Technology Plan

Eastern Sierra Unified

July 1, 2014 - June 30, 2017

12/17/2013 (revised 06/06/2014)

This plan is for EETT.

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Background and Demographic Profile

Nestled between the rugged eastern escarpment of the Sierra Nevada to the west and the White Mountains to the east, with the Sweetwater Range shadowing the district office, the Eastern Sierra Unified School District serves students from Coleville to Benton, 150 miles and numerous mountain summits and grades apart. Communities served by ESUSD include Topaz, Coleville, Walker, Bridgeport, Lee Vining, June Lake, Benton and Chalfant. The district makes every effort to serve the whole child, and works in cooperation with the Mono County Office of Education to make that happen. Though extremely rural, ESUSD strives to bring top-notch staff and relevant and inspiring workshops, assemblies, and seminars to its students. Students of ESUSD have participated in opera performances, science festivals, techno-music productions, hip hop happenings, and Meet the Masters art classes. All 9-12 grade students are educated in a one-to-one environment. Each student is issued a MacBook laptop. Coleville and Lee Vining High Schools are comprehensive high schools offering academic and vocational coursework, UC A-G classes, distance learning, and a full slate of small school sports teams.

All schools in the district and the district as a whole are meeting the AYP goals established by No Child Left Behind (NCLB). All K-12 classes are focused on California state standards; elementary school report cards are standards-based reports with detailed information for parents and students to show areas of strength and areas in need of improvement. Schools in ESUSD actively pursue interventions for each student to boost their skills and enhance learning. All schools in the district are currently transitioning to the newly adopted Common Core Standards.

The enrollment for each school is as follows:
Coleville High - 056
Lee Vining High - 055
Antelope Elementary - 137
Bridgeport Elementary - 058
Lee Vining Elementary - 100
Edna Beamon Elementary - 027

1. Plan Duration

July 1, 2014 - June 30, 2017

2. Stakeholders

Name	Position	CDS
Don Clark	District Administrator	Mono Eastern Sierra Unified
Tammy Nguyen	County CTAP Representative	Mono
Roger Yost	Site Administrator	Mono Eastern Sierra Unified Lee Vining Elementary
Brian Zobel	Site Administrator	Mono Eastern Sierra Unified Edna Beaman Elementary
Steven Childs	Site Administrator	Mono Eastern Sierra Unified Antelope Elementary
Katie Patterson	Classroom Teacher	Mono Eastern Sierra Unified Edna Beaman Elementary
James Godoy	Classroom Teacher	Mono Eastern Sierra Unified Lee Vining High
Jeanne Sassin	Classroom Teacher	Mono Eastern Sierra Unified Lee Vining Elementary
Brianna Brown	Classroom Teacher	Mono Eastern Sierra Unified Bridgeport Elementary
Janine Hamilton	Classroom Teacher	Mono Eastern Sierra Unified Antelope Elementary

A team of people met multiple times across a 6 month period to inform the planning process, draft and revise the plan. This core team consisted of technology lead teachers from each school site across the district, all site level administrators, and the district superintendent. All teachers were given the opportunity to give input via school site meetings and a district survey. Parents, Board Members and other stakeholders were given the opportunity to give input via an agendized item at a regular Board Meeting.

3. Curriculum

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

ESUSD's students and faculty have access to technology during the school day. Each teacher and administrator was issued a new MacBook pro in September 2013. The laptops are loaded with iWork and/or Microsoft Office and are intended for professional use during the school day and at home outside of school hours. Also, new MacBooks were issued to all high school students for use in school and at home. Elementary school students have access to MacBook labs. There is currently at least one laptop for every three students at the elementary school level, through grants and low enrollment at some campuses there is one laptop for every two students. At school the laptops provide students and staff with high-speed internet access to conduct research, create presentations, and communicate with parents and peers. They are also connected to each school's intranet and allow the sharing of files and printing from each machine. When the high school students take their laptops home with them, parents have the option of providing internet for their children.

In addition to the laptops, there are several desktop computers available in classrooms, computer labs, and/or after school programs at each site. The iMacs are connected to the internet and the local network. Most teachers also have access to Smart Boards, video projectors, document cameras, and/or graphics tablets to assist them with the presentation of materials and lessons. Some schools also have cameras available for student and staff use.

At several sites in Mono County, the Mono County Office of Education also operates the public library that is housed at and shared with that school site. All students have access to the library throughout the school day in addition to the hours outlined below for public access. At the Coleville location, there are 8 computers and free wireless available on Tuesday, Wednesday, and Thursday afternoons and Saturday mornings. The Bridgeport library has 8 computers available Tuesday through Saturday. The Benton library has 6 computers available on weekday afternoons. The Lee Vining library has 6 computers available on Tuesday through Saturday afternoons.

ESUSD operates a website at esusd.org that directs parents, students, and community members to school district news, official resources and school and teacher websites. Each school maintains a website for communication to its parents, students and the community. Many teachers also maintain a site for communication with parents, explanations of assignments and homework, and to organize research for students.

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

The district technology system meets the needs of the administration, teachers, and students. This network extends to all classrooms and offices throughout the district. All sites are connected to the Internet using appropriate filters, monitored and maintained by Mono County Office of Education. All sites also comply with the district Acceptable Use Policy.

Teacher's Use of Technology:

The district utilizes a student information system that enables each site to run specialized reports that can be personalized. This allows for updated review of student performance and monitoring, as well as the tracking of academic progress, attendance and home connection. This personalization allows for greater accuracy and attention to important data that can be specific to the individual needs of site teachers who are working to ensure that all students meet standards.

All teachers, administrators, and support staff have access to district email as their default communication tool at the site and district level. Teachers use their telephone and email to communicate with parents regarding student attendance, grades and test scores and to adapt their instruction to student needs.

Teachers use the tools of technology in their daily instructional practice to both enhance their instructional practice as well as to guide and inform their instruction. Teachers use online resources that are appropriate to the subject matter to further develop student understanding. Technology resources are used to make subject matter accessible to students. Technology is utilized with a number of intervention programs throughout the district. The focus is on students that need additional assistance in English Language Arts, Mathematics, and or English Language Development. The strength of these intervention programs are their ability to individualize the content based on the needs of the student, increase engagement, and provide in-depth reporting of critical student information for our teachers. Some of these programs include Renaissance Math, Renaissance English, Spell City, Matheletics, Sumdog and OARS.

The district and school sites also use mass notification systems (Blackboard Connect) to keep the community informed of ongoing events in our school district. Our mass notification system is also part of our emergency response plan.

Student's Use of Technology

Site and student laptops are equipped with either Microsoft Office or iWork. These software packages have been purchased to meet the needs of students. Students can use technology for a number of ways in each subject area.

K-12 students have access to hardware and software equipment appropriate to their grade level. Students have access to quality, standards-aligned, age-level appropriate software media to support the curriculum and development of critical thinking skills in student-centered, authentic, differentiated learning environments.

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

From "Achievement for All" ESUSD District Goals (revised 9/13)*

1. LONG TERM GOAL 1: THE PERCENTAGE OF STUDENTS IN THE SCHOOL ATTAINING PROFICIENCY
    - Short Term Goal 1.1 – By October of 2014 the district will score at or above the State average for proficient or advanced in all core subjects assessed by the CST.*
    - Short Term Goal 1.2 – Each school site will meet its State API Growth Target Goal.*
    - Short Term Goal 1.3 – 80% of students receiving an “A” in their core academic subjects will achieve a score of Advanced on their corresponding Benchmark and CST exams.*
    - Short Term Goal 1.4 – 5% of EL students will be re-designated proficient on the CELDT.
    - Short Term Goal 1.5 – Each school site will develop an extra curricular and enrichment plan that is approved by the superintendent.
2. LONG TERM GOAL 3: BY JUNE 2014 WE WILL HAVE FULLY IMPLEMENTED A WRITTEN COMMUNICATION PLAN TO IMPROVE COMMUNICATION DISTRICT-WIDE
    - Short Term Goal 3.1 – The District will have one calendar on the web site that is used by all schools and the District Office to post events.
3. LONG TERM GOAL 4: BY JUNE 2016 WE WILL FULLY IMPLEMENT OUR TECHNOLOGY PLAN TO IMPROVE ACADEMIC ACHIEVEMENT FOR ALL OF OUR STUDENTS
    - Short Term Goal 4.1 – The District will review its Technology Plan annually

*NOTE: ESUSD is aware of the multitude of changing parts that will effect this technology plan. With SBAC testing and a new accountability system coming into place shortly, many of these goals and wording throughout this document will need to be updated during our annual update process. For short-term goal number 1.1 we anticipate using previous state average numbers and comparing student performance on district level benchmarks as progress against this measure. Local assessments will have to hold more weight in the absence of state-wide assessments and subsequent results.

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.

Goal 3d.1: Teachers will use technology to improve instruction and remediation in core content areas.

Objective 3d.1.1: Yearly surveys will measure teacher technology use, proficiency, and satisfaction.

Benchmarks:

- Year 1: Teachers will complete a survey that measures teacher use of technology, teacher proficiency, teacher satisfaction, and teacher interests. The survey will be created and evaluated by the district's technology team.
- Year 2: Teachers will complete a survey that measures teacher use of technology, teacher proficiency, teacher satisfaction, and teacher interests. The survey will be created and evaluated by the district's technology team.
- Year 3: Teachers will complete a survey that measures teacher use of technology, teacher proficiency, teacher satisfaction, and teacher interests. The survey will be created and evaluated by the district's technology team.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
A survey will be created, administered to district staff, and reviewed.	June Annually; Administer survey to all teachers and discuss results at 1st technology team meeting in August.	Technology team is responsible for creating the survey. Site Administrators will administer the survey to teaching staff. Technology team and administrators will review the results and discuss them with teachers.	Yearly technology survey reviewed by Technology Team and Site Administrators.	Technology Survey

Objective 3d.1.2: Peers and administrators will observe and coach teacher use of technology.

Benchmarks:

- Year 1: Each teacher will receive an informal observation from their Site Administrator and/or a Site Technology Leader and will receive feedback and coaching on their use of technology in the classroom.
- Year 2: Each teacher will receive an informal observation from their Site Administrator and/or a Site Technology Leader and will receive feedback and coaching on their use of technology in the classroom.
- Year 3: Each teacher will receive an informal observation from their Site Administrator and/or a Site Technology Leader and will receive feedback and coaching on their use of technology in the classroom.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
An informal observation during the 1st Semester of the school year followed by a meeting to discuss and implement a plan for the teacher based on the teacher's interests and the observer's notes. A followup observation will occur during 2nd semester followed by a meeting to discuss the observation.	1st Semester: Initial observation and follow up meeting 2nd Semester: Follow up observation and meeting	Site Administrator and/or Site Technology Leader	Observation and discussion with each teacher.	Notes taken during the observation.

Goal 3d.2: Students will improve their achievement in core content areas.* *NOTE: ESUSD is aware of the multitude of changing parts that will effect this technology plan. With SBAC testing and a new accountability system coming into place shortly, many of these goals and wording throughout this document will need to be updated during our annual update process. We anticipate using previous state average numbers and comparing student performance on district level benchmarks as progress against some measures. Local assessments will have to hold more weight in the absence of state-wide assessments and subsequent results.

Objective 3d.2.1: The percentage of students in the school district scoring "proficient" or "advanced" in each core subject area shall exceed the state average of students scoring "proficient" or "advanced" in corresponding assessments.

Benchmarks:

- Year 1: The percentage of students in the district scoring "proficient" or "advanced" in each core subject will be at or above the state average of the percentage of students scoring "proficient" or "advanced" state-wide.
- Year 2: The percentage of students in the district scoring "proficient" or "advanced" in each core subject will be at or above the state average of the percentage of students scoring "proficient" or "advanced" state-wide.
- Year 3: The percentage of students in the district scoring "proficient" or "advanced" in each core subject will be at or above the state average of the percentage of students scoring "proficient" or "advanced" state-wide.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Monitoring and Analysis of State-wide testing scores. Administration of Benchmark Exams.	Assessment of State Scores, September Assessment of Benchmark Tests, December and March	Superintendent, Site Administrators, and Teaching Staff	State Assessments; District Benchmark Assessments	State Test Results, Benchmark Results

Goal 3d.3: The district will research and audit new technologies and systems that will improve student achievement.

Objective 3d.3.1: District Technology Leaders will meet regularly to investigate, review, and recommend emerging technologies.

Benchmarks:

- Year 1: Site Technology Leaders will meet at least 3 times each school year to review, discuss, and create plans to implement new and existing technologies in the classroom.
- Year 2: Site Technology Leaders will meet at least 3 times each school year to review, discuss, and create plans to implement new and existing technologies in the classroom.
- Year 3: Site Technology Leaders will meet at least 3 times each school year to review, discuss, and create plans to implement new and existing technologies in the classroom.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
A meeting in the August to discuss survey results, classroom needs and new technology, in October to discuss implementation of the technology in the classroom, and in March to review the effectiveness of their efforts.	Three meetings each year. August, October and March	Site Technology Leaders, Site Administrators	Technology leaders will meet regularly with site staff to review the school's needs.	Teacher observations, technology survey, meeting agendas and notes

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: By 2017 students will demonstrate a sound understanding of technology concepts, systems, and operations as outlined in the NETS Student Technology Standards.

Objective 3e.1.1: By 2017 90% of students will be able to use grade-appropriate programs to show an understanding of systems by producing documents, presentations, and conducting appropriate research.

Benchmarks:

- Year 1: By 2015 70% of students will be able to use grade-appropriate programs to show an understanding of systems by producing documents, presentations, and conducting appropriate research.
- Year 2: By 2016 80% of students will be able to use grade-appropriate programs to show an understanding of systems by producing documents, presentations, and conducting appropriate research.
- Year 3: By 2017 90% of students will be able to use grade-appropriate programs to show an understanding of systems by producing documents, presentations, and conducting appropriate research.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**

Students will be trained in the use of technology according to Common Core Standards	Ongoing	Teachers	Teacher lesson plans and classroom observations.	Student created projects, portfolios and report cards.
Students will be trained and given opportunities to develop the skills described in the NETS*S.	Ongoing	Teachers	Teacher lesson plans and classroom observations.	Student created projects, portfolios and report cards.
All classrooms will be provided with developmentally appropriate keyboarding software, and teachers will be trained in its use.	Annually, beginning in the 2014-15 school year.	Site Administrator and Site Technology Leader	Training attendance logs, teacher lesson plans and classroom observations.	Student created projects, portfolios and report cards.

Goal 3e.2: By 2017, K-12 students will demonstrate creativity and innovation, communicate collaboratively, use critical thinking, problem solving, and decision making with the latest informational technology as outlined in the NETS Student Technology Standards.

Objective 3e.2.1: By 2017, 80% of students in grades 3-12 will engage in grade-level appropriate collaborative communication including distance learning, Edmodo, and others to participate in global learning environments. They will also use grade-level appropriate technology to develop critical thinking, decision making, and problem solving skills including analyzing appropriate web sites for research assignments.

Benchmarks:

- Year 1: By 2015, 70% of 3rd-12th grade students will engage in grade-level appropriate collaborative communication including distance learning, Edmodo, and others to participate in global learning environments. They will also use grade-level appropriate technology to develop critical thinking, decision making, and problem solving skills including analyzing appropriate web sites for research assignments.
- Year 2: By 2016, 75% of 3rd-12th grade students will engage in grade-level appropriate collaborative communication including distance learning, Edmodo, and others to participate in global learning environments. They will also use grade-level appropriate technology to develop critical thinking, decision making, and problem solving skills including analyzing appropriate web sites for research assignments.
- Year 3: By 2017, 80% of 3rd-12th grade students will engage in grade-level appropriate collaborative communication including distance learning, Edmodo, and others to participate in global learning environments. They will also use grade-level appropriate technology to develop critical thinking, decision making, and problem solving skills including analyzing appropriate web sites for research assignments.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**

Teachers will be trained in Information Literacy Skills and implementation strategies for the classroom.	Annually	Site Administrator and Site Technology Leader	Training and attendance logs.	Classroom observations, student artifacts, and logs of information systems.
Teachers will embed technology use in the curriculum.	Ongoing	Teachers	Teacher lesson plans and observations.	Teacher and student created artifacts.
Students will learn to use information literacy skills to enhance their ability to process, evaluate and manage information.	Ongoing	Students and teachers.	Teacher lesson plans and classroom observations.	Student created artifacts or portfolios.

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

Goal 3f.1: Students, teachers and administrators understand and follow Copyright Laws and can distinguish lawful from unlawful uses of copyrighted works. Students, teachers and administrators can distinguish lawful from unlawful downloading and peer-to-peer file sharing. Students and teachers understand plagiarism, Fair Use, and the need for respecting intellectual property.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Students will receive grade level appropriate instruction and understand lawful and unlawful uses of copyrighted works, Fair Use Guidelines, respecting intellectual property, plagiarism and illegal file sharing.	Annually by September 15th	Site Administrator, Site Technology Leader, Teacher	Teachers will submit to Site Administrator yearly logs that list date and links from district website used for lessons addressing implementation of goal.	Implementation logs
All students and parents review and sign the Acceptable Use Policy	Annually by September 15th	Site Administrators Site Secretaries Teachers	Secretary and Administrators will review signed policies to ensure completion.	Collection of the User Policies. Documents will be kept in files maintained by site secretaries.

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)

Goal 3g.1: All students and teachers will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when students and staff are using the Internet.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
All students and parents review and sign the Acceptable Use Policy	Annually by September 15th	Site Administrators, Site Secretaries, Teacher	Secretary and Administrators will review signed policies to ensure completion.	Collection of the User Policies. Documents will be kept in files maintained by site secretaries.
Students will receive grade level appropriate instruction and understand how to protect their online privacy and avoid online predators through teacher presented lesson plans.	Annually by September 15th	Site Administrator, Site Technology Leader, Teacher	Teachers will submit to administrator yearly logs that list date and links used from district website for lessons addressing implementation of goal.	Implementation logs

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

Each high school student in the district has use of and access to a district provided MacBook. These laptops were purchased new in the Fall of 2013. Every year as seniors graduate and leave with their computer, incoming 9th graders receive new MacBook computers. Elementary students have access to Mac labs of between 10-25 computers each. The ratio of students to computers at each elementary school is 2:1 to 3:1 depending on the site. Staff work out schedules to accommodate students on a daily basis. After school elementary students have access to iMacs and/or Mac labs in the after school programs. There is equal access for all students regardless of their academic standing, socioeconomic level, proficiency in English, or disabilities during school and after school. The school district's Acceptable-Use Policy for access to the Internet is updated yearly. Website use is monitored and a firewall is provided for all district employees and students.

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.

During the summer of 2014, the district will transition from our current student information system to the Aeries platform. Through Aeries, teachers will have access to student information

and state testing data, which they can use to help plan student learning experiences, differentiated instruction and interventions. We are also currently in our third year of using OARS (Online Assessment Reporting System), which gives administrators and teachers access to student information and data. Teachers are able to look at local benchmark assessment information and create intervention groups that facilitate the monitoring of targeted students. Teachers can also create their own assessments focused on identified standards that they feel need re-teaching or further intervention.

Goal 3i.1: By June 2017, 100% of teachers will be able to enter student grades electronically and access student assessment data using a variety of tools and use this information to adjust teaching to meet students' academic needs.

Objective 3i.1.1: Teachers will use the Aeries and OARS systems to enter data, keep student records, assess student progress and plan classroom instruction.

Benchmarks:

- Year 1: 70% of teachers will meet this objective.
- Year 2: 80% of teachers will meet this objective.
- Year 3: 90% of teachers will meet this objective.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Arrange for training and infrastructure needs. Install new hardware and software.	Summer 2014	Carmichael Business Technologies (CBT)	Observation and testing of product	System passes testing process
Train administrative staff and teachers in use of Aeries	Summer/Fall 2014	CBT, district administration and site administrators	Monitoring of system use and report card generation	Observation of use and report card copies
Teachers will begin to use this data to increasingly differentiate instruction and plan intervention.	2014-2017	Site administrator, site technology leader	Classroom observations and teacher surveys	Formal and informal observations, district technology survey

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.

Goal 3j.1: Teachers and administrators will use the district website to communicate with parents and community members.

Objective 3j.1.1: By the end of 2017, 100% of school sites will have updated websites that include at least the following: mission statement, values, beliefs, staff contact information, and classroom homework.

Benchmarks:

- Year 1: 80% of schools will have websites that include all of the criteria mentioned in Objective 1.
- Year 2: 90% of schools will have websites that include all of the criteria mentioned in Objective 1.
- Year 3: 100% of schools will have websites that include all of the criteria mentioned in Objective 1.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Train all staff in creating and updating their webpage and websites.	Ongoing	Site administrators, teachers, secretaries	Superintendent and Site Administrators will monitor school websites and the quality and timeliness of information as well as contact options.	School website

Goal 3j.2: Teachers and administrators will utilize district provided email to communicate with parents and community members and encourage two-way communication using this and other resources.

Objective 3j.2.1: By the end of 2017, 100% of teachers and administrators will utilize district provided email to communicate with parents and community members and encourage two way communication using this and other resources.

Benchmarks:

- Year 1: 80% of teachers and administrators will utilize district provided email to communicate with parents and community members and encourage two-way communication using this and other resources.
- Year 2: 90% of teachers and administrators will utilize district provided email to communicate with parents and community members and encourage two-way communication using this and other resources.
- Year 3: 100% of teachers and administrators will utilize district provided email to communicate with parents and community members and encourage two-way communication using this and other resources.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Train all staff as necessary in the use of district provided e-mail and any efficiency software such as Entourage or Outlook.	Ongoing	Site Administrators, technology lead teachers	Site administrators will verify proper use and continuity of district provided e-mail.	E-mail usage

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 Technology Committee consists of the Superintendent, Site Administrators, Site Technology Leaders, Carmichael Business Technology (CBT) (IT Department), and support from MCOE. Progress of the curricular components of the ESUSD Technology Plan will be reviewed, at a minimum, annually. The District Technology Committee will review the district's progress towards implementation of the curricular goals, review and monitor the planned activities and strategies to ensure that benchmarks and timelines are being met.

The ESUSD Technology Plan monitoring and evaluation process narrative is embedded on each table for the goal/objectives 3d, 3e, 3f, 3g, 3h, 3i, and 3i in the “Monitoring and Evaluation Process” box. Data sources that will be collected include the California Standardized Testing and Reporting - STAR (soon to be replaced by the Smarter Balanced Assessment Consortium - SBAC), the district online benchmark assessments (OARS),implementation logs, training logs, observation logs, website/e-mail, use, student artifacts and technology surveys.

The status of implementation will be reported, along with recommendations, to the Superintendent and the Board of Trustees on an annual basis. If parts of the plan are not being implemented on schedule, the committee will investigate the causes for delay, remove obstacles to successful completion, or reevaluate the benchmark timelines. The positive impact of the plan will be evaluated through multiple measures data, student products, and teacher input and observations.

4. Professional Development

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

Eastern Sierra Unified School District conducted a teacher survey in September, 2013. 33 of 35 teachers responded to the survey and 3 of 3 administrators responded. Survey results show wide variation in current computer use and training needs and desires. The summary indicates that there are differing levels of teacher and administrator proficiency and classroom implementation in the areas of word processing, spreadsheets, presentation programs, online grade books, Smart Boards, projectors, document cameras, internet resources, and handheld devices. A majority of teachers stated that they use technology to create instructional materials, plan and deliver instruction, manage grades and communicate with students and parents. 48% of respondents indicated that they assign work with technology requirements to their students once a week or more often. Teacher's comments indicated that they felt these assignments help with student engagement and motivation.

Both teachers and administrators indicated a desire for more training in the use of the basic tools such as spreadsheets, presentations and various Google programs. The teachers also expressed a desire for training in more specialized technology such as Smart Boards, document cameras, video production, Edmodo and simulation applications. While the survey did not focus specifically on the development of class websites, very few teachers responded that they use a class website as a means of communication. Further training in website development and use is a need if classroom websites are a district priority.

Results of the survey show that teachers feel there is a high level of communication with parents and students, however they indicated low levels of knowledge about the NETS standards, technology requirements of the Common Core State Standards, copyright and fair use and Internet safety. There appears to be a need for training in connecting student assignments that require technology to CCSS, NETS*S requirements and district goals. It would be appropriate for the district to provide future professional development focusing on these needs. Most teachers stated that they use data to address student learning needs, but it may be appropriate to provide further training that connects the use of data to drive teaching decisions under the CCSS.

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: Provide teachers and support staff with technology skills needed to improve academic achievement for all students and increase efficiency in delivering the District's instructional program.

Objective 4b.1.1: Staff will receive training to become proficient on current hardware and software provided by the district.

Benchmarks:

- Year 1: Survey results will indicate that 70% of staff are using current hardware and software provided by the district proficiently.
- Year 2: Survey results will indicate that 80% of staff are using current hardware and software provided by the district proficiently.
- Year 3: Survey results will indicate that 90% of staff are using current hardware and software provided by the district proficiently.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Site Technology Leaders will design and offer training to all staff on current district hardware and software	July 2014 until July 2017	Site Technology Leader	Site Administrator review of training content, observation of training, and use and implementation of programs and strategies learned during training.	District Technology Survey, informal and formal observations, training logs

Objective 4b.1.2: Staff will receive training to allow them to meet NETS*S and Common Core standards for students and incorporate those standards into everyday practices.

Benchmarks:

- Year 1: 70% of teachers will implement technology on an everyday basis to meet NETS*S and Common Core Standards.
- Year 2: 80% of teachers will implement technology on an everyday basis to meet NETS*S and Common Core Standards.
- Year 3: 90% of teachers will implement technology on an everyday basis to meet NETS*S and Common Core Standards.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Site Technology Leaders will work with grade level and county curriculum specialists to design training focused on technology needed for implementing adopted common core standards and meeting NETS*S standards.	2014-2015 school year and ongoing	Site Technology Leaders, County Curriculum Specialist	Site Administrator review of training content, observation of training, and use and implementation of programs and strategies learned during training	District technology survey and training agendas
Site-based Technology Leaders will provide coaching and support to teachers as they implement programs and strategies introduced at training.	2 Times Yearly	Site Administrators and Site Technology Leaders	Site Based Technology Leader logs will be reviewed by administrators. Monitoring will also occur through the District Technology Survey.	District Technology Survey, Lead Teachers Logs, Informal and formal observations and evaluations

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.

Through the use of our district technology survey, our district administrators, and district technology team, we will monitor how the goals, objectives and benchmarks are met district wide. Data will be collected from the district technology survey and through informal observations of staff to determine professional development needed for district staffs\. Data will be collected once a year from the district technology survey, but will be ongoing through staff input and informal observations. Teachers will be supported by Lead Technology Teachers at each site. Discussions during site early release days will help determine success of implementation. Success on benchmark exams and state testing will also help determine whether we are meeting the objective to improve student success. Data will be analyzed primarily by site administrators, but also by site staff to adjust professional development. Implementation of professional development will be reported back to and discussed by district technology team for review and modification. If plan is not being implemented on target, the district technology team will adjust the plan and implementation goals to meet the new needs.

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.

1. **Existing Hardware:** ESUSD has a main file server and a Microsoft Exchange Server for file sharing and email purposes. In addition ESUSD has servers at the district office, which handle various administrative tasks.
2. Each campus has both a Windows 2000 server, which handles network functions, and an Apple server, which handles file sharing and other items for student use.
3. ESUSD has implemented a Shoretel VOIP system, which places phones in every classroom, and every administrative office desk as well as providing access to outside phone lines for incoming and outgoing phone calls.
4. Most classrooms also have Smart Boards and or document cameras. A few classrooms also use Apple TV servers. Some classrooms have student response systems or Interwrite Pads.
5. All high school students are currently on a one-to-one program whereby each student is issued his or her own MacBook. and K-8 students have access to Mac laptops via shared laptop carts at an average ratio of 1:2.5.
6. Every teacher is issued a Mac laptop.

Existing Internet Access: Existing internet access consists of one or two bonded T1 lines at each campus depending on size. These are all point-to-point connections that head end into the district office. From there we have two bonded T1 lines, which are point to point to MCOE where they are hooked into CNIC for internet access.

Existing Electronic Learning Resources: We use Infinite Campus as our Student Information System and OARS as our student assessment and progress tracking system. We also use various pieces of software for support of classroom instruction. These consist of Renaissance place (Accelerated Reader, Accelerated Math), Rosetta Stone, Khan Academy, Google Apps, and OARS.

Existing Technical Support: ESUSD uses an I.T. consulting company (Carmichael Business Technology) for all technical support within the district. They handle all I.T. and SIS needs. This consists of a team of 8 people that handle the various aspects of technical support from an I.T. standpoint.

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: We are on a regular 5 year replacement cycle for servers. The only critical server at this time is the Exchange server. ESUSD needs to discuss replacement options for this server.

Student MacBooks will need to be replaced on an annual basis to accommodate the incoming freshmen, as the seniors who graduate each year will take their MacBook with them. ESUSD will buy replacement MacBooks for each freshman.

A replacement plan for the Windows servers at each location or the joining of each location. Windows computers to the main server need to be discussed.

Electronic Learning Resources Needed: ESUSD needs to replace its SIS system with something that is more compatible with other software and reporting needs. ESUSD will move to the Aeries platform. During the summer period we will be rolling from Infinite Campus to Aeries and the training will begin for teachers, administrative staff and technical staff.

Networking and Telecommunications Infrastructure Needed: All switches and routers are up to date and fairly new, as is our Shoretel phone system. Therefore there are no infrastructure needs in the networking or telecom infrastructure.

Physical Plant Modifications Needed: Part of the physical plant still needs to be moved to the new district office. Other than that the physical plant is in good working order.

Technical Support Needed: No additional technical support is needed.

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

Year 1 Benchmark: Replace and maintain Student Information System. Maintain 1:1 student laptop program for HS students by purchasing laptops for all incoming 9th graders annually and servicing others as required. Begin evaluating distance learning platforms and options as well as needed hardware.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**

Year 2 Benchmark: Maintain Student Information System. Maintain 1:1 student laptop program for HS students by purchasing laptops for all incoming 9th graders annually and servicing others as required. Begin implementing pilot distance learning platforms and hardware.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**

Year 3 Benchmark: Maintain Student Information System. Maintain 1:1 student laptop program for HS students by purchasing laptops for all incoming 9th graders annually and servicing others as required. Full implementation of distance learning platforms and hardware.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Collection of cost estimate for replacement of SIS system and Board decision and approval.	July 2014	CBT
Procure equipment and software needed for initial setup of new SIS. Identification of power users at each site to begin training.	July 2014	CBT, CTAP, principals, superintendent
Onsite training of teachers and administrative staff	August 2014	Superintendent and New Vendor
Budget for appropriate quantity and order laptops for incoming 9th grade students.	Annually in June	Superintendent and CBT
Setup new laptops for students and prepare for dispersal	Annually in July	CBT
Identify staff who will research distance learning options.	July 2014	Superintendent and Site Administrators
Decide distance learning software and needed hardware to pilot.	May 2015	Research team, administrative team, CBT
Purchase and install needed software and hardware for distance learning pilot.	July 2015	CBT
Purchase and install needed software and hardware for distance learning full implementation.	July 2016	CBT

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

1. Once finalized all tech. plan goals will be entered into CBT's project tracking module and tracked by CBT with full visibility for all appropriate ESUSD staff.
2. The ESUSD Business Manager and Superintendent will have quarterly meetings with CBT to track the specific progress of these goals.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources: Title I

Title II Part A

Title II Part D

Title III

Title V

Lottery

Education Protection Account

Perkins

Program Improvement

Deferred Maintenance

Site Budgets

Grants

Potential Funding Sources: E-rate discounts and rebates

K-12 EdTech Vouchers

Donations

Developer Fees

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

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
5000-5999 Other Services and Operating Expenses				
Professional Development	$28,000	$28,000	$14,000	General Fund
Aeries In-Service	$28,000	$8,000	$8,000	General Fund
Internet Service	$5,000	$5,000	$5,000	E-Rate
6000-6999 Equipment				
Server	$25,000	$0	$0	General Fund
Switches	$5,000	$0	$0	General Fund
Upgrade Network Equipment at Each District Location	$25,000	$25,000	$5,000	General Fund
Teacher Laptops - 15 per year	$15,000	$15,000	$15,000	General Fund
Student Laptops - 25 per year	$25,000	$25,000	$25,000	General Fund
Totals:	$156,000	$106,000	$72,000	

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

The determination of whether equipment has become obsolete resides with our IT consultant, Carmichael Business Technology (CBT). The District’s historic and current practice is to replace computers every four years, unless it is deemed by CBT that the computer must be replaced earlier. When equipment is deemed to be obsolete, the Superintendent or designee shall notify the Board of Trustees, provide an estimated value, and recommend whether the items be sold or disposed of by one of the methods prescribed in law and administrative regulation. Upon approval by the Board, the Superintendent or designee shall arrange for the sale or disposal of these items.

The District also has a program where every freshman student is given a new MacBook laptop. The student keeps the laptop throughout their time in high school and is given the option of purchasing the laptop for $1 at the end of their senior year.

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.

Individual Responsible	Responsibilities	Feedback Loop
Site Administrators	Review Site Budget Work with the Technology Planning Committee to determine site technology needs and priorities Budget to meet those needs and priorities as necessary	Provide progress and needs assessed to District Technology Committee Submit recommended Technology Plan changes to District Technology Committee
Superintendent	Approve all Technology Purchase Orders	Prepare annual report to Board of Education
Business Manager	Review for appropriate spending	Report to other stakeholders as appropriate
Accounting Technician	Budget Check	Approval sent to purchasing

The budget is continuously monitored by the Business Manager and any budget adjustments are brought to the Superintendent's attention. An annual review by the technology committee and CBT is also done to ensure the budget is in line with projections.

If the Funding and Budget components are not being implemented on schedule, the Business Manager will bring it to the Superintendent's attention.

Data collection is a continuous process done throughout the year. In the Fall of each year, usually October or November, E-rate applications are due covering the next fiscal year. A funding decision commitment letter is then mailed to the applicant in Spring advising if the application is approved or rejected.

7. Monitoring and Evaluation

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

The District evaluates progress toward the technology goals each year. The District will require all certificated staff to complete the staff technology skills survey. The results from this evaluation will be shared with stakeholders.

The impact of technology for staff and students will be evaluated with the following instruments:

- Student benchmark assessment data - provided to teachers through OARS student performance data analysis
- Reports from Aeries of student and parent use of the Aeries Parent Portal
- Technology Skills Survey administered to all certificated staff including teachers and administrators
- Annual report to California Department of Education regarding student to computer ratio and classroom connections to the Internet
- Annual report to the ESUSD Board of Trustees regarding the progress toward achieving the technology standards established by the district's technology goals for the duration of this plan are:

Standard One: Teacher Access to Student Information System
Every classroom will have teacher access to the student information system for the purpose of looking up student information and data.

Standard Two: Access to Student Performance Data
Every teacher will have access to the student performance data for students in their class. This will be through OARS for all of our school sites.

Standard Three: Data Projectors
Every classroom will have electronic images projected through a mounted data projector that is connected to the teacher’s classroom computer. (Replaces TVs.)

Standard Four: On Line Grades and Attendance
Every teacher will submit attendance and grades on-line via a common SIS system.

Standard Five: Interactive Display Technology
Every classroom will have an interactive display device for the presentation of information allowing for real time editing and feedback. This may be achieved through Smart Boards or Inter Write Pads. (Replaces Overheads.)

Standard Six: Parental Access
Every parent will have access to their student’s classroom information through a secure internet site.

Standard Seven: Distance Learning

Both high schools in the district will offer distance learning classes, either site to site or site to outside institution.

Standard Eight: NETS Student Benchmarks/Standards
Through the observation process all teachers will create and implement lessons that routinely employee the NETS Standards for students.

Standard Nine: Common Core
Teachers will require students to use a variety of technology-based applications to meet the requirements of the Common Core Standards

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

This Plan will be evaluated annually between March and May by the District's Technology Advisory Committee , the District Business Manager, and the Superintendent. Results of the evaluation activities related to the individual sections of this plan will be communicated by the responsible individuals/teams to the Technology Advisory Committee each March during an annual Technology Plan Progress Review meeting. Data resulting from the evaluation tools and activities will be reviewed to determine the level of progress made toward goal and objective achievement. Recommendations will be made as to any modifications to the objectives and activities for future years. The Technology Advisory Committee will determine if the recommendations for modifications warrant actual changes to the Plan. These potential recommendations will be presented to the Board annually.

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

Progress toward goals will be summarized and reported to the School Board and be available on the district website. The progress summary will be provided by the Superintendent for possible inclusion in the bi-annual Community Forum Meetings.

8. Collaborative Strategies with Adult Literacy Providers

Eastern Sierra Unified School District provides facilities and internet access for the only adult literacy provider in the area, Mono County Office of Education. Currently, adult education classes are being provided in Coleville and Lee Vining with the option for facilities to be provided in Bridgeport as well. Mono County Office of Education also runs the county's library system. In Lee Vining, Coleville and Benton the public library facilities are owned by Eastern Sierra Unified School District. Mono County provides computers and internet access to the public at these facilities at various hours throughout the week.

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.

The ESUSD technology plan is based upon current, relevant research that supports the integration of technology in teaching and learning. We are writing this plan in a time of great change in education and have considered transition to The California Common Core Standards and integrating 21st Century Skills throughout.

Current research that has supported and informed our decisions follows:

Allen, E. and Seaman, J. (2008). *Staying the Course: Online Education in the United States*. The Sloan Consortium. Wellesley, Massachusetts.

Folkers, D. (2005). *Competing in the Marketspace: Incorporating Online Education into Higher Education - An Organizational Perspective.* Information Resources Management Journal, 18(1), 61-77.

"The 2008 Sloan Survey of Online Learning reveals that enrollment rose by more than twelve percent from a year earlier. The survey of more than 2,500 colleges and universities nationwide finds approximately 3.94 million students were enrolled in at least one online course in fall 2007. The sixth annual survey, a collaborative effort between the Babson Survey Research Group, the College Board and the Sloan Consortium, is the leading barometer of online learning in the United States." ESUSD is currently looking into current research and a multitude of opportunities to bring increased opportunities to students via online curriculum and blended learning environments.

California Department of Education, (2010 - revised 2012) *Common Core State Standards*, Sacramento, CA

Based almost wholly on the National Common Core Standards - these standards were adopted and revised by the State Board of Education. Largely the work of a national consortium and the research stated above. California then put together a large group of individuals and experts to review and give input to the adoption of these standards by the state in an effort to align with other states and ensure students leaving our public school system are college and career ready.

Christensen, C.M. (2008). Disrupting Class: How Disruptive Innovations Will Change the Way the World Learns. New York: McGraw-Hill.

Christensen, C.M. (2006). The Innovator's Dilemma. New York: Collins Business Essentials

From Publisher's Weekly "It's no secret that people learn in different ways, so why, the authors of this book ask, "can't schools customize their teaching?" The current system, "designed for standardization," must by its nature ignore the individual needs of each student. The answer to this problem, the authors argue, is "disruptive innovation," a principle introduced (and initially applied to business) by Harvard Business School professor Christensen in The Innovator's

Dilemma. The idea is that an audience in need will benefit from even a faulty opportunity to fulfill that need; in education, the demand for individual instruction could be met through infinitely customizable online computer-based instruction." ESUSD is currently looking into current research and a multitude of opportunities to bring increased opportunities to students via online curriculum and blended learning environments.

Domenech, D. (2009, October). *Harnessing Kids' Tech Fascination*. The School Administrator, Number 9, Vol. 66.

This e-article reminds us how technology is a daily part of students lives and teachers need to embrace this technology to harness learning in the classroom and increase student engagement.

Jerald, Craig D. (2008). *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education.* Achieve, Inc., Washington, D.C.

This report led to the development of the Common Core State Standards. This report focused on providing a pathway for US students to compete in a global economy and providing an education that would produce students ready for college and career.

Johnson, L., Smith, R., Levine, A., and Haywood, K., (2010). *2010 Horizon Report: K-12 Edition.* Austin, Texas: The New Media Consortium

"The *Horizon Report* series is the most visible outcome of the New Media Consortiums Horizon Project, an ongoing research effort established in 2002 that identifies and describes emerging technologies likely to have a large impact on teaching, learning, research, or creative expression within education around the globe. This volume, the *2010 Horizon Report: K-12 Edition*, examines emerging technologies for their potential impact on and use in teaching, learning, and creative expression within the environment of pre-college education."

The report identified five trends ranked in order of significance:

- "Technology is increasingly a means for empowering students, a method for communication and socializing, and a ubiquitous, transparent part of their lives.
- Technology continues to profoundly affect the way we work, collaborate, communicate, and succeed. Information technologies impact how people work, play, learn, socialize, and collaborate.
- The perceived value of innovation and creativity is increasing. Innovation is valued at the highest levels of business and must be embraced in schools if students are to succeed beyond their formal education.
- There is increasing interest in just-in-time, alternate, or non-formal avenues of education, such as online learning, mentoring, and independent study.
- The way we think of learning environments is changing. "

The report also identified critical challenges faced by the educational community:

- "Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- Students are different, but educational practice and the materials that support it are changing only slowly.

- Many policy makers and educators believe that deep reform is needed, but at the same time, there is little agreement as to what a new model of education might look like.
- A key challenge is the fundamental structure of the K-12 education establishment.
- Many activities related to learning and education take place outside the walls of the classroom - but these experiences are often undervalued or unacknowledged. "

National Conference of State Legislature (2011). *Children and the Internet: Laws Relating to Filtering, Blocking and Usage Policies in Schools and Libraries.* Last update September 12th, 2013.

This website resource is a US Government publication that addresses the Federal Children's Internet Protection Act and the requirements for E-Rate funding program. ESUSD works to ensure they are in compliance with these resources and has Board Policy to support it.

Partnership for 21st Century Skills, (2012). *P21 Common Core Toolkit.* Washington, D.C.

The Partnership for 21st Century skills is a national initiative that advocates for 21st Century readiness for every student with the goals of mastery in core subjects as well as 21st Century themes, learning and innovations skills, information, media and technology skills as well as life and career skills, therefore enabling students to be ready to compete in a global economy.

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 2014-2017 ESUSD Technology Plan calls on the utilization and delivery of blended learning that includes distance learning, e-learning, and true blended learning models. As described in Section 3, ESUSD will spend the next three years evaluating blended learning, distance learning and one-to-one technology models; choosing models to pilot, and implementing these pilots to prepare our students for the world of careers and college. Additionally, ESUSD is committed to providing the necessary professional development for teachers to integrate 21st Century skills with CCSS, deliver instruction using cutting edge technology, and provide students access to current technology for learning.

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)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**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.	2	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.	3	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	4	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.	5	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	6	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	9	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.	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.
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	11	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
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.	12	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	12	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.	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.
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.	13	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	14	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
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.	15	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT 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.	16	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.	17	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.	18	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.	19	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.	20	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.	21	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.	22	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is 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.	23	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.	24	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.	24	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.	25	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.	26	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.	27	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.	27	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.)	28	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.	29	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	31	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 26 - 73668

School Code (Direct-funded charters only):

LEA Name: Eastern Sierra Unified

*Salutation: Mr.

*First Name: Don

*Last Name: Clark

*Job Title: Superintendent

*Address: PO Box 575

*City: Bridgeport

*Zip Code: 93517-0575

*Telephone: 760-932-7443

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Please provide backup contact information.

1st Backup Name: Steven Childs

E-mail: schilds@esusd.org

2nd Backup Name: James Godoy

E-mail: jgodoy@esusd.org

* Required information in the ETPRS