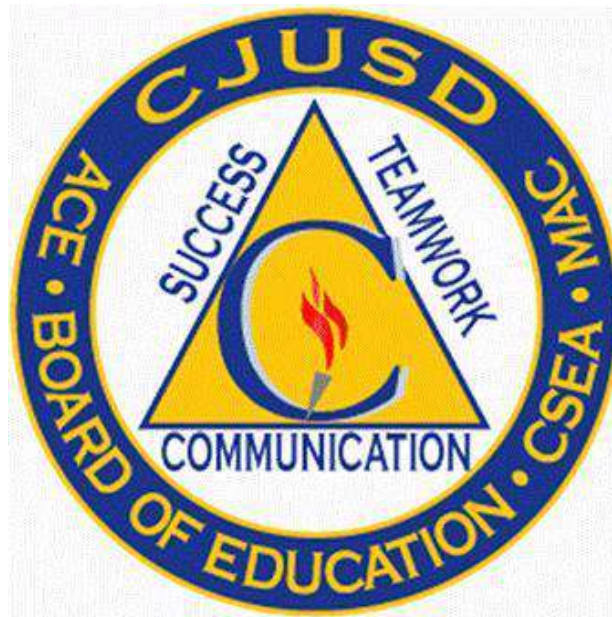


Technology Plan



Colton Joint Unified School District

July 1, 2012 - June 30, 2015

This plan is for EETT and E-Rate.

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Background and Demographic Profile

The Colton Joint Unified School District (CJUSD) serves the educational needs of more than 23,000 students, grades K-12 throughout five cities. The District is centrally located between the mountains and beaches of Southern California, southwest of the city of San Bernardino, and covers an area of 48 square miles.

The District is comprised of 19 elementary schools, four middle schools, three comprehensive high schools, one continuation high school, one alternative school, an adult program, and a preschool center serving the community.

The Colton Joint Unified School District Board of Education has geared the District philosophy toward improving student performance. It is the intent that all students receive instruction appropriate to ability, age, and grade level.

The voters of Colton Joint Unified School District recently passed Measure G, a school improvement bond, which will allow for extensive classroom repair, school construction and education improvement. New schools will be built to help reduce severe student overcrowding and repairs, including technology infrastructure upgrades, will be made to existing schools. The measure will allow the District to qualify for state matching grants that would otherwise go to other districts.

Colton Joint Unified School District will use technology:

- To improve academic achievement utilizing powerful learning experiences aligned with California content standards.
- To provide professional development opportunities for all staff geared towards improving achievement for all students and increased employee efficiency.
- To provide an educational environment that prepares students for transition to college and/or technical careers.
- To build an infrastructure, supply hardware, software and technical support to all students, teachers, administrators, paraprofessionals, support staff, parents, and the community at large.
- To provide adequate school facilities that serve to enhance student performance throughout the Colton Joint Unified School District.

The technology plan of the Colton Joint Unified School District is designed to guide the District for three years, from July of 2012 until June of 2015. In spite of the uncertainty of state funding, the District intent of meeting all planned objectives and timelines in this plan can be achieved,

but may require additional time. If state budget issues are resolved in a favorable manner toward schools, we are confident in meeting the original timelines.

The plan is designed to take advantage of the currently available technology that we have been using with our recently adopted materials out of the boxes and into the learning experiences of our students. To this end, the Technology Education Committee (TEC) committee has examined our current use of technology in the classrooms and sites, through a needs assessment technology survey. To examine the skill level of staff, the District survey and EdTech Profile survey results have been used. The results have clearly indicated staff needs will be addressed by the stated goals and objectives in the TEC plan. The CJUSD has continued to address the infrastructure needs of our sites through use of modernization, E-Rate and general funds. Any funds that are secured will be used for professional development, hardware, and software needs to ensure that all students continue to make annual academic progress.

The CJUSD Board of Education and staff acknowledge the benefits of using technology to improve academic achievement and increase teacher efficiency. With better parental communication with our staff, our students will make greater academic progress as well. The five goals cited above include the five components recommended by the legislation enacted in California and the guidelines developed by the California Department of Education. These are (1) Curriculum; (2) Professional Development; (3) Infrastructure, Hardware, Software, and Technical Support, (4) Funding and Budget, (5) Monitoring and Evaluation. Our goals were developed based on the criteria of these components and are the basis of the objectives, benchmarks, and timelines. This plan is also based on the California Content Standards and the federal No Child Left Behind legislation and guidance. The District plans to use the technology plan as a guide to ensure the success of all students and as an accountability measure for the District. Annual review of this plan by the TEC is designed to support completion in a timely manner. Additionally, adult literacy providers will be invited to be part of the TEC group as the plan is monitored and revised each year.

The CJUSD is not limited to funding these activities through technology or modernization funding. All new schools will include “state of the art” infrastructure and technologies as part of the bid process. In order to expand our limited resources, the District will be developing a Total Cost of Ownership (TCO) plan. Budgeting for technology replacement and other ideas are also addressed in this plan. The District will continue to evaluate current programs to determine if the funding directly improves academic achievement and focuses on the items that meet these criteria.

The CJUSD has a Strategic Plan in place that is the five-year plan master plan for the district. The District Technology Plan has been updated to support the objectives as defined by the Strategic Plan.

- To double the percentage of students who perform at the proficient and advanced level on the California Standards Tests.
- To have at least 95% of our students graduate with a high school diploma.

- To prepare 100% of our students for college entrance and/or certification in a career/technical field.

To achieve the aforementioned objectives the District is implementing the following Strategic Plan strategies:

- **Communication** – We will establish an effective internal and external communication system to keep all partners informed about our mission, objectives, strategies, policies, successes and strengths.
- **Curriculum** – We will effectively implement state-adopted curriculum for all students and use assessment data to provide targeted assistance to non-proficient students in order to increase performance on state tests.
- **Evaluation** – We will create a district-wide policy and decision-making process that will be used to adopt and regularly review and evaluate every District program.
- **Facilities** – We will develop and implement a facilities master plan that will provide functional and equitable facilities to accommodate all students and staff.
- **Career/College** – We will identify students’ college and career aspirations, expand career and technical pathways and prepare students for successful transition to the workforce and/or further education.
- **Character** – We will identify, model, reinforce, and integrate the character traits students need to graduate and thrive in further education and the workplace.

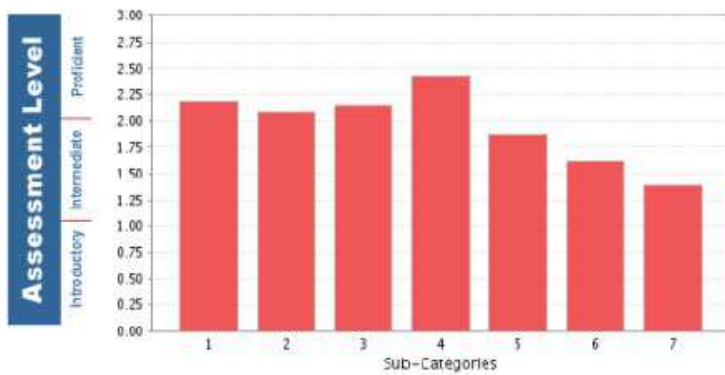
The District has used Zangle student information services since the 2009 – 2010 school-year. Edusoft is used district-wide for student assessments and data collection. Together Zangle and Edusoft allow for streamlined access to student data on assessments so that teachers will have the information necessary to modify their instructional practices to meet the needs of all students. All staff has a District e-mail account that is used to support communication with parents, among teachers and school sites. All schools and teachers have access to TeleParent which provides automated notification services via the telephone or e-mail to parents and has increased administrator-to-parent and teacher-to-parent communication in the students’ home language. All secondary teachers have access to Zangle's TeacherConnection which includes a web-based grade book, classroom management tools and allows for parent to classroom communication. Zangle also includes ParentConnection which enables parents to view their child’s progress from work or home and allow for regular feedback from the classroom. The District is continually striving to provide additional resources to increase and improve school-to-home communication, such as implementing CIPA compliant student email and student/teacher blogs through the use of Gaggle.

Technology is becoming an integral resource to help students meet the high academic expectations of the California Content Standards. The District is committed to using technology in teaching, learning, and management to ensure all students can master diverse and challenging curriculum.

A comprehensive technology plan enables the District, sites, and community partners to focus on improvements of skills and knowledge needed by our students to become successful after completing high school. District-wide technology planning and district-wide improvements work in tandem through the Local Education Agency Plan (LEA Plan). Title II, Part D, and the Federal No Child Left Behind law of the LEA Plan will provide additional evaluation of the technology plan by state compliance criteria of the Coordinated Compliance Review (CCR) process.

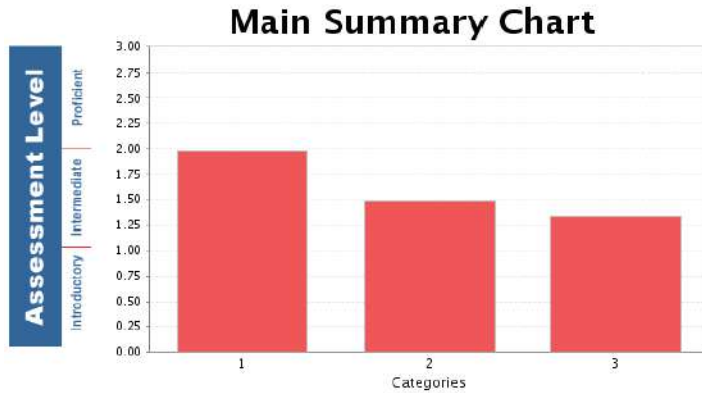
The technology plan has identified areas that, when fully implemented, will provide all students with technologically proficient teachers who have fully utilized technology to deliver instructional content and communicate with stakeholders. All sites will benefit from greater parent participation in the schools and students will benefit by having parents, teachers, and administrators working together using technology to ensure they are achieving academic progress.

Currently, technology staff development is focused on school/classroom management, curriculum support products, and school/home communication tools. The 2011 EdTech Profile survey identified 75 percent of teachers as being at the intermediate or proficient level with general computer knowledge and skills, such as using office productivity software, utilizing the classroom and assessment management system and taking advantage of the internet when researching subject matter.



- 1 General computer knowledge and skills (Includes 904 in calculation)
- 2 Internet skills (Includes 900 in calculation)
- 3 Email skills (Includes 899 in calculation)
- 4 Word processing skills (Includes 899 in calculation)
- 5 Presentation software skills (Includes 900 in calculation)
- 6 Spreadsheet software skills (Includes 899 in calculation)
- 7 Database software skills (Includes 900 in calculation)

The survey also identified that 45 percent of our teachers are using technology in their classroom on a regular basis to supplement and/or augment the delivery of standards based curriculum.



- 1 Computer Knowledge and Skills (Includes 898 in calculation)
- 2 CCTC Program Standard 9: Using Technology in the Classroom (Includes 896 in calculation)
- 3 CCTC Program Standard 16: Using Technology to Support Student Learning (Includes 893 in calculation)

The District has begun to offer more workshops in the other skill sets. The District has two IT specialists who focus on training certificated and classified staff.

The TEC (Technology Education Committee) will monitor and take steps necessary to realign the time structure. The District will need to add personnel to provide service and support to students and staff as the numbers and types of technology hardware and software continue to increase as the budget allows. As technology ages, a District wide service and/or replacement plan must be put in place to ensure equal access to all.

1. Plan Duration

July 1, 2012 - June 30, 2015

The benchmarks and timelines in this technology plan will guide our District's use of technology from July 1, 2012 through June 30, 2015.

2. Stakeholders

The Technology Plan was originally written by the Technology Education Committee. At its inception, the TEC group had representatives from all levels and functions within the school district. Parents and community members were also invited to be on the committee. The group met as a committee as a whole and in sub-committees to develop goals, objectives, timelines, budget, and monitoring criteria. The sub-committees worked on developing and administering the District technology assessment survey; getting staff to complete the EdTech Profile survey; identifying the current infrastructure on sites; identifying the current software and its use on sites; and analysis of survey results.

The final writing team was made up of a small group, including a representative of many levels in the District, from the Assistant Superintendent of Curriculum and Instruction, elementary and middle school principals, to an IT specialist. The TEC has made every effort to create this technology plan to build on prior purchased technologies and to ensure that all students, at all sites, have access to and use current technology. Additionally, to increase parent awareness and participation, the District posts the plan on its website and have provided for public comment at school board meetings.

3. Curriculum

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

All teachers have access to technology that supports improved student performance. Access to high quality, research based programs, has greatly improved. Approximately 95 percent of our classrooms have both up-to-date teacher and student computers. The minimum number of computers per classroom is 1 and the average is 2 computers per classroom. However, approximately 45 percent of our classrooms have 3 or more computers available for student/teacher use. Many teachers and/or departments have access to LCD projectors, Elmo's, Interwrite Tablets and Smart Boards. Additionally, 21 schools have incorporated computer labs into their daily instructional routine. All of our secondary schools have labs or other computer resources available for student and staff use after school hours for up to two hours. Software based credit recovery classes and CAHSEE intervention programs are offered for targeted students after school hours at all secondary schools. Additionally, 12 of our 19 elementary schools are conducting after school intervention programs that involve curriculum technology like Rosetta Stone, Skills Tutor, Houghton Mifflin Language Arts and enVision Math. Eleven (Three) of our elementary schools have entered a grant funded after school program with the City of Fontana and Think Together which incorporates the use of their computer lab.

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

Most teachers utilize internet access for gathering information toward the completion of various student projects and assignments. Most of the teachers use Microsoft Office Suite to create and present instructional materials. All teachers have access to core content-specific technology training. Some technology training is made available through outside conferences, district and site provided or staff development days. Educational software programs such as Accelerated Reader, Accelerated Math, Star Math, Star Reading, Skills Tutor, Rosetta Stone, Read 180, enVision Math, Houghton Mifflin English Language Arts, DIBELS net, Revolution Prep and OdysseyWare are used by many schools both during regular instructional hours and special intervention programs. There are also other key programs common across grade levels, curricular areas and school sites. Many teachers use technology for delivery of instruction and classroom management that supports these key programs. The integration of technology assisted instructional strategies has expanded at all sites and grade levels. The district has increased parent and student awareness of grades and academic performance through the use of Zangle Grade book, which allows them to check their progress from home. The district has also incorporated Pulse to allow counselors and administrators access to current student progress for conferences and IEP meetings.

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

The specific curricular goals from the District Strategic Plan are:

- To double the percentage of students who perform at the proficient and advanced level on the California Standards Tests.
- To have at least 95% of our students graduate with a high school diploma.
- To prepare 100% of our students for college entrance and/or certification in a career/technical field.

All goals listed in the Technology Plan are consistent with the District Strategic Plan.

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

The objective 3d.1 reflects a 5-year strategic plan objective. By increasing the percentage of students who perform at the proficient and advanced level on the California Standards Tests at the rate specified by the Technology Plan benchmarks, the District will be able to achieve the 5-year Strategic Plan objective. The district has achieved the goal of doubling the English / Language Arts CST increase since 2006. In 2006, the district ELA proficiency rate was 23.0 percent of students scoring proficient when the goal was 23 %. In 2011, CJUSD had 46.5 percent proficient when the goal was 67% of students. The numbers in math increase of almost 50% during the same timeframe, from 32.8% to 46.5%.

The objective 3d.2 reflects a 5-year strategic plan objective. By increasing the number of students graduated at the rate specified by the Technology Plan benchmarks, the District will be able to achieve the 5-year Strategic Plan objective. The graduation rate has increased from 66% in 2008 to 80.4% in 2010 using the NCES definition.

The objective 3d.3 reflects a 5-year strategic plan objective. By increasing the percentage of students who are prepared for college entrance and/or certification in a career technical field at the rate specified by the Technology Plan benchmarks, the District will be able to achieve the 5-year Strategic Plan objective. The district continues to revise the current Perkins plan annually and provide more post secondary opportunities for students. In 2010, the district Perkins E-1 report was all positive with CJUSD meeting or exceeding the state averages.

Goal 3d.1: Students will improve academic performance and graduate prepared after high school.

Objective 3d.1.1: To double the percentage of students who perform at the proficient and advanced levels on the California Standards Test.

Benchmarks:

- Year 1: To increase by 40% the percentage of students who perform at the proficient and advanced level on the California Standards Tests.
- Year 2: To increase by 60% the percentage of students who perform at the proficient and advanced level on the California Standards Tests.
- Year 3: To increase by 100% the percentage of students who perform at the proficient and advanced level on the California Standards Tests.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Use Read 180 software at 9th grade to increase reading proficiency for at-risk students including English Learners and Special Education students.	Year 1 (2012)	Educational Services Division Director 7-12	Utilize Read 180 Scholastic Reading Inventory (SRI) and 9th grade CST ELA scores.	Read 180, SRI, CST scores
Use Read 180 software at 10th grade to increase reading proficiency for at-risk students including English Learners and Special Education students.	Year 2 (2013)	Educational Services Division Director 7-12	Utilize Read 180 SRI (Scholastic Reading Inventory) and 10th grade CST ELA scores.	Read 180, SRI, CST scores
Use CAHSEE English Support class to increase reading and writing for at risk students including EL and SWDs.	Year 3 (2014)	Director Secondary Curriculum and Instruction (C & I)	Use CJSUD Benchmark exams and 11th grade CAHSEE ELA scores.	CJUSD Benchmark Exams, CST scores
Use Skills Tutor at grades K-8 for intensive intervention and proficiency monitoring.	Year 2 - 3 (2013 - 2014)	Coordinator, Assessment & Evaluation (A & E)	Bi-Annually utilize Skills Tutor student usage logs and CST ELA and Math scores.	Skills Tutor, CST scores
Use Renaissance Place, Star Reader and Accelerated Reader at grades K - 6 to increase reading proficiency for all students including English Learners (using English in Flash) and Special Education students. Standardize all versions, quizzes and norms in years 2 and 3.	Year 1 - 3 (2012 - 2014)	Site Administrators	Annually utilize Renaissance Place, Star Reader, Accelerated Reader and CST ELA and Math scores in addition to administrative and teacher feedback.	Renaissance Place, Star Reader and Accelerated Reader

Use Rosetta Stone at grades K-6 to supplement English Language Learner intervention program.	Year 2 (2013)	Site Administrators	Utilize Rosetta Stone software and CST ELA scores in addition to administrative and teacher feedback.	Rosetta Stone, CST scores
Use online supplemental resources to challenge GATE students, strengthen EDI (Explicit Direct Instruction) and provide intervention for intensive students.				

Objective 3d.1.2: To have at least 95% of our students graduate with a high school diploma.

Benchmarks:

- Year 1: To have at least 70% of our students graduate with a high school diploma.
- Year 2: To have at least 75% of our students graduate with a high school diploma.
- Year 3: To have at least 80% of our students graduate with a high school diploma.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Use Read 180 software at 9th grade to increase reading proficiency for at-risk students including English Learners and Special Education students.	Year 1 (2012)	Educational Services Division Director 7-12	Utilize Read 180 SRI (Scholastic Reading Inventory) and 9th grade CST ELA scores.	Read 180, SRI, CST scores
Use Read 180 software at 10th grade to increase reading proficiency for at-risk students including English Learners and Special Education students.	Year 2 (2013)	Educational Services Division Director 7-12	Utilize Read 180 SRI (Scholastic Reading Inventory) and 10th grade CST ELA scores.	Read 180, SRI, CST scores
Use CAHSEE English Support class to increase reading and writing for at risk students including EL and SWDs.	Year 3 (2014)	Director Secondary Curriculum and Instruction (C & I)	Use CJSUD Benchmark exams and 11th grade CAHSEE ELA scores.	CJUSD Benchmark Exams, CST scores
Use Skills Tutor at grades K - 8 for intensive intervention and proficiency monitoring.	Year 2 - 3 (2013 - 2014)	Coordinator, Assessment & Evaluation (A &E), Director Language Support Services (LSS)	Bi-annually utilize Skills Tutor student usage logs and CST ELA and Math scores.	Skills Tutor, CST scores
Use Revolution Prep at grades 9 - 12 to increase CAHSEE pass rates for at-risk students including English Learners and Special Education students.	Year 1 - 3 (2012 - 2014)	Site Administrator, Educational Services Division Director 7-12	Annually utilize Revolution Prep software and CST ELA scores in addition to administrative and teacher feedback.	Revolution Prep, CST scores

Use Odysseyware software at grades 9 - 12 for credit recovery and to increase graduation rates for at-risk students including English learners and Special Education students.	Year 1 (2012)	Site Administrator, Director Educational Services Division Director 7-12	Annually utilize Nova Net student usage logs, number of credits recovered and graduation rate.	Nova Net
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Objective 3d.1.3: To prepare 100% of our students for college entrance and/or certification in a career/technical field.

Benchmarks:

- Year 1: To prepare 80% of our students for college entrance and/or certification in a career/technical field.
- Year 2: To prepare 90% of our students for college entrance and/or certification in a career/technical field.
- Year 3: To prepare 100% of our students for college entrance and/or certification in a career/technical field.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Use CDE recommend software at grades 7 - 12 to increase career technical preparedness.	Year 1 (2012)	Director Secondary Curriculum and Instruction (C & I)	Annually utilize CA Career Zone and other CDE approved programs software and the percentage of students prepared for UC or completing Career Technical Education series.	CA Career Zone, etc from CDE approved lists

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

Goal 3e.1: All students will pass a technology literacy class prior to graduation and conduct research for assignments, careers, and colleges.

Objective 3e.1.1: Students will participate in technology literacy development activities that include accessing, evaluating, and using information, beginning in 7th grade with focuses on career research, college information and computer skills development.

Benchmarks:

- Year 1: 70% percent of all secondary school students that will participate in technology literacy development activities beginning in 7th grade that include career research, college information and computer skills development.
- Year 2: 85% percent of all secondary school students that will participate in technology literacy development activities beginning in 7th grade that include career research, college information and computer skills development.
- Year 3: 100% percent of all secondary school students that will participate in technology literacy development activities beginning in 7th grade that include career research, college information and computer skills development.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop with core teachers, a plan for implementation of Career Assessment in all secondary grades.	Year 1 (2012)	Educational Services Division Staff, Site Administrators, Teachers, CTE Coordinator	Monitor course rosters and grade reports for all secondary courses meeting computer literacy requirements. Report on the number of students that attempt and pass the computer literacy challenge tests. Utilize assessment data for supporting the implementation of career pathways development and modification.	Career Assessment
Train all secondary teachers on the CA Career Zone Program and electronic research methodologies.	Year 1 – 2 (2012 - 2013)	CO - CTE C & IT Staff, CTE Coordinator Site Administrators, Counselors, Teachers	Utilize Summary Report for usage and Career Reports for implementation.	CA Career Zone Assessment Program
Provide training and hardware support to sites.	Year 1 – 3 (2012 – 2014)	C & IT Staff, CTE Coordinator Site Administrators, Counselors, Teachers	Professional Development rosters, agendas, and training logs.	
Provide Professional Development training to teachers on evaluating electronic materials for plagiarism.	Year 1 – 2 (2012 – 2013)	IT and Educational Services Division Staff, Site Administrators, Counselors, Teachers	Professional Development rosters, agendas, and training logs.	

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

Objective 3f.1 : 100% of graduating seniors will be taught ethical use and copyright skills for the digital age as part of their Computer Literacy Class by 2015

Year 1 Benchmark: Review and update ethical use and copyright components of Computer Literacy classes.

Year 2 Benchmark: Pilot updates with common assessments.

Year 3 Benchmark: All students in Computer Literacy courses are taught about ethical use/copyright issues as they relate to the internet.

Goal 3f.1: All staff and students will be instructed on the ethical use and respect for copyright in the digital age and will sign Electronic Usage Agreements.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Continue teaching current curriculum including ethical standards that are part of the graduation requirement. Develop common assessments.	Year 1 – 3 (2012 – 2014)	Coordinator, Career Technical Education (CTE)	Test for understanding using end-of-course exams.	
Provide professional development and instructional materials to core teachers.	Year 2 (2013)	Coordinator, Career Technology Education (CTE)	Test for understanding using end-of-course exams.	
Provide additional professional development and instructional materials regarding the legal and ethical issues surrounding Peer to Peer (P2P) networks/software and privacy.	Year 3 (2014)	Coordinator, Career Technical Education (CTE), Teachers	Sign in sheets, agendas from meetings, copies of instructional material developed.	

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

Objective 3g.1: 100% of graduating seniors will be taught online privacy protection strategies as part of their Computer Literacy Class by 2015

Year 1 Benchmark: The District will develop supplemental curriculum to be taught during Keyboarding and Basic Computer Literacy classes that will cover strategies to protect their online privacy and safety.

Year 2 Benchmark: Pilot supplemental updates with common assessments.

Year 3 Benchmark: All students in Computer Literacy courses are taught online privacy strategies.

Goal 3g.1: Students will be instructed on strategies to protect their online privacy and safety.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Continue teaching current curriculum including ethical standards that are part of the graduation requirement. Develop common assessments.	Year 1 – 3 (2012 - 2014)	Coordinator, CTE	Test for Understanding using end-of course exams.	End of course exam
Develop specific curriculum material on privacy protection and Internet safety.	Year 2 (2013)	Coordinator, CTE	Copies of materials, lesson plans.	
Develop parental information on Safe Internet Usage at home for parents.	Year 3 (2014)	Coordinator, CTE	Copies of materials, lesson plans.	

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

Currently, all students have access to technology either in classrooms, labs or libraries. Many students own computers and have parents who encourage their use of technology through e-mail communications, Internet use, and word processing. Currently, assistive technology exists for Special Education students per individual student’s Individualized Educational Plan (IEP).

- At the elementary school level, all classrooms have one computer available for teacher use. Most classrooms have one or more additional computers available for student use. Eleven of the eighteen elementary schools have computer labs available for students. Those that do not have a dedicated computer lab have a larger number of classroom computers.
- At the middle school level, all schools have a computer lab available for student use. All middle schools libraries have computer labs with direct access to the Internet. Some of

these libraries remain open after school hours for students. All classrooms have computers for teacher use and many have additional computers available for student use. Technology classes are available to all students at 3 of the 4 middle schools. These classes provide instruction in keyboarding, word processing, and other basic computer operations. Counseling and instructional staff use Bridges/Choices Career Guidance or CA Career Zone software with all students.

- At the high school level, all schools have multiple computer labs available to teachers and students. All classrooms have more than one computer available for student use. Technology classes are offered to all students and students must fulfill a District technology literacy requirement as part of their graduation requirement. The comprehensive high schools offer computer-based CAHSEE preparation and intervention credit recovery (OdysseyWare) classes after school, and 9th Grade at-risk students utilize Read 180 in the English 1 Intensive course. Counseling and instructional staff use Bridges/Choices Career Guidance software with all students.

Goal 3h: Colton Joint Unified School District will continue to ensure that all students have equitable access to appropriate technology tools, including assistive technology as need for student individual education plans.

Implementation Plan			
Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
Audit and review Individual Education Plans to ensure technology requirements are being met.	Year 1 – 3 (2012 - 2014)	Director of P.P.S and Information Technology Manager.	Annually

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

The District implemented C-Innovations Zangle beginning in the 2009-2010 school year. Edusoft is fully implemented and used district-wide for student assessments, data collection and analysis. Together Zangle and Edusoft will allow for streamlined access to student demographic and academic performance data, so that teachers will have the information necessary to modify their instructional practices to meet the needs of all students. Teachers use VPort data system to track and monitor students in our Language! Tier III intensive intervention program. The District has begun implementation of data teams at all grade levels for English Language Arts and Mathematics analysis. All Assistant Principals were trained as data coaches at the elementary level to facilitate implementation of data teams. However, data teams have not been created at all school sites, but it is expected that within one year all schools will have a working data team in

place. These teams make decisions for instructional modification based on data taken from the Edusoft system and Pulse system.

All teachers have access to Zangle’s TeacherConnection which includes a web-based grade book, classroom management tools and will allow for teachers to record attendance, daily assignment grades and (secondary only) submit progress and end of term report cards electronically. Additionally, TeacherConnection allows for the immediate teacher notification regarding any significant changes of student status, instructional setting, behavioral issues and English Language Learners designation so that teachers can more quickly modify their instructional methods.

The District has implemented Pulse, and add-on data analysis product that aggregates TeacherConnection data nightly and allows administrators, counselors, and other specific staff access to attendance, assignment, testing, health, behavior, and other demographic data in a variety of formats. Pulse has become an important tool in the District’s intervention procedures and is now widely used at the secondary sites.

Goal 3i.1: Fully implement Zangle district wide.

Objective 3i.1.1: Have 100% of teachers recording attendance and grades electronically.

Benchmarks:

- Year 1: All teachers currently take attendance electronically using Zangle TeacherConnection.
- Year 2: All secondary schools currently use Zangle TeacherConnection grade book to record daily assignments and submit progress and end of term grades.
- Year 3: All elementary schools currently use Zangle TeacherConnection grade book to submit standards based report cards each trimester.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Offer Refresher trainings on Zangle TeacherConnection	Year 1 (2012)	Information Technology Staff, Site Administrators	Training sign-in sheets Zangle reports, training feel back questionnaires.	
Offer Refresher trainings on Zangle TeacherConnection	Year 2 (2013)	Information Technology Staff Site Administrators	Training sign-in sheets, Zangle reports, training feedback questionnaires.	

Goal 3i.2: Fully implement Data Teams district-wide

Objective 3i.2.1: Have 100% of teams using data to modify instruction when needed.

Benchmarks:

- Year 1: Data teams will be fully implemented at grades K-6 so that instructional modifications can be made based on performance.
- Year 2: Data teams will be fully implemented at all secondary school sites.
- Year 3: Continue train new staff on data teams and EduSoft usage.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train all secondary teachers on the Data Team model for instructional use.	Year 1 (2012)	Site Administrators, Educational services Division	Evaluate Data Analysis Worksheets for each data team. Use Edusoft to help determine effectiveness of data team recommendations.	
Train all elementary teachers on the Data Teams model for instructional modification.	Year 2 2013	Site Administrators, Educational Services Division	Evaluate Data Analysis Worksheet for each data team. Use Edusoft to help determine effectiveness of data team recommendations.	

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

All staff have a District e-mail account that is used to support communication with parents, among teachers and school sites. All schools and teachers have access to TeleParent which provides automated notification services via the telephone or e-mail to parents and has increased administrator-to-parent and teacher-to-parent communication in the students' home language. Zangle includes ParentConnection which will enable parents to view their child's progress from work or home and allow for regular feedback from the classroom. The District has 16 schools using CISCO VOIP phones in the classrooms. It is part of the District Strategic Plan in the next two years to provide CISCO VOIP phones for all classrooms. The District recently purchased Gagle to allow students to have access to CIPA compliant e-mail as well as allow teacher/home interaction through blogs.

Goal 3j.1: Fully implemented Zangle ParentConnection district-wide.

Objective 3j.1.1: Have 100% of school use and promote Zangle ParentConnection classroom to home communication.

Benchmarks:

- Year 1: Periodic evening trainings held in site computer labs for parents who are interested in using ParentConnection.
- Year 2: Periodic evening trainings held in site computer labs for parents who are interested in using ParentConnection.
- Year 3: Continue to offer periodic evening trainings held in site computer labs for parents who are interested in using ParentConnection.
-

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train parents who are interested in using Parent Connection.	Year 1 (2012)	Site Administrators and support from IT.	Training sign-in sheets and parent usage evaluations.	
Train parents who are interested in using Parent Connection.	Year 2 (2013)	Site Administrators, and support from IT.	Training sign-in sheets and parent usage evaluations.	
Train parents who are interested in using Parent Connection.	Year 3 (2014)	Site Administrators, and support from IT.	Training sign-in sheets and parent usage evaluations.	

Objective 3j.1.2: Complete installation of CISCO VOIP phone system in all classrooms district-wide.

Benchmarks:

- Year 1: Complete installation of CISCO VOIP phone system in 30% of all classrooms.
- Year 2: Complete installation of CISCO VOIP phone system in 75% of all classrooms.
- Year 3: Complete installation of CISCO VOIP phone system in 100% of all classrooms.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Deploy hardware infrastructure and phones to school sites.	Year 1 - 3 (2012 – 2014)	Information Technology Staff and Site Administrators	Track teacher participation in phone trainings and survey school sites on home to classroom communication.	

Train classroom teachers to use CISCO VOIP phones and voicemail.	Year 2 - 3 (2013 – 2014)	Information Technology Staff and Site Administrators	Track teacher participation in phone trainings and survey school sites on home to classroom communication.	
Upgrade CISCO VIOP call managers and voice mail server.	Year 1 (2012)	Information Technology Staff	Track teacher participation in phone trainings and survey school sites on home to classroom communication.	

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

The District will conduct a bi-annual review using the TEC and the Educational Services Division staff to ensure that the Goals and Objectives are being met per the timelines specified in proceeding Benchmark and Implementation plans. The committee will ask for details regarding the implementation from the Person(s) Responsible section as specified in the Monitoring and Evaluation tables. Additionally, because the District’s Technology plan is aligned to the District’s Strategic Plan, many components of the Technology plan will be reviewed on a quarterly basis by the Strategic Planning committee, which is headed by the Superintendent and reports directly to the Board of Education.

Any recommendations or concerns raised by the TEC and/or the Strategic Planning teams will be documented and submitted to persons with the responsibility for the Implementation Plan(s). All changes will be noted in an addendum to the Technology Plan.

4. Professional Development

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

The Colton Joint Unified School District provides all staff with various opportunities for professional development to improve instructional and classroom management practices, which is intended to lead to increased student achievement. The District strives to identify and prioritize areas of professional development. Integrating technology, in all forms, as a tool for effective teaching and learning is a priority of the District professional development program. Data collected from District Technology Surveys as well as the EdTech Profile survey will be used to determine levels of staffs' ability to use technology in the classroom. This information is used to create a needs assessment for future technology professional development. The Educational Services Department will coordinate professional development opportunities with support from the Information Technology Department based on determined needs.

The District technology survey data analysis demonstrated that, while we have made great progress in improving the technology skills of our staff, many teachers and administrators need additional training in the use of technology as a curriculum integrated instructional and data analysis tool. Additional areas of identified professional development include: presentation software, spreadsheets, databases and data analysis, specifically the intermediate to advanced use of Edusoft. The survey respondents also had strong desire to receive training on the technologies that came with our recently adopted instructional materials in elementary mathematics and the new secondary English Language Learner program.

The District and sites now offer trainings on integrating technology as an instructional methodology on Buy Back and Professional Development days. Envision Math trainings occur at the elementary schools district-wide. Additionally, many of our elementary schools have participated in Star and Accelerated Reader/Math trainings and Skills Tutor and Rosetta Stone training. Our high schools have received curriculum technology training on Read180 and have started training on the technology components of the English Language Learner program. Staff surveys and EdTech Profile results indicate additional trainings on using technology on a regular basis in the classroom and in the administrative offices continue to be a major need. The District will increase the trainings on instructional materials as well as classroom/school management software with an emphasis on the EduSoft, Gaggles, and Sharepoint. All teachers and administrators will receive Zangle/Pulse refreshers so that they can use the product to take and/or analyze attendance, identify students in need of intervention and/or instruction modification and to make school to home communication more effective and efficient. Additionally, training opportunities for TeleParent, e-mail and school/teacher websites will be offered to supplement the school/classroom-to-home communication options available to instructors and administrators.

Three objectives have been established to accomplish the professional development goal. Achievement of each objective will enable CJUSD to provide all staff with a comprehensive

technology professional development program. The following pages outline the Professional Development objectives, existing conditions for each objective as well as benchmarks, budget implications and responsible entities for monitoring and evaluating completion of objectives and benchmarks. Target areas have also been established to identify specific areas of focus toward the accomplishment of each objective and the meeting of its benchmarks.

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

Goal 4b.1: The Colton Joint Unified School District will provide professional development opportunities for all staff based on technology needs. District Professional Development will, for certificated and classified staff, be geared towards improving achievement for all students and increasing efficiency. Staff development needs will be determined by surveys and new product adoption with an emphasis on Zangle and EduSoft.

Objective 4b.1.1: Provide technology training for all instructional staff with an emphasis on Zangle, Pulse and EduSoft.

Benchmarks:

- Year 1: Using site surveys assess EduSoft and Zangle training levels at all school sites.
- Year 2: Develop and offer appropriate EduSoft and Zangle training per the results of surveys.
- Year 3: Continue to offer EduSoft and Zangle trainings, modifying the material based on feedback. Re-assess school sites to see if EduSoft use has increased and/or if additional training is necessary.
-

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Develop and distribute site surveys for EduSoft and Zangle training needs	Year 1 - (2012 -13)	Survey Monkey/TeleParent Survey for District developed survey and EdTechProfile results.	Survey Monkey/TeleParent Survey for District developed survey and EdTechProfile results.	Completed surveys

Offer Zangle and EduSoft trainings at school sites and district labs based on survey results.	Year 2 (2013 – 2014)	Information Technology Manager and Staff Development Coordinator	Increased EduSoft and Zangle feature use	Sign-in Sheets and feedback forms.
Re-assess instructional staff use of Zangle and EduSoft	Year 3	Information Technology Manager and Staff Development Coordinator Principals	Increased EduSoft and Zangle feature use and Survey Monkey/TeleParent Survey for District developed survey and EdTechProfile results.	Completed surveys and feedback forms.

Objective 4b.1.2: All District staff will be trained on Zangle (new student information system) as it relates to their job duties and responsibilities.

Benchmarks:

- Year 1: All front office staff, administrators and teachers are trained on the basic functionality of Zangle as it pertains to their job duties. These include attendance, discipline, scheduling, enrollment, records, health, programs and services and classroom management. School administrators will receive additional training on attendance and behavior data analysis using Zangle. School administrators will receive Edusoft for student performance data analysis.
- Year 2: All middle school and high school teachers will be trained on the GradeBook feature of TeacherConnection with an emphasis on its use for supplemental parent communication/notification.
- Year 3: All elementary school and high school teachers will be trained on the GradeBook feature of TeacherConnection with an emphasis on its use for supplemental parent communication/notification.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train 100% of all new administrative and support staff on Zangle's FrontOffice applications. Offer quarterly refresher courses. Provide additional productivity software training with an emphasis on Microsoft Word. Offer Edusoft course for school administrators.	Year 1 (2012)	Information Technology Manager and Site Administrators	Zangle training sign-in sheets, Zangle Usage reports, number of assignment grades posted. Edusoft training sign-in sheets.	

Training 100% of all new teaching staff on Zangle's TeacherConnection with emphasis on Grade Book and improved classroom to parent communication. Provide productivity software training with an emphasis on PowerPoint.	Year 2 - 3 (2012 – 2014)	Information Technology Manager and Site Administrators	Zangle training sign-in sheets, Zangle Usage reports, number of assignment grades posted Edusoft training sign-in sheets.	
Offer parent training during open house and after school sessions. Develop and distribute parent guide for using Zangle in both English and Spanish.	Year 3 (2014)	Information Technology Manager	Use TeleParent Survey feature to gather feedback about Zangle's usability from parents' perspective.	

Objective 4b.1.3: All elementary teachers will receive training on the technology component of the District's 2008 mathematics textbook adoption (Scott Foresman and Envision Math).

Benchmarks:

- Year 1: 50% of all elementary teachers will receive Envision Math training.
- Year 2: 75% of all elementary teachers will receive Envision Math training
- Year 3: 100% of all elementary teachers will receive Envision Math training.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Provide technology training on math adoption software (Envision Math) at all elementary school sites.	Year 1 - 3 (2012 – 2014)	Staff Development Coordinator, Director of Elementary Education and Suite Principals.	Envision Math Sign-in sheets, Envision Math usage reports. CST and benchmark exams.	

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

District will conduct a bi-annual review using the T.E.C. committee and the Educational Services and Staff Development coordinator to ensure that the Goals and Objectives are being met per the timelines specified in proceeding Benchmark and Implementation plans. The committee will ask for details regarding the implementation from the Person(s) Responsible section as specified in the Monitoring and Evaluation tables. Additionally, because the District's Technology plan is aligned to the District's Strategic Plan, many components of the Technology plan will be reviewed on a quarterly basis by the Strategic Planning committee, which is headed by the Superintendent and reports directly to the Board of Education.

Any recommendations or concerns raised by the T.E.C. and/or the Strategic Planning will be documented and submitted to position with the responsibility for the Implementation Plan(s). All changes will be noted in an addendum to the Technology Plan.

5. Infrastructure, Hardware, Technical Support, and Software

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

Existing Hardware: The current status of the infrastructure, hardware, software and technological support throughout the District has improved. All schools have infrastructure with Internet access in all classrooms. All teachers have at least one teaching computer, and the majority of classrooms have multiple network connected computers available for student use.

Many sites have been undertaking modernization of their campuses in recent years and have upgraded or added additional infrastructure to support technology and electrical needs. Additionally, the District has used over \$13,000,000 in E-Rate funding to extend and improve the information technology infrastructure.

Electrical Capacity – Facilities

The majority of CJUSD classrooms class rooms have adequate electrical services to support computers and equipment. When a need for additional electrical services is found, the District Maintenance and Operations department provides electrical work at minimal cost to the site. There are still needs in many schools for additional circuits to ceiling mounted LCD projectors and opaque projectors.

Telephones

Per the requirements of Strategic Plan, the District will continue its implementation of a Voice Over Internet Protocol (VO/IP) system district-wide over the next two years. The District Office, Colton High, Bloomington High, Colton Middle, Sycamore Hills and Jurupa Vista Elementary, Washington Alternative High School, Crestmore Elementary Maintenance and Operations, and Transportation, Bloomington Middle , Slover Mnt. High, Wilson Elementary, Terrace View Elementary, Reche Canyon Elementary, Alice Birney Elementary, Michel D’Arcy Elementary, Walter Zimmerman Elementary, Terrace Hills Middle, and Ruth Harris Middle have installed VO/IP phone systems that provide a phone with voice mail capabilities into each classroom/office on the campus. The District plans to integrate the VO/IP phone system into the remaining campus and support sites. The District’s goal is to have a phone and voice mail available for each teacher, manager and support staff. The phone system will assist administration, teachers and support staff with the necessary tools to effectively communicate with parents, students and community.

Printers

The District has standardized printer purchases to incorporate particular vendors. This assists in purchasing toner, parts and supplies as well as providing technicians a single point of contact for maintenance information. Standardization of printers simplifies the network installation and support required to provide administration, teachers and students with a reliable printing environment. Many classroom printers are stand-alone and print cartridges are expensive. Sites are encouraged to purchase networked laser printers where appropriate because they are the most cost effective.

Existing Internet Access: Administration offices and all classrooms in all schools have access to the Internet and the network connected resources through site and District network infrastructure. The infrastructure consists of a core switch in the Main Distribution Facility (MDF) and supporting switches in the Intermediate Distribution Facilities (IDF). The District switching and routing fabric equipment consists of CISCO equipment to ensure consistency and reliability.

Each school's infrastructure is based on a Star Topology consisting of a gigabit backbone and a 100-megabit and/or 1-gigabit connection to each computer. All classrooms have at least six network connections. The District averages 12 drops per classroom.

Servers

The District houses all administrative and central resource servers including e-mail, voice mail and student information services at the District Network Operations Center.

Desktop Hardware – District and Site

The latest CDE data indicates that our District averages 4.2 students per computer. The ratio of computers to students is unequal. Elementary schools average 5 students per computer, middle school student's average 4 students per computer and high schools student's average 4 students per computer. Some of the District hardware is at least eight years old and is slowly being replaced using block grant money, mandated cost funds, and the K12 Voucher program. However, many tech support hours are used trying to maintain eight year old computer systems. In early 2010 our district has started using refurbished computers to reduce the cost of replacing machines. Refurbished computers are installed as general student use and small group use machines. Over the last year, the district has installed approximately 200 refurbished systems, which have been well received by the sites. As funding permits, the district will continue to take advantage of refurbished machines where appropriate.

Existing Electronic Learning Resources: The District has had a Wide Area Network (WAN) that encompasses all schools and support facilities. The District WAN is comprised of dedicated 1GIG fiber links that support both data and voice communications. The District provides E-Mail,

calendar, Instant Messaging, and voice mail access via the District WAN through a District managed Exchange Server. These communications assist administration, teachers, and support staff with the necessary tools to communicate effectively with staff, parents, students, and community. Additionally, products like Edusoft, TeleParent (classroom to home communication) Zangle, Skills Tutor, United Streaming, Revolution Prep, WebIEP, Read180, Gaggles (student e-mail and teacher blogs), Odysseyware, SharePoint, Pulse and Rosetta Stone all utilize the District WAN.

Student Information System

The student information system currently used by the district is Zangle. It provides for online attendance, assignment grades, marks, program, behavior, health, testing and demographic information. Zangle has a parent/student portal that is widely used at all secondary schools to keep parents informed of classroom progress, attendance and behavior. The district has also implemented the Pulse add-on, which allows for nightly data aggregation of assignments, attendance, program participation and demographic data that can be presented in several formats. Pulse is used as an intervention tool by counselors, administrators, specific teachers, coaches and athletic directors. When used properly, it has proven effective in identifying and placing struggling students in the appropriate intervention programs.

Operating Systems and Productivity Software

The District continues to work toward standardization of a single operating system. We currently support Windows XP Professional, Windows Vista, and Windows 7 on the District network. The District supports Microsoft Office versions ranging from Office 2000 to Office 2007. The district is evaluating iOS devices (iPads) and exploring avenues for their use in classrooms and as assistive/adaptive technologies for our Special Education students.

Existing Technical Support: The District Information Technology (IT) Department staff is currently keeping up with the demand for IT related services and no additional staff need is anticipated in the next three years.

The department currently employs the following personnel:

- Information Technology Manager
- Programmers/Analyst (2)
- Information Technology Specialists (2)
- Administrative Assistant (1)
- Technology Support Specialists II (2)
- Technology Support Specialists I (9)
- Systems Support Specialists (1)

Several sites utilize certificated and/or classified staff in part-time capacities to provide basic on-site technical support. They utilize various funding sources to cover the costs and the IT

Department works with the sites to ensure that District policy is followed. The level of expertise varies, as do the tasks performed, from software installation to evaluating minor computer repairs.

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

Hardware Needed: As mentioned above, the District averages six network drops per classroom however, in order to ensure room for resource growth the District has set a goal of 12 drops per classroom by 2015. The district will use E-rate funds to provide for the additional network drops.

As mentioned above, the District's current student to computer ratio is 4.2 students per computer. The District's goal is to achieve a 3.5 to 1 student to computer ratio. This would require a purchase of approximately 1,300 computers over the next 3 years.

The District has standardized on a minimum of Windows XP as an operating system and a productivity suite of Office 2007 platforms for all users. Additionally, all computers purchased include Adobe Reader for access to WebIEP and Zangle reports, Adobe Flash and Shockwave for web based multimedia support and any site or classroom specific instructional software. At the elementary level, Rosetta Stone and Envision Math software is installed on every computer. School sites that use Accelerated Reader/Star Reader have the application installed on every classroom computer, library computers and labs. Textbook adoption enrichment, supplemental and administrative software is installed per teacher/principal request. At the secondary level, software such as Read180, Odysseyware, AutoCAD, Photoshop, Accelerated Reader/Star Reader, Rosetta Stone and other titles are installed on department specific machines. Textbook adoption enrichment, supplemental and administrative software is installed per teacher/principal request.

The district must replace approximately 1300 aging, obsolete machines. This will be done through a combination of site discretionary budgets (Title 1, SIP, specific grants), the any available Microsoft K12 Voucher money, modernization funds, and the IT discretionary budget. The district will leverage the reduced costs of refurbished machine to maximize the number of replacement and extra machines purchased.

Electronic Learning Resources Needed: The District has also implemented Follett Software's Destiny textbook/library material management software. This product allows the District to reduce textbook order/loss/replacement costs, and allows for sites to share materials. Additionally, the product helps sites ensure Williams Settlement compliance as it relates to student textbook access. Since its implementation in mid-2011, the District has identified over \$20,000 in savings. Estimated annual savings is projected at \$150,000 in the first year.

Interactive whiteboards, LCD projectors, document cameras, student response systems, video distribution/sharing systems and voice amplification hardware are also needed. The district is currently working with vendors to select a “21st Century Classroom” standard that will include this hardware. New constructed classrooms and classrooms slated for modernization will receive funding for standard hardware. School sites will use site discretionary funds, grant funds and IT discretionary budgets to purchase the 21st Century Classroom equipment.

Networking and Telecommunications Infrastructure Needed: The District has started the deployment of a centrally managed wireless solution. Currently 18 school sites and the district office have wireless access. The remaining school sites are scheduled to be completed using E-Rate 14 fund pending federal funding.

Physical Plant Modifications Needed: The District also plans to install UPS (battery backup) to ensure continuity of service at every school and support site by 2013.

Technical Support Needed:

Given budget and hiring constraints, the district will be unable to hire new network technicians and a new network manager. However, by 2015 the new high school (Grand Terrace High) will be fully staffed and populated with students, which may require that a full time technician be hired in late 2015 or early 2016.

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

Objective 5c.1: Deploy centralized wireless solution district-wide.

Year 1 Benchmark: Finalize E-rate funding; installation schedules; install equipment and infrastructure at remaining secondary schools.

Year 2 Benchmark: install equipment and infrastructure at remaining elementary schools.

Recommended Actions/Activities	Timeline	Person(s) Responsible
E-rate 14 funding approved. Order equipment, finalize installation schedule	Mid 2012	IT Director
Install remaining secondary	Mid 2012	IT Director

schools		
Install remaining elementary school	Late 2012 – Early 2013	IT Director

Objective 5c.2 : Deploy uninterrupted power supplies (UPS)

Year 1 Benchmark: Install UPS at all high schools and middle schools.

Year 2 Benchmark: Install UPS at all elementary schools.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Conduct electrical needs survey at all district sites for UPS support	Late 2012	IT Director
Install UPS at all elementary school sites	Early 2013	IT Director
Install UPS at all secondary school sites	Mid 2013	IT Director

Objective 5c.3 : Purchase and install approximately 1300 new computers to increase computer-to-student ratio and refresh aging machines.

Year 1 Benchmark: Deploy 500 new computers at elementary schools

Year 2 Benchmark: Deploy 400 new computers at middle schools

Year 3 Benchmark: Deploy 400 new computers at high schools

Recommended Actions/Activities	Timeline	Person(s) Responsible
Purchase approximately 500 new computers	Mid 2012	IT Director
Purchase approximately 400 new computers	Early 2013	IT Director
Purchase approximately 400 new computers	Early 2013	IT Director

Objective 5c.4 : Install additional network drops in classrooms

Year 1 Benchmark: Install necessary drops at high schools.

Year 2 Benchmark: Install necessary drops at middle schools.

Year 3 Benchmark: Install necessary drops at middle schools.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Conduct classroom wiring needs survey at all district sites.	Early 2012	IT Director
Install additional wiring at all secondary school sites.	Mid 2012	IT Director
Install additional wiring at all elementary school sites.	Late 2012	IT Director

Objective 5c.5 : Install video distribution/sharing solution

Year 1 Benchmark: Install server and software (pending E-Rate 14 funding)

Year 2 Benchmark: Install client software on all district PC.

Year 3 Benchmark: Train staff on retrieving cable feed, video and uploading site produced material.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Install and configure server and control software	Mid 2012	IT Director
Install client software at school sites	Early 2013	IT Director
Train school site instructional staff on solution.	Mid 2013 – Early 2014	IT Director

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

The Information Technology Manager will use the charts above to develop a schedule to achieve the listed benchmarks. The Information Technology Manager will report progress to cabinet level administration quarterly, detailing progress and/or obstacles in achieving the benchmarks. The Information Technology Manager will also meet with site administrators individually and in groups to report on progress and gain feedback regarding changing priorities.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: The Colton Joint Unified School District is committed to providing all students with the equal access to current technology to enhance their learning experiences. The District will continue to fund projects to meet this goal during the current budget crisis in California. General funds, modernization funds, E-rate funds and grants will be used to ensure that CJUSD meets its commitment to our students achieving academic success. Due to the changing pricing structure of technology improvements, current cost estimates will be used and during the 3 years of this plan, true costs of improvements will probably be higher.

Potential Funding Sources: The infrastructure plans are the most costly and take the greatest time to complete the projects. The District plans to use E-Rate and general funds for additional wiring, the wireless system and the VO/IP improvements. The Curriculum goals will be accomplished utilizing general, categorical and site discretionary funds. By utilizing current staff development days and after school trainings, the District will reduce costs for substitute teachers and instructional time lost for certificated staff. The integration of technology into our curriculum will be assisted through in-servicing our teachers on the current adoption technologies that exist. Text book publisher representatives and site personnel will provide the trainings. General, categorical and site discretionary funds may be used to purchase additional researched based technologies that align with the state content standards and adapted texts. The current substitute teacher cost of \$95 a day will be paid through district funding for workshops that teachers attend during their workday.

Currently, ongoing modernizations/construction projects are scheduled through 2012. Local bond funds (Measure G) will continue to be allocated for electrical improvements and wiring classrooms. Technology retrofits are currently underway for re-locatable classrooms installed before our current plan of 12 drops per classroom was instituted. Our Facilities department is now requiring this minimal standard for all new classrooms as part of the bid price. Appendix D identifies the cost for infrastructure and technology support for the district.

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999				
Professional Development: Including the cost of staff, substitute pay, reference materials and training software.	\$110,000	\$70,000	\$100,000	Block Grant money/HPS Perkins/site discretionary
2000-2999 Classified Salaries				
Information Technology Staff	\$1,015,000	\$1,045,450	\$1,076,813	General Fund
Benefits 13%	\$131,950	\$135,909	\$139,986	General Fund
4000-4999 Materials and Supplies				
Infrastructure: Including the wireless access points, switches, controllers, electrical upgrades and network cabling.	\$200,000	\$250,000	\$250,000	E-Rate/K12 Voucher/Measure G bond funds
5000-5999 Other Services and Operating Expenses				
Electronic Resources: Resource management software, technical training software, survey services, additional curricular software bundled with textbook adoptions as supplemental or intervention material	\$65,000	\$65,000	\$65,000	Measure G bond funds, K12 Voucher/IT, site discretionary funds and instructional material funds.
6000-6999 Equipment				
Hardware: Including the cost of UPS computers, additional licenses, printers and any projector VOIP related purchases.	\$550,000	\$420,000	\$420,000	K12 Voucher/Measure G bond funds/Block Grant money/HPS/Perkins/site discretionary funds and instructional material funds.
Other				
Totals:	\$2,071,950	\$1,986,359	\$2,051,799	

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

The IT department will continue to work with sites and departments to help them identify obsolete equipment that will need to be replaced. The District has determined that any computer

more than one year out of warranty will be considered obsolete. The District has negotiated a five year warranty on all of its desktop workstations, therefore the minimum “working life” expectancy for desktops will be six years. If a machine older than six years needs repairs costing over \$100, the school site or department will be encouraged to purchase a replacement machine using block grant money, mandated cost reimbursements, the Perkins grant, The High Priority Schools grant, the K12 Voucher program and site discretionary budgets. The district has recently started purchasing refurbished machines as means of reducing site technology costs. School sites are encouraged to replace obsolete systems with refurbished systems as funding allows.

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

The Director of Information Technology is responsible for the oversight of district technology discretionary budgets and has final approval over all technology related purchases. Additionally, the Director of Information Technology is responsible for the district E-Rate budget and administering the District’s participation in the Microsoft K-12 Voucher program. Director of Information Technology will work with District and site administrators to ensure that all technology purchases meet the goals and objectives listed in the Technology Plan. More specifically, the Director of Information Technology will work with the Coordinator of Special Projects to ensure that we are obtaining additional and maximizing existing technology-specific categorical funding.

The Director of Information Technology will make quarterly reports to cabinet level administrators regarding technology budgets. Additionally, the Information Technology Manager will meet quarterly with fiscal services administration to coordinate current and future budget needs and/or restrictions.

7. Monitoring and Evaluation

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

The CJUSD Technology Plan is dependent on the District and sites working together. Curriculum and Instruction, Information Technology, Purchasing and Facilities will need to coordinate to ensure the successful implementation of this plan. Each department has a leadership role in monitoring and evaluating aspects of the plan. The globalization of responsibility will ensure that technology will remain a focus in the instructional programs at the sites.

The Professional Development evaluations and EdTechProfile surveys will be included with other information to help identify our teachers' proficiency in the use of technology. The Professional Development activities will also be included in our SB 2042 Induction Plan to assist preliminary credential holders in earning their clear professional credential. The annual EdTechProfile survey results will be part of the Technology Education Committee's report to the Board and focus the following year's professional development offerings.

The Information Technology department in addition to the Technology Education Committee will monitor the Infrastructure, Hardware, Technical Support, and Software goals. The Information Technology department will continue to ensure timely and cost effective installation of the infrastructure in current and new schools. The Citizens Oversight Committee and the School Board will also monitor bond fund use.

The CJUSD Technology Education Committee, with the support of the Superintendent and Board of Education, has identified critical elements for ensuring our students make academic progress and our teachers utilize technology to provide all students with an optimum learning environment. All sources of funding used will require coordination of efforts by various departments and people; but this is not new to the CJUSD, and this plan will serve to ensure students remain our highest priority.

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

The CJUSD Technology Plan identifies specific timelines for achieving our goals. The three-year plan requires the District to review semiannually the progress of each area through the Technology Education Committee (TEC) and various departments.

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

The Information Technology department, with the help of the Educational Services department and the Technology Education Committee, will make an annual report the CJUSD Board of Education and post its findings on the District website. This report will provide information on progress in all three areas. The curriculum goals will include student performance on state standardized tests and District benchmark assessments. The Focus CJUSD newspaper provides regular updates regarding District news and will include the Technology Education Committee's annual report updates.

8. Collaborative Strategies with Adult Literacy Providers

The Colton Joint Unified School District serves a population with a diverse set of language needs as reflected by the District's 27% English Language Learner population. In order to serve the adults in our community with English Language Learner and Adult Literacy needs sites provide on-going workshops and trainings for parents throughout the year. Under the federal mandate, 1% percent of all categorical funds must be used on parent involvement at the site level. Parent workshops at CJUSD school sites include: Learning is Magic, the Parent Institute for Quality Education (PIQE); the Latino Family Literacy, ESL/Rosetta Stone, which is the only explicitly technology related program, and Project INSPIRE.

The District also partners with CRY/ROP at Colton High School for after hours career/occupational training for adults.

9. Effective, Researched-Based Methods and Strategies

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

INACOL (2011) *Keeping the Pace with K-12 Online Learning*.

This journal review of many studies showed that Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.

Colton Joint USD will use Odysseyware courses to meet the needs of students by providing online courses in addition to face-to-face.

Marsh, Julie; Pane, John; and Hamilton, Laura (2006). *Making Sense of Data-Driven Decision Making in Education*. RAND Corporation.

This research concluded that most educators find data useful for informing aspects of their work and that they use data to improve teaching and learning. Policymakers seeking to promote educators' data use should consider giving teachers flexibility to alter instruction based on data analyses.

Teachers in Colton Joint USD uses data from Zangle, Read 180, and other electronic databases to drive decisions for instruction in the classroom.

Ringstaff, C., & Kelley, L. (2002). *The Learning Return on Our Educational Technology Investment: A Review of Findings from Research*.

This paper summarizes major research findings related to educational technology use and draws out implications for how to make the most of technology resources while focusing on pedagogical and policy issues. The distinctions between learning "from" computers and learning "with" computers are delineated. The findings of the research center on adequate and appropriate teacher training; changing teacher beliefs about learning and teaching; sufficient and accessible equipment, including an adequate computer-to-student ratio; long-term planning; and technical and instructional support.

This plan focuses on using technology as a resources to both learn from technology and with technology. Technology is used to assist with students learning, and for the creating of project based learning.

Institute for Academic Excellence (1996). *Impact of the Accelerated Reader: On overall academic achievement and school attendance*, Madison, WI.

Kinzie, M. (1990). Requirements and benefits of effective interactive instruction: Learner control, self-regulation, and continuing motivation. *Educational Technology Research & Development* , 38(1), 5-21.

Computer-assisted-instruction increases motivation by providing a context for the learner that is challenging and stimulates curiosity. Activities that are intrinsically motivating also carry other significant advantages such as personal satisfaction, challenge, relevance, and promotion of a positive perspective on lifelong learning (Kinzie, 1990).

This research was used to support the District's claim that the computer assisted instruction programs considered for purchase have solid research-based mechanisms shown to increase student learning.

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

The District continues to explore Distance Learning, and has begun to provide more structured professional development related to technology. The District will work with CTAP and other partnerships to provide state of the art trainings.

Additionally, two elementary schools have piloted the hosted version of Renaissance Learning so that Accelerated Reading, Star Reading and other packages can be used from home. If these pilots are successful, an expansion of the offering will be considered in the 2011/2012 school year.

Sycamore Hills Elementary has conducted annual Mission Control video conference based distance learning sessions with NASA's education services. Now that the District's high speed fiber network is operational at every site, there are fewer technical hurdles for distance learning sessions. The Information Technology department has plans to purchase two self-contained video conferencing units which it will make available to sites that want to experiment with distance learning and/or video conferencing.

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

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

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

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	Pg. 6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2013-15.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	Pg. 7	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	Pg. 1 – 5	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	Pg. 8 – 9	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	Pg. 9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	Pg. 10 – 12	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>Pg. 12</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>Pg. 14</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>Pg. 14 -15</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>Pg. 15 – 16</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>Pg. 16- 19</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</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.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>Pg. 18 – 19</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</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.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>Pg. 19 – 20</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	Pg. 21 – 22	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.	Pg. 22 – 24	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	Pg. 24	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	Pg. 25 – 28	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.	Pg. 28 - 29	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.

c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.	Pg. 29 – 30	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	Pg. 20	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	Pg. 31	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	Pg. 32	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.

c. Describe the district's replacement policy for obsolete equipment.	Pg. 32 – 33	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.	Pg. 33	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	Pg.34	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	Pg. 34	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	Pg.35	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	Pg. 36	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	Pg.37 – 39	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

<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>Pg. 40</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>
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**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 36 - 67686

School Code (Direct-funded charters only): _____

LEA Name: Colton Joint Unified

*Salutation: Mr.

*First Name: David

*Last Name: Thurston

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Please provide backup contact information.

1st Backup Name: Cyndie Marksbury

E-mail: Cyndie_Marksbury@cjUSD.net

2nd Backup Name: _____

E-mail: _____

* Required information in the ETPRS